Peer Team Report

on

Institutional Assessment and Re-accreditation
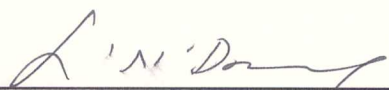
of

Padmabhushan Vasantraodada Patil Mahavidyalaya
Kavathe Mahankal, Dist. Sangli, Maharashtra 416 405

Visit Dates : 28th – 30th July, 2010

PEER TEAM REPORT ON
Institutional Accreditation of
PADMABHUSHAN VASANTRAODADA PATIL MAHAVIDYALAYA
KAVATHE MAHANKAL, DIST. SANGLI - 416 405 (MAHARASHTRA)

Criterion I: GENERAL INFORMATION

1.1 Name & Address of the Institution:	Padmabhushan Vasantraodada Patil Mahavidyalaya, Kavathe Mahankal, Dist. Sangli - 416 405, Maharashtra
1.2 Year of Establishment:	August, 1978
1.3 Current Academic Activities at the Institution :	
• Faculties/ Schools:	Faculties - 04 : Arts, Science, Commerce and Computer Science
• Departments / Centers:	Departments - 13
• Programmes/ Courses offered:	UG - 4 Certificate courses-10

• Permanent Faculty Members:	Permanent : M F
	          42 39 03
	Temporary : M F
	          08 08 --

• Permanent Support Staff:	Administrative – 41 Technical – Nil
• Students:	UG M F 1683 957 726 PG - Nil
1.4 Three major features in the institutional Context (As perceived by the Peer Team):	• An affiliated grant-in-aid, co-educational and multi-faculty institution located in rural area • The entire infrastructure and other facilities of the college are shared by another Junior College run by the same *Sanstha*. • Rural location promotes diversified activities
1.5 Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	28th – 30th July, 2010
1.6 Composition of the Peer Team which undertook the on- site visit:	
Chairperson:	Prof. L. N. Dahiya Former Pro Vice Chancellor M. D. University, Rohtak, Haryana
Member Co-ordinator :	Dr. R. G. Sonkawade Senior Scientist, Inter University Accelerator Centre, New Delhi
Member :	Prof. (Dr.) R. Jayaprakash Former Principal, Sree Narayana College, Kollam, Kerala
NAAC Officer:	Dr. Sujata P. Shanbhag Assistant Adviser, NAAC, Bangalore

Criterion II: CRITERION WISE ANALYSIS	
2.1 Curricular Aspects:	
2.1.1 Curricular Design & Development:	• As an affiliated College, it follows the syllabi prescribed by the affiliating Shivaji University, Kolhapur. • Courses offered are in line with vision and mission of the institution. • The College makes efforts for catering to inclusion/integration of ICT in curriculum by offering computer application and IT courses and also by encouraging the students to browse internet, and website facilities. • BOS takes initiative in redesigning the syllabus and getting approved by AC.
2.1.2 Academic Flexibility:	• 13 UG programmes are offered. 10 Add-on courses MS-CIT, short term certificate courses are offered • The students have flexibility to move from one discipline to another and also in choosing elective options in UG. • All the UG courses are aided and, job oriented certificate courses offered by the College are self-financed.
2.1.3 Feedback on Curriculum	• The College obtains formal feedback from students and informal feedback from alumni, parents, employers, community and academic peers on curriculum. • Peer review and industry review yet to be introduced • The feedback on curriculum is analysed in faculty meetings of respective subjects and the suggestions are considered for its improvement.
2.1.4 Curriculum Update	• Syllabus is revised by the University as per the guidelines of UGC once in three years. • B.O.S takes initiative in redesigning the syllabus.
2.1.5 Best Practices in Curricular Aspects (If any):	• Good numbers of options are available for students at the UG level.

2.2 Teaching-Learning & Evaluation:	
2.2.1 Admission Process and Student Profile	• Admission notification advertised in regional newspaper, on website, Prospectus and flex board. • Students are selected for admission in different courses on the basis of the policy followed by the University. • The College ensures equity and access of students from disadvantaged community/ women / physically handicapped / economically weaker sections/ sports personnel following State Govt. reservation policy
2.2.2 Catering to the Diverse Needs:	• Slow and advanced learners are identified through marks obtained by them in the class tests as well as through performance in the class room. • Five periodical tests and two home assignments are given. • Remedial courses are organized with UGC assistance.
2.2.3 Teaching-Learning Process:	• Teachers, by and large, use conventional method of teaching and ICT enabled teaching is yet to take off. • Academic Calendar though developed but not comprehensive. • Bi-lingual method of teaching using English and Marathi is generally in practice.
2.2.4 Teacher Quality:	• Nine teachers are Ph.D., 21 M.Phil., 2 NET and 2 SET qualified. • Teachers are recruited as per the provisions of the state/university • Teachers' quality enhancement initiatives are needed for further improvement.
2.2.5 Evaluation Process and Reforms:	• From the current academic session, the College follows semester examination pattern as per university norms. Evaluation transparent and grievance readdressal mechanism is in vogue as per university norms.
2.2.6 Best Practices in Teaching-Learning and Evaluation (If any):	Ten add-on courses introduced
2.3 Research, Consultancy & Extension:	
2.3.1 Promotion of Research:	• Research Committee is formed to facilitate and monitor research activities. • Research funding agencies such as UGC, ICSSR, DST etc. are not fully tapped. • Research collaboration was not evident.

2.3.2 Research and Publications Output:	• Completed one major and nine minor research projects. • Published four research papers in international journals and 38 in national journals during the post accreditation period. • One teacher is approved Ph.D. research guide and 3 are guiding M.Phil.
2.3.3 Consultancy:	• Faculty providing limited consultancy which is non remunerative.
2.3.4 Extension Activities	• Two NSS units exist each one for boys and girls. • Major extension activities through NSS are : tree plantation, blood donation and *Nirmal Gram Abhiyan*. • Govt. has permitted to start NCC from the current session
2.3.5 Collaboration:	• Promotes institution neighbourhood network through NSS and NGOs. • The College is yet to develop collaboration with industry.
2.3.6 Best Practices in Research, Consultancy & Extension (If any):	• Consultancy for mentally retarded children. • Bridge construction and water conservation in the adopted village.

2.4 Infrastructure and Learning Resources:	
2.4.1 Physical Facilities for Learning:	• The college possesses 10.32 acre of land with built up area of 4552 Sq.Mt. • The institution makes optimal use of its infrastructure • One girl hostel with UGC assistance is under construction.
2.4.2 Maintenance of Infrastructure:	• Maintenance of buildings, laboratories and infrastructure needs improvement. • Maintenance of infrastructure on the basis of daily wages. Computers are maintained with private agency.
2.4.3 Library as a Learning Resources	• Library having 54364 books and 56 journals and is equipped with computers (6) fitted with Internet and DELNET / INFLIBNET facilities. • It is partially automated. • It has open access system.

2.4.4 ICT as Learning Resources:	• 95 computers, LAN in laboratories, Computer – Student ratio is 1:13. • The College has its own website and some part of the campus is Wi-Fi enabled. • 2 LCD Projectors and 4 OHPs are available.
2.4.5 Other Facilities:	• Sports grounds are adequate and spacious • No residential accommodation and health centre for staff • Parking space is adequate and one generator set available.
2.4.6 Best Practices in the development of Infrastructure and Learning Resources (If any):	• Separate room for differently abled students. • Yoga hall made available for community.
2.5 Student Support and Progression:	
2.5.1 Student Progression:	• Pass percentage (in the range of 65 to 77) not so good but higher than university's average. • Drop out rate (10-11 percent) is quite high. • Only two students cleared NET/SLET during last five years. • The students' progression to Higher Education is encouraging.
2.5.2 Student Support:	• Financial scholarship provided to students as per state government policy. • Student Grievance Redressal Cell is active. • Complaint box 'Ask Me' installed. • Alumni – Parent Teachers Association support students' activities. • No programme on Entrepreneurship Development Programme (EDP).
2.5.3 Student Activities:	• The students are encouraged for participation in extra-curricular activities • The college magazine is published regularly. • The College has an Alumni Association.
2.5.4 Best Practices in Student Support and Progression (If any):	• Students are encouraged to participate in sports through zonal, inter zonal and state level competition.

2.6 Governance and Leadership:	
2.6.1 Institutional Vision and Leadership:	• The academic and administrative bodies of the institute meet regularly for its proper functioning • Management and Principal encourage involvement of the staff for improvement of the effectiveness and efficiency of the institution processes. • The college has prepared a 'Master Plan' for its future development.
2.6.2 Organizational Arrangements:	• Administration is decentralized through a number of committees • The Principal coordinates with various committees, staff council and monitors the academic and administrative activities. • Welfare schemes for staff are limited.
2.6.3 Strategy Development and Deployment:	• Academic Plan is prepared at the beginning of the session. • No proper MIS developed. • Inter-departmental cooperation needs strengthening.
2.6.4 Human Resource Management:	• Management, Principal and staff work in tandem, keeping in view the objectives of the Institution. • Skill up-gradation of non-teaching staff and IT skill for teachers required. • More faculty development programmes, seminars, conferences, workshops need to be organized.
2.6.5 Financial Management and Resource Mobilization:	• Financial support from UGC and state government available. • A sum of Rs.566845 comes from self-financed courses. • Audit mechanism in place. • Alumni and parents need to be involved in resource mobilization.
2.6.6 Best Practices in Governance and Leadership (If any):	• Management is supportive. • Higher education for under privileged students.
2.7 Innovative Practices:	
2.7.1 Internal Quality Assurance System:	• IQAC activities are conducted according to NAAC guidelines. • Students participate in the quality enhancement initiatives of the Institution. • Best practices have been internalized.

2.7.2 Inclusive Practices:	• The institution follows state and central government reservation policies in case of recruitment of staff from disadvantaged communities. Students from rural and tribal sectors as well as poor students are given concessions for study. • Girls constitute a bulk (46.7%) of the college student population. • Mechanism for gender auditing needs strengthening.
2.7.3 Stakeholder Relationships:	• The college maintains cordial and purposeful relation with the alumni, parents and the neighbourhood society. • The institution takes efforts in community orientation work. • The stakeholders' perception of the college is good.

Section III: OVERALL ANALYSIS

3.1 Institutional Strengths:	• Physical infrastructure in terms of land is adequate for future expansion. • Most of the sanctioned teaching posts are filled. • Academic Calendar is adhered to strictly. • College is located in rural area which serves the cause of rural students particularly girls. • Good relationship of management with stakeholders.
3.2 Institutional Weaknesses:	• Comprehension level of rural students in English, by and large, is poor. • ICT enabled teaching is yet to come to its full circle. • Consultancy activities are not practiced. • A perspective plan indicating long term offers to public is missing. • Expert coaching for competitive exams, career and placement cell, women empowerment cell and entrepreneurship development cell are not very strong.
3.3 Institutional Opportunities:	• The institution has scope for interdepartmental linkages in teaching and research. • Interactive research and teaching with the help of affiliating university/neighbouring institutions. • More Entrepreneurship and Skill development Programmes for the students may be arranged. • Furtherance of research activities.

	• NAAC core values need to be strengthened further in institutional structure and processes.
3.4 Institutional Challenges:	• Computer expertise among staff and students need to be strengthened. • Strengthening further the NAAC Core Values in the college. • Teachers' evaluation in a more scientific way. • To compete with the surrounding institutions of higher learning in the region. • To bring down a rather high drop out rate. • To develop professional counseling among teachers to generate funds. • Initiate consultancy for generating funds and establish Industry – Institute Partnership Cell.

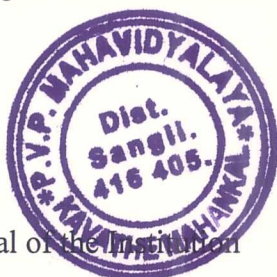## Section IV: Recommendations for Quality Enhancement of the Institution

- The college should develop a 'Vision Document' and an 'Action Plan' for the next decade.
- Internal Quality Assurance Cell (IQAC) should further be systematized and strengthened.
- Institutionalize Career Counseling, Soft skill development, coaching for competitive exam, women empowerment activities and remedial coaching.
- Library should be strengthened by adding more books, refereed journals, free internet, full automation and other learner-centered facilities.
- Introduce new courses in emerging areas like PG in Commerce, MBA, MCA, English, Mass Communication, E-commerce, Event Management and Hotel Management.
- Efforts be made to bring down drop out rate and improve examination results.
- To overcome deficiency of the rural students in English and communication skill, add-on course in English Language, lab. be set up.
- Science laboratories need improvement and strengthening.
- Commerce Lab. and EDP need to be set up with all adequate material and facilities.
- Co-curriculum and cultural activities should be accelerated.
- At least one full paper on Computer and Mathematics be provided to B.Com students.
- Consultancy and collaboration need strengthening.
- Formal mechanism for collecting feed back from students on the various aspects of their learning experience may be instituted, results analysed and implemented.
- The interaction between the college and university and institution – industry needs further strengthening.

Signatures of the Peer Team Members:

Name and Designation		Signature with date
Prof. L.N., Dahiya (Former Pro Vice Chancellor, M.D. University, Rohtak) No. 1129, Sector – 3, Near Community Centre, Rohtak – 124 001, Haryana	Chairperson	*L.N. Dahiya* 30.7.2010
Dr. R.G.Sonkawade Senior Scientist Inter University Accelerator Centre, Aruna Asaf Ali Marg, Post Box -10502 New Delhi – 110 067	Member- Coordinator	*Sonkawade* 30/7/2010
Prof. (Dr.) R. Jayaprakash Former Principal Sree Narayana College, Kollam – 691001, KERALA	Member	*Jayaprakash* 30/7/2010
Dr. Sujata P. Shanbhag Assistant Adviser NAAC, Bangalore-560 072	NAAC Officer	

I agree with the Observations of the Peer Team as mentioned in this report.

Seal of the Institution   Signature of the Head of the Institution

Place : Kavathe Mahankal (Sangli)

Date   : 30th July, 2010