

PEER TEAM REPORT

on

Institutional Assessment

and

Reaccreditation

of

**Shivai Shikshan Prasarak Mandal Mahad's
Sundarrao More (Sr.) College of Arts,
Commerce and Science
Poladpur, Dist - Raigad - 402303
Maharashtra**

(4th-6th October, 2012)



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Shivai Shikshan Prasarak Mandal Mahad's
Sundarrao More (Sr.) College of Arts, Commerce & Science,
Poladpur Raigad, 402303, Maharashtra.

Section I: GENERAL	INFORMATION
1.1 Name & Address of the institution	Shivai Shikshan Prasarak Mandal Mahad's Sundarrao More (Sr.) College of Arts, Commerce & Science, Poladpur Raigad, 402303, Maharashtra.
1.2 Year of Establishment	1998 (21 st Sept, 1998)
1.3 Current Academic Activities at the Institution (Numbers):	
• Faculties/ Schools	03 – Arts, Commerce and Science
• Departments/Centres	12 Departments
• Programmes/Courses offered	UG: 03; (B.A, B.Com, and B.Sc)
• Permanent Faculty Members	Permanent: 17 Temporary: 3 (CHB)
• Permanent Support Staff	Non-teaching 16 – all permanent Technical nil
• Students	UG - (Male 483; Female 298); Total 781 in the Academic Year 2012-2013)
1.4 Three major features in the institutional context(As perceived by the Peer Team)	<ul style="list-style-type: none"> • A co-educational, grant-in-aid college catering to the needs of the socio- economically disadvantaged people of Poladpur. • Yet to be granted permanent affiliation by University of Mumbai. • Yet to be included in the list of colleges maintained by the UGC under sections 2 (f) and 12 B of its Act of 1956.
1.5 Dates of visit of the Peer Team (A detailed visit schedule may be included as annexure)	4 th -6 th October, 2012
1.6 Composition of the peer Team which undertook the on-site visit:	
Chairperson	Dr (Prof) C. Thangamuthu
Member	Prof R.L. Mathur
Member Co-ordinator	Prof K.K. Bajaj
NAAC Coordinator	Dr B.S. Madhukar

1

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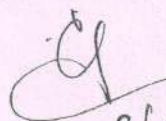
SECTION II : CRITERION- WISE ANALYSIS

2.1 CURRICULAR ASPECTS:	
2.1.1 Curricular Design & Development:	<ul style="list-style-type: none"> • As an affiliated college of University of Mumbai, it follows the syllabi prescribed by it. • Members of the faculty, except one elected in Geography, not being on any Board of Studies have limited chance to offer any tangible inputs for revision and framing of syllabi. • Vision and mission aims at social upliftment of marginalized students through higher education.
2.1.2 Academic Flexibility:	<ul style="list-style-type: none"> • Limited academic flexibility in curriculum. • Only a few subjects in Arts, Commerce and Science faculties are available. • No add-on or vocational course has been attempted to be introduced except the recently launched short- term courses by the Computer Centre of the college management.
2.1.3 Feedback on Curriculum	<ul style="list-style-type: none"> • Feedback from students and parents received informally. • Suggestions from outgoing students taken. • Feedback practice still to be institutionalized.
2.1.4 Curriculum Update	<ul style="list-style-type: none"> • Syllabi are revised once in three to five years as per university norms. • Recently revision was done for FY/SY classes as per newly implemented credit system
2.1.5 Best Practices in Curricular Aspects (If any)	<ul style="list-style-type: none"> • Interest in literacy and community development as useful inputs for the students of the rural and backward area.
2.2 TEACHING LEARNING AND EVALUATION:	
2.2.1 Admission Process and Student Profile	<ul style="list-style-type: none"> • Admission regulated under the rules and guidelines of the affiliating University of Mumbai and the State Government reservation policy. • Transparency and fairness observed in all admissions while all who apply with entry level qualifying marks HSC are admitted. • Higher education needs of the weaker sections of the area addressed through grant of state Govt

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	<ul style="list-style-type: none"> sponsored scholarships. No screening is necessary as the number of applicants is less than the sanctioned strength.
2.2.2 Catering to the Diverse Needs:	<ul style="list-style-type: none"> No formal method to identify diverse skills or slow learners and special interests of the students at the entry level. Regular tutorials or remedial courses for the weak students are yet to be introduced. College has no mentoring or tutorial system.
2.2.3 Teaching - Learning Process:	<ul style="list-style-type: none"> Prospectus gives information about subject combinations available and fee structure. ICT-assisted learning is yet to be introduced. Chalk and talk method followed.
2.2.4 Teacher Quality:	<ul style="list-style-type: none"> Five teachers hold Ph.D, three hold M.Phil degrees and seven are SET/NET qualified. Faculty exposure to research and participation in seminars / workshops may be enhanced.
2.2.5 Evaluation Process and Reforms:	<ul style="list-style-type: none"> Evaluation of students only through informal classroom interaction. Annual system is being replaced by semester system progressively End of the session evaluation methods of the university followed.
2.2.6 Best Practices in Teaching- Learning and Evaluation(If any):	<ul style="list-style-type: none"> A few guest lectures on different subjects from neighbouring sister institutions.
2.3 RESEARCH, CONSULTANCY AND EXTENSION:	
2.3.1 Promotion of Research:	<ul style="list-style-type: none"> Faculty evinces little interest in research. Only two teachers are recognized by University of Mumbai for PG Teaching No separate budgetary provision exists to promote research.
2.3.2 Research and Publication Output:	<ul style="list-style-type: none"> Minor Research Projects yet to be sought from any funding agency including UGC for want of college's entitlement under section under 12 B of UGC Act. Two help books and some articles have been authored by the faculty. Some publications as a part of Ph.D programme

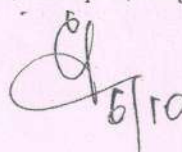

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	of a few faculty are in refereed journals
2.3.3 Consultancy:	<ul style="list-style-type: none"> • No consultancy offered or undertaken • Informal employment related counseling and consultancy offered to students for placements.
2.3.4 Extension Activities:	<ul style="list-style-type: none"> • NSS wing is active. • Rural camps conducted in backward areas with local support by the two NSS units of the college. • Some social outreach activities such as blood donation village special camps, a part of NSS activity, are organized.
2.3.5 Collaborations:	<ul style="list-style-type: none"> • No collaboration with any agency or authority. • Social liaison and active collaboration with local NGOs
2.3.6 Best Practices in Research, Consultancy & Extension:	<ul style="list-style-type: none"> • Some social outreach programmes through active NSS units. • Introduction of use of internet for the teachers and students in a limited way; wi-fi facility made available • One of the teachers spreads message of social harmony and sensitizes rural folk on social evils through folk songs and street plays.
2.4 INFRASTRUCTURE AND LEARNING RESOURCES:	
2.4.1 Physical Facilities for Learning:	<ul style="list-style-type: none"> • College has its asbestos roofed buildings in a campus area of 2 acres having small-sized classrooms, a hall and a recently set up small computer lab with only ten systems set up by the management. • Principal's office, staff room, women's rest room, office and library are available. • Sports facilities need to be strengthened.
2.4.2 Maintenance of Infrastructure:	<ul style="list-style-type: none"> • Maintenance is done internally. • Institutional resources available for maintenance
2.4.3 Library as a Learning Resources:	<ul style="list-style-type: none"> • Library has inadequate collection of books and journals: it has multiple copies of text and help books and even less number of titles • Access is regulated by library attendant as there


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	<p>is no Librarian appointed so far.</p> <ul style="list-style-type: none"> Library holdings are yet to be computerized
2.4.4 ICT as Learning Resource.	<ul style="list-style-type: none"> ICT yet to be integrated in teaching-learning 5 computers available besides 10 others which belong to the management are available for use to the college LCDs and Internet facility with broadband connection available for office use.
2.4.5 Other Facilities:	<ul style="list-style-type: none"> Boundary wall yet to be put up No indoor games facilities. A small canteen and a small notional Gym Govt transport facility for the students available
2.4.6 Best Practices in infrastructure and Learning Resources(if any)	<ul style="list-style-type: none"> Optimum utilization of available infrastructure. Only one LCD, OHP set up for use made available for the entire college.
2.5 STUDENT SUPPORT AND PROGRESSION:	
2.5.1 Student Progression:	<ul style="list-style-type: none"> Academic progress is good considering the rural and marginalized background of the students. Some students go for higher studies. Despite progressive increase in enrollment drop-out rate is disturbing.
2.5.2 Student Support	<ul style="list-style-type: none"> Govt. scholarships as per entitlement of the categories of students are available to SC, ST, BC, & OBC students.
2.5.3 Student Activities	<ul style="list-style-type: none"> Participation in sports and extra-curricular activities is encouraged. Sports facilities are however inadequate and there is no Director of Physical Education Informal counseling and guidance provided.
2.5.4 Best Practices in Student Support and Progression(If any):	<ul style="list-style-type: none"> Guidance provided to develop confidence among students through several extra-curricular committees One of the teachers adopts a poor student every year and provides financial assistance


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2.6 GOVERNANCE AND LEADERSHIP	
2.6.1 Institutional Vision and Leadership:	<ul style="list-style-type: none"> • Supportive relationship with mutual cooperation to realize institutional vision. • Good liaison with the affiliating university. • Committed Principal and faculty have given good leadership and guidance.
2.6.2 Organizational Arrangements:	<ul style="list-style-type: none"> • Principal regularly interacts with the faculty, students and non-teaching staff. • College has healthy internal co-ordination and ensures functional efficiency through a number of committees.
2.6.3 Strategy Development and Deployment:	<ul style="list-style-type: none"> • Several Committees are in place for the development of the college. • Informal feedback is obtained from students and staff. • No MIS (Management Information System) is in place.
2.6.4 Human Resource Management:	<ul style="list-style-type: none"> • All appointments are made as per rules of the University and the State Government. • Without the sanction of the Govt no vacant position is filled.
2.6.5 Financial Management and Resource Mobilization:	<ul style="list-style-type: none"> • Salary grant received from the State Government. • University provides facilities and guidance as required. • Internal Audit mechanism exists. • No donations accepted and no additional resource mobilization even through self-financing courses.
2.6.6 Best Practices in Governance and Leadership(if any):	<ul style="list-style-type: none"> • Decentralized administration through various committees. • Healthy management liaison.
2.7 INNOVATIVE PRACTICES	
2.7.1 Internal Quality Assurance System: (IQAC)	<ul style="list-style-type: none"> • Internal quality assurance cell is now set up to promote and ensure quality assurance in teaching and learning in the college.


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2.7.2 Inclusive Practices:	<ul style="list-style-type: none"> • Concern for rural, disadvantaged and poor students. • All eligible students who apply are granted admission. • Government reservation norms are being adhered to.
2.7.3 Stakeholder Relationships:	<ul style="list-style-type: none"> • All stakeholders namely, students, parents and community get together in formal and informal meetings. • They have to play a healthy and proactive role in the development of the college.
SECTION III: OVERALL ANALYSIS	Observations
3.1 Institutional strength	<ul style="list-style-type: none"> • Managerial initiative in getting grant-in-aid status to all programmes. • Pass percentage in some of the subjects is consistently good • A good track record of extension activities under the NSS • Earnest efforts towards increasing enrolment of students in Arts and Commerce faculties • Regular and permanent faculty; over one third of them with Ph.D
3.2 Institutional weaknesses	<ul style="list-style-type: none"> • All the buildings constructed on war footing after the previous rented structures were destroyed in floods, still continue to be temporary asbestos roofed structures with little scope for vertical expansion. • Inadequate library facility (a small room with a few titles and journals), poorly equipped science labs, very few computers (around ten systems) with limited internet access, class size and furniture inadequate to accommodate all the students, poor sports facilities, among others. • Large scale absenteeism (around thirty to forty percent on an average) affecting rigour of teaching-learning practice • Absence of add-on skill oriented courses • Lack of regular qualified Principal for a long time and of Librarian and Director Physical Education, weakens the vibrancy of the college.

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<p>3.3 Institutional challenges</p>	<ul style="list-style-type: none"> • Locational disadvantage and lack of adequate transport facility. • Lack of recognition under section 2(f) and 12 B of UGC Act depriving it of the opportunity of availing funds and hence tardy development and making teachers ineligible for research projects • Medium of instruction being vernacular, students/faculty handicapped and highly diffident in communication in English • Career prospects and efforts being poor, challenge of attracting more/better students • Challenge of attracting industrial /institutional linkages - thanks to poor visibility of the institution.
<p>3.4 Institutional Opportunities</p>	<ul style="list-style-type: none"> • Opportunity for strengthening career opportunities by offering skill-based add-on courses • Scope for imparting communication skills through better efforts • Opportunity to improve infrastructure by serious efforts to get through recognition of UGC and thereby the funding • Scope for removing deficiencies through committed managerial vision • Potential for improving sports and cultural talents native to the rural students.

SECTION IV: RECOMMENDATIONS FOR QUALITY ENHANCEMENT OF THE INSTITUTION:

- Technology enabled interactive teaching-learning be introduced
- Faculty may be encouraged to pursue research and submit research proposals to the funding agencies.
- Computer training programme for the teaching and non-teaching staff be introduced. Computer literacy to all the students irrespective of their courses be provided.
- Linkages with commercial and industrial institutions may be explored for collaborative academic initiatives.
- Institutional budget for research may be provided.
- Library may be strengthened by adding more relevant and recent books, journals and Photostat facilities and internet facility for its users besides additional space.
- Diversifications of the existing programmes relevant to the emerging occupational patterns. Add-on skill-based Diploma/Certificate programme be offered to improve

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the career prospects of students.

- Efforts be hastened to get UGC recognition.
- Personality development programmes may be introduced by utilizing the services of professionals.
- Counseling facilities to the students may be strengthened.
- IQAC may be strengthened for its proactive role in quality assurance.
- Infrastructure be improved in all aspects (science labs, library, seminar hall, classrooms, furniture, sports facilities and others)
- Language lab be established to help spoken English skill
- Alumni Association be activated with a data base and on-line registration.
- Institutional website be regularly updated for better visibility.
- Additional resource mobilization be undertaken through introduction of some self-financing courses.
- College may prepare its perspective plan for its future development.

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

Seal of the Institution



Signature of **PRINCIPAL**

Sundarrao More (Sr) College of Arts, Commerce & Science, Poladpur Raigad, Maharashtra.

PEER TEAM

Name and Designation		Signature with date
Prof (Dr) C. Thangamuthu Former Vice-Chancellor, Bharathidasan University, No. 43, VI Main Road. Lakshminagar Extension, Porur, Chennai - 600116	Chairman	<i>C. Thangamuthu</i> 6/10/12
Prof. K. K. Bajaj Former Dean (CDC) & Controller of Examinations, (HPU) 5431/2 Modern Housing Complex Manimajra, Chandigarh - 160101	Member Co-ordinator	<i>K. K. Bajaj</i> 6/10/12
Prof R.L. Mathur Principal Lachoo Memorial College of Science & Technology, A-Sector Shastri Nagar, Jodhpur - 342003 Rajasthan	Member	<i>R. L. Mathur</i> 6/10/12
Dr B.S.Madhukar Deputy Adviser, NAAC	NAAC Officer	

Place: Poladpur-Raigad (M.S.)

Dated 6th October, 2012

9