Peer Team Report

on

Institutional Re - Accreditation

of

Smt. Meenalben Mehta College of

Arts & Commerce, Panchgani

Dist. Satara, Maharashtra

28 - 29 December 2012

PEER TEAM REPORT ON
INSTITUTIONAL RE-ACCREDITATION OF
SMT. MEENALBEN MEHTA COLLEGE OF ARTS & COMMERCE,
PANCHGANI, DIST. SATARA
(PTV Date: 28-29 December 2012) State: M.S.

Section I: GENERAL INFORMATION	
1.1 Name and Address of the Institution	**Smt. Meenalben Mehta College of Arts & Commerce, Panchgani, Maharashtra**
1.2 Year of Establishment:	**1990**
1.3: Current Academic Activities at the Institution (Numbers):	
• Faculties/Schools:	**2 (Arts and Commerce)**
• Departments/ Centers:	**7**
• Programmes/ Courses offered:	**2**
• Permanent Faculty Members	**14**
• Permanent Support Staff	**6**
• Students:	**633**
1.4: Three major features in the institutional Context :	• An institution is located in a backward hilly area serving socio-economically deprived students. • Offering courses in Arts & Commerce only. • Sincere and committed management and staff.
1.5: Dates of visit of the Peer Team	**28 - 29 December 2012**
1.6 Composition of the Peer Team which undertook the on-site visit	
Chairperson	**Prof. A.K. Mittal** **Vice Chancellor, Babu Banarasi Das University, Faizabad Road, Lucknow, Uttar Pradesh**
Member	**Prof. H.K. Hazarika** **Former Principal, D.C.B. Girls College Jorhat, Assam**
Member-Coordinator	**Prof. (Dr.) S.V. Sudheer** **Director, UGC- Academic Staff College University of Kerala, Thiruvananthapuram**
NAAC Coordinator	**Dr. Jagannath Patil** **Deputy Adviser, NAAC, Bangalore**

Section II: CRITERION-WISE ANALYSIS	OBSERVATIONS (Strengths and / or weaknesses on Key-Aspects Limited to three major ones)
2.1 Curricular aspects:	
2.1.1 Curricular Design & Development	• Institution has adopted curriculum designed by the affiliating University. • One faculty is member of BoS and others contribute to curriculum development informally.
2.1.2 Academic Flexibility:	• College has 2 programmes in Arts and Commerce at under graduate level. • Provision for selecting core options, electives and inter disciplinary courses are limited.
2.1.3 Feedback on Curriculum	• Feedback on curriculum collected from students, parents and employers. • Feedback collected is analysed and discussed informally.
2.1.4 Curriculum Update	• Curriculum restructuring and revision is done by the affiliating University once in 3 years. • Changing trends in education is incorporated in the curriculum to enable student employability. • Inter disciplinary areas in curriculum are not visible.
2.1.5 Best Practices in Curricular Aspects (If any):	• Formation of 'Vidya Samithi' for academic and administrative purposes.

2.2 Teaching-Learning & Evaluation:	
2.2.1 Admission Process and Student Profile	• Publicity for admission is done mainly through the website and the notice board. • Merit is the criteria for admission and transparency in admission process is maintained. • Reservation of seats for disadvantaged groups, women and differently- abled are as per government rules.
2.2.2 Catering to the Diverse Needs	• Mechanism for identifying slow and advanced learners need to be established. • Mentoring and tutorial system yet to be systematized. • No special arrangement for addressing learning needs of differently- abled students.

2.2.3 Teaching-Learning Process	• Academic calendar is prepared at the beginning in consultation with the faculty members. • Traditional method of teaching learning is in practice. • Attempt is made to utilize library resources, computers and laboratories for strengthening teaching – learning.
2.2.4 Teacher Quality	• Qualified permanent teachers are recruited by the Govt. through a selection process. • There are 14 full time regular faculties. 4 hold Ph.D and 4 hold M.Phil as higher qualification • Teachers are encouraged to organize seminars, undergo training programmes and attend seminars for quality improvement.
2.2.5 Evaluation Process and Reforms:	• Progress of students is maintained through internal tests and term- end examinations at University level. • Mechanism for redressel of grievances regarding examination is available at University level and at college level. • Examination reforms implemented at college level are traditional.
2.2.6 Best Practices in Teaching-Learning and Evaluation (If any)	• Good practice of returning answer books of college examination, following discussions.
2.3 Research, Consultancy & Extension:	
2.3.1 Promotion of Research:	• A five member research committee has been constituted to promote research. • Budget provision for research and development not provided.
2.3.2 Research and Publications Output:	• No teacher is a recognised research guide. • Contribution of faculty towards publication of books and articles need improvement. • One minor project is ongoing in the department of English.
2.3.3 Consultancy:	• Consultancy services are to be visible.
2.3.4 Extension Activities:	• Extension activities are undertaken through the 2 NSS units of the college. • Some social activities are undertaken in collaboration with local organizations.

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2.3.5 Collaborations:	• Collaborative activities are limited to the level of knowledge exchange with 14 colleges in the lead college cluster. • Formal MoUs / MoCs are not in place.
2.3.6 Best Practices in Research, Consultancy & Extension (If any):	• Duty leave is provided to the teachers participating in the conferences.
2.4 Infrastructure and Learning Resources:	
2.4.1 Physical Facilities for Learning	• College has 14 lecture-halls, one multipurpose hall, one administrative block and one teachers' common room. • Sports facilities for indoor games are available and for outdoor games improvement is needed. • Available facilities are used optimally.
2.4.2 Maintenance of Infrastructure:	• Budget allocation made for maintenance of infrastructure to be enhanced. • Separate staff deployed for infrastructure maintenance and repairs. • Library and computers are maintained by own staff under supervision of the concerned heads.
2.4.3 Library as a Learning Resources	• Library advisory committee is constituted with principal as the chairman. • Library services needs to be computerized. Library has 4060 titles, 8718 books, 3 journals and 15 magazines. • Facilities like internet, photocopier, etc. are available.
2.4.4 ICT as Learning Resources	• Institution needs to augment computer facility available in campus. • Institution has a website. • ICT enabled teaching learning needs to be practiced.
2.4.5 Other Facilities:	• Common room for students. Rest rooms, toilets, drinking water, special reading room etc. are available. • Hostel, canteen, health centre etc. are not available in campus.
2.4.6 Best Practices in the development of Infrastructure and Learning Resources	• Attempt made to increase infrastructural facilities after accreditation.

2.5 Student Support and Progression:	
2.5.1 Student Progression:	• Majority of students' progression is for higher studies and dropout rate is 10%. • Institutional academic performance in examinations is lower than the University averages in arts and commerce subjects. • Data relating to students achievement in competitive examinations are not available.
2.5.2 Student Support:	• Information dissemination is through college prospectus and college magazines. • Scholarships provided by the Govt. are given to students and incentives for outstanding sports persons are provided. • Grievance redressal cell, career guidance cell and placement cell functions in a micro level.
2.5.3 Student Activities:	• Alumni Association is formed and functioning to support the institution. • Some students have participated in sports and games at Regional / University / State level competitions. • Student participation in cultural and social activities is encouraged by the institution.
2.5.4 Best Practices in Student Support and Progression (If any):	• Pre-admission and faculty-wise post admission counseling done by a team of concerned teachers.
2.6 Governance and Leadership:	
2.6.1 Institutional Vision and Leadership:	• Vision and mission of the institutions are in tune with the objectives of spreading higher education in the valley. • Principal and HoDs functions in a transparent manner to execute the policies of the management. • Management provides material and moral support for teaching learning process.
2.6.2. Organizational Arrangements:	• A Local Management Committee is constituted as per the University Act and they are in charge of policy making and administration. • College has a decentralized administrative structure with principal at the top supported by HoDs, teachers, non-teaching staff and students.

	• Functions of the Grievance Redressal Cell for employees and cell for prevention of sexual harassment needs strengthening.
2.6.3 Strategy Development and Deployment	• Information collected from various sources is yet to be formally utilized for strategy development. • Management information system is not in place. • Qualified and competent teachers are selected through a state level selection committee.
2.6.4 Human Resource Management	• 20% of the teaching posts and non-teaching posts are vacant. Ad-hoc teachers are appointed as per need. • Faculty is encouraged to undertake quality development programmes attending seminars, conferences etc.
2.6.5 Financial Management and Resource Mobilization	• Main source of income of the college is the grant received from the state government and UGC. • Financial management system is partially computerized. Budget allocation is adequate enough to cover the day to day expenses. • Internal and external audit procedure is regular.
2.6.6 Best Practice in Governance and Leadership (If any)	• Support and assistance provided to the staff through the Credit co-operative society of teaching and non-teaching staff.
2.7 Innovative Practices:	
2.7.1 Internal Quality Assurance System	• Curricular, Co-curricular and extracurricular activities of the students are carried out through various committees. • IQAC is functional and all staff members are involved in the activities. • 'Vidya Samathi' is set up at the management level to look after the academic work of the institution.
2.7.2 Inclusive Practices:	• Institution takes care of the needs of the socially backward, economically weaker and differently abled. • 50% of the students are girls. Sincere attempt is made to maintain gender equity and access. • Informal mechanism to record incremental academic growth of the students.

2.7.3 Stakeholder Relationships:	• Stakeholders' relationships are satisfactorily maintained. • Sincere attempts are made by the institution to attract, retain and satisfy the expectations of the students at a reasonable level. • Alumni association is active and co-operative.
Section III: OVERALL ANALYSIS	**Observations Limited to five major ones**
3.1 Institutional Strengths:	• Only institution in a 40 km radius serving students of rural and hilly areas. • Sincere and encouraging management.
3.2 Institutional Weaknesses:	• Lack of new generation courses and courses in science stream. • Limited use of audio video facilities and ICT enabled teaching-learning process. • Less number of teachers with Ph. D. and higher qualifications. • Absence of P.G. Courses and science courses. • Weak research activities.
3.3 Institutional Challenges:	• Commence technology based courses and management courses with scope for employability. • Take initiatives for emphasizing rural youth and women students. • Encourage teachers to acquire higher qualifications and fill up vacant positions. • Securing placement opportunities for students from the rural areas. • Providing more facilities for ICT enabled teaching, internet and computers for staff and students.
3.4 Institutional Opportunities:	• To emerge as an outstanding institution that can serve the rural and hilly area students. • Programme diversification to include more number of courses including P. G. and Science courses. • Organize regional national and international level conferences, workshops etc. to provide more exposure to teachers and students. • Introducing job-oriented vocational and add-on courses. • To introduce skill development and quality development courses to make the rural area students competent for global market.

Section IV: Recommendations for Quality Enhancement of the Institution

(Please limit to ten major ones and use telegraphic language)

(It is not necessary to indicate all the ten bullets)

- College may start courses in science stream and PG level courses in Arts and Commerce.
- Introducing add-on courses and short term job oriented courses.
- Teaching-learning process to be supplemented with ICT enabled systems.
- Study centre of any open university may be established to satisfy the needs of the students.
- Faculty to be encouraged to acquire higher qualifications and encourage in research activities.
- More seminars and workshops to be organized and teachers may be encouraged to attend similar type of national / international level events.
- Take steps for improving communication skill, language skill and personality development skills of students from the rural and hilly areas.
- Activity of placement cell be strengthened to fetch more job opportunities.
- Starting of a Unit of NCC in the college.
- Library to be fully automated and more number of books to be added.
- More extension activities may be organized and students may be encouraged to participate more in sports and games.

- Canteen and Health centre facilities may be provided.

- Hostel for girls need to be constructed.

- Industry – institution linkages to be established.

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

29.12.12

PRINCIPAL
Smt. Meenalben Mehta College of
Arts & Commerce, Panchgani.

Signature of the Peer Team Members:

Name	Designation	Signature with date
Prof. A. K. Mittal	Chairperson	29.12.12
Prof. H. K. Hazarika	Member	29/12/12
Prof. (Dr.) S.V. Sudheer	Member-Coordinator	29/12/12
Dr. Jagannath Patil	Deputy Advisor, NAAC	

Place: Panchgani

Date: 29/12/2012