INSTITUTIONAL ASSESSMENT AND ACCREDITATION
(Effective from July 2017)

Accreditation - (Cycle - 3)

PEER TEAM REPORT ON

INSTITUTIONAL ACCREDITATION OF
Dada Ramchand Bakhru Sindhu Mahavidyalaya, Nagpur

Nagpur
Maharashtra
440017

(Draft)

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
An Autonomous Institution of the University Grants Commission
P.O. Box No. 1075, Nagarbhavi, Bengaluru - 560 072, INDIA

Section I:GENERAL INFORMATION

1.Name & Address of the institution:	Dada Ramchand Bakhru Sindhu Mahavidyalaya, Nagpur Nagpur Maharashtra 440017
2.Year of Establishment	1971
3.Current Academic Activities at the Institution(Numbers):	
Faculties/Schools:	2
Departments/Centres:	12
Programmes/Course offered:	20
Permanent Faculty Members:	62
Permanent Support Staff:	53
Students:	2714
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. The college is centrally located with adequate infrastructure providing higher education to socio economic backward sections of the society 2. The college is running 12 UG, 1PG Programmes 3. The college offers four value added programmes for overall development of students which includes environmental sustainability, human values and personality development
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 03-09-2019 To : 04-09-2019
6.Composition of Peer Team which undertook the on site visit:	

	Name	Designation & Organisation Name
Chairperson	MR. M S SUBHASH	Vice Chancellor(in-charge),VIJAYANAGARA SRI KRISHNADEVARAYA UNIVERSITY
Member Co-ordinator:	DR. SATYA SINGH	Dean,MAHATMA GANDHI KASHI VIDYAPITH
Member:	DR. MUTYALA SATYANARAYANA	FormerPrincipal,P .R. GOVERNMENT COLLEGE
NAAC Co - ordinator:	Dr. Sujata Shanbhag	

Section II:CRITERION WISE ANALYSIS	
Observations (Strengths and/or Weaknesses) on each qualitative metrices of the key Indicator under the respective criterion(This will be a qualitative analysis of descriptive nature aimed at critical analysis presenting strength and weakness of HEI under each criteria)	

Criterion1 - Curricular Aspects (Key Indicator and Qualitative Metrices(QlM) in Criterion1)	
1.1	Curricular Planning and Implementation
1.1.1 QlM	The institution ensures effective curriculum delivery through a well planned and documented process
1.2	Academic Flexibility
1.3	Curriculum Enrichment
1.3.1 QlM	Institution integrates cross- cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum
1.4	Feedback System

Qualitative analysis of Criterion 1
The College has a planned curriculum transaction process that provides effective implementation of curricular & co curricular activities by way of conducting staff & students meetings for curriculum content, objectives, evaluation methods, course outcomes, e- resources. Certificate courses have been introduced in Vermi composting, Water Analysis, clinical Biochemistry, personality development, Floriculture, German Language, Tally, Taxation, Apiculture, Bio fertilizer, Forensic Science and Microbiology

Teachers are members of Board of Studies, Academic Council, Examination committee of university as well as having academic interactions with other autonomous colleges & Engineering colleges.

A new course (computer science) has been introduced in the last 5 years. CBCS is followed only in BBA & M.Com Courses and elective papers are restricted to B.Com, BBA & M.Com.

Institution conducts seminars, workshops, guest lectures, field visits and activities related to cross cuttingIssues relevant to gender sensitization, environment and human values, professional ethics etc.through women empowerment, and Human Values and Professional Ethics cell, various Committees, NSS etc.Compulsory paper on Environment & sustainability is offered asfoundation course. All Certificate Courses are value added courses .Percentage of students exposed to field trips is satisfactory for B.Sc.& B.Com,but needs to be increased for BBA & M.Com.courses.Structured feedback exists but feedbackis takenonly from students on course content.

However other Stakeholders like teachers, Alumni and parents should be included. An attempt should be made to strengthen the curricularinputs, following which the ATRis to be prepared and uploadedon the website. |

	Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrices(QlM) in Criterion2)
2.1	Student Enrollment and Profile
2.2	Catering to Student Diversity
2.2.1 QlM	The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners
2.3	Teaching- Learning Process
2.3.1 QlM	Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences
2.3.4 QlM	Innovation and creativity in teaching-learning
2.4	Teacher Profile and Quality
2.5	Evaluation Process and Reforms
2.5.1 QlM	Reforms in Continuous Internal Evaluation(CIE) system at the institutional level
2.5.2 QlM	Mechanism of internal assessment is transparent and robust in terms of frequency and variety
2.5.3 QlM	Mechanism to deal with examination related grievances is transparent, time-bound and efficient
2.5.4 QlM	The institution adheres to the academic calendar for the conduct of CIE
2.6	Student Performance and Learning Outcomes
2.6.1 QlM	Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students
2.6.2 QlM	Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution
2.7	Student Satisfaction Survey

Qualitative analysis of Criterion 2
The college has a distinction of having full strength in all their UG and PG programmes. Additional 20 percent enhancements of seats are being regularly given to the college. The average number of students admitted during the last five years is on the rise. This is a healthy situation in spite of no new combinations being introduced by the college. This is a reflection of the quality of teaching-learning and evaluation followed in the college. However Biotechnology (PG course)was closed in 2017-18 as there were no admissions.Since the College is a fully aided one all admissions are according to the reservation rules of the Government. All admissions under reserved category including the ST category are completed satisfactorily. Once the students are admitted, the College conducts bridge course- the result of which is used to segregate the students into Slow and Advanced learners. Based on this special attention, remedial classes, assignments etc are planned and implemented. The ratio of Students to teachers is satisfactory.There are 4 PWD students and they have all necessary facilities needed to have proper learning environment without hindrances or obstructions. Students are exposed to the T-L methods viz. experienced learning,participative learning and problem solving methodologies to enhance learning experience.42 Faculty members have been using PPT's, Internet, Educational videos, LMS, e- journals, CDS Simulation, cloud, ELL, mobiles. In allthe college has 21 ICT enabled class rooms and one smart classroom. The institution also has a effective mentor- mentee facility with 60-65 mentees to each mentor. The classroom teaching is supplemented by innovative and creative inputs by using multimediatools, cloud technology, Moodle sites besides conducting the activities like debate, discussions, projects, time bound quiz session etc to promote creativity and innovative spirit among students. There are 62teachers amounting to 78%of the number of sanctioned posts. 85% of these teachers have PhD

(i.e. 47 Teachers withPh.D.). College is not allowed to offer M.Phil.and Ph.D.Programs. Teaching experience is adequately good. A good number of teachers have received awards fromlocal, state and National level like Sanskrit Parishad, MaharashtraPhule talent research academy Award etc. College has 4-5 teachers from other stateswho have studied and obtained degree from outside Nagpur. CIE reforms are followed as per University norms through the Examination and Evaluation Committee. In addition to internal exams as scheduled by the University, the class teachers also conduct unit tests.No specific mechanism is noted for grievances of exams related issues.The institution adheresto the schedule of CIE with theUniversityCalendar.P.O, P.S.O, C.O,S are prepared. However attainment of P.O, P.S.O, C.O and its evaluation is to be taken up by the institution by way of mapping

Criterion3 - Research, Innovations and Extension (Key Indicator and Qualitative Metrices(QlM) in Criterion3)	
3.1	Resource Mobilization for Research
3.2	Innovation Ecosystem
3.2.1 QlM	Institution has created an ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge
3.3	Research Publications and Awards
3.4	Extension Activities
3.4.1 QlM	Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years
3.5	Collaboration

Qualitative analysis of Criterion 3
There are 11on-going minor research projects but only from UGC, no other funding resources are tapped. However more funds need to be trapped from other sources like DST, National Institutes, ministries, organizations, industries etc. Having a potential of47 faculty members with Ph.D.Degree and inspite of having 17 research guides, no expected quantum of research turnout is seen. Number of Major research projects funded to the institution is very meager. As many as 193 research papers, 83 conference papers, 89 books are available. Seed money for research with Rs.5 lakhs is available. No incubation centre and innovation cell exists. One workshop was organized in IPR and 10 to 12 workshops were conducted. General Plagiarism checker *(6.008) exists and code of ethics are written but needs to be more comprehensive. Incentives for research publications are Rs 5000, but incentives for other activities are to be encouraged. 10 PhD's have been awarded in a period of 5 years, inspite of 17 teachers as research guides. The departments of Commerce, Chemistry, Physics, Microbiology, Mathematics and BBA, Botany, Zoology have published papers, Books, Book Chapters as well as obtained four Copyrights. Good number of extracurricular activitiesthrough NSS,WEC cell. Participation in state level, National level NSS camps and achieving 5 awards for NSS for during 2013-14 to 2017-18 is noteworthy. However no specific awards fromGovernment regulatory bodies. Except for NSS routine activities no specific and noteworthyimpact oriented programmes with industry and NGOs have been observed. In 2016-17 and 2017-18, students' participation is fairly good,however in 2013-14, no activity and in 2015-16 and 2014-15 very meager involvement of students in co-curricular activitiesis noted. Low number of linkages and collaborations for faculty empowerment, students-exchange, internship, OJT and   Research with industry. There are 5 MOUs for conducting field trips and other academic programmes.

	Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrices(QlM) in Criterion4)	
4.1	Physical Facilities	
4.1.1 QlM	The institution has adequate facilities for teaching- learning. viz., classrooms, laboratories, computing equipment, etc.	
4.1.2 QlM	The institution has adequate facilities for sports, games (indoor, outdoor),gymnasium, yoga centre etc., and cultural activities	
4.2	Library as a Learning Resource	
4.2.1 QlM	Library is automated using Integrated Library Management System (ILMS)	
4.2.2 QlM	Collection of rare books, manuscripts, special reports or any other knowledge resources for library enrichment	
4.3	IT Infrastructure	
4.3.1 QlM	Institution frequently updates its IT facilities including Wi-Fi	
4.4	Maintenance of Campus Infrastructure	
4.4.2 QlM	There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.	

Qualitative analysis of Criterion 4
The College physical space is limited compared to the admitted strength of students. Physical Infrastructure is inadequate; however more no of classrooms may be constructed on the existing vacant space on the second floor of the building. More number of smart class rooms,ICT class rooms are to be made available. Equipment in ELL and other laboratories need to be enhanced. The space for Outdoor games and sports need to be provided in the college premises.A Gymnasium with modern equipment exists .Other outdoor games like Lawn Tennis, football, may also be practiced. Virtual and Digital classrooms may be provided, smart class room with all necessary equipment to be provided. Touchscreen boards for labs also may be provided. Out of 29 class rooms only 21 class rooms includingseminar halls, labs, etc have ICT facility. Adequate budget is provided for infrastructure arrangements. However sophisticated equipment may also be procured for central research laboratory and other advance laboratories besides making use of existing equipments. Rs. 4 lakhs per year budget allotted for OPEC, NLIST etc.is available. E–shodh, E–Ganga for e journals and e-books are available. 50 to 150 studentsvisit the library every day. Reading room is available but with 11 newspapers and a few general magazines. Open access for books issue exists. 43 rare booksand other knowledge resources are available. However more number of rare documents may be collected. As the institution is having subscription for Inflibnet, e-journals,e-shodh, e-ganga, e-books are available. E-resources like N-list consortia, National digital library, ShodhGanga, NPTEL, are available. A Video library with proper documentation may also be developed. Average student visitors vary from 50 to 200.Wi-Fi with 100 mbps, OFC,LAN, library with ILMS [Libman software]is available. Student - computer ratio is 1:41. It may be increased to at least 1:15. No media centre recording facility and lecture capturing infrastructure system exists- which needs to be developed.Expenditure on physical and academic support facilities is satisfactory. ERP system (Master Soft) is in use but effective procedures with all administration details are yet to be developed. Persons in charge for electricity, plumbing, painting, maintenance etc are available.

Criterion5 - Student Support and Progression (Key Indicator and Qualitative Metrices(QlM) in Criterion5)	
5.1	Student Support
5.2	Student Progression
5.3	Student Participation and Activities
5.3.2 QlM	Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution
5.4	Alumni Engagement
5.4.1 QlM	The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years

Qualitative analysis of Criterion 5
Mostly 50% of students are benefited with scholarships in all categories. However 250 to 280 students were benefited by institutional scholarship. .Remedial & bridge courses are being conducted. Mentor-Mentee system exists. Skill development, Language Laboratory, a certificate course for personality development, coaching for competitive examinations, Yoga and Meditation classes,and Personalcounselling etc. exist but need to be made more effective on a priority basis. More number of students may be involved for guiding for competitive exams. More invited talk may be arranged. No vocationaland skill developmentcourses by GOI, VGC (B.voc), community college, DOUGKY,PMKY, may be exploited.IMS for grievance redressal system need to be developed. Placements are low;they may be increased with necessary action plan and high priority. Student progression to higher studies is comparatively low compared to the strength of 2800 students. NET/CAT/ Qualifying students are very low. Even appearing students for those exams are also   low. They have to be encouraged   and special coaching may be provided. Awards for outstanding sports are encouraged to receive National awards etc.Adequate representations to inter university games and sports are present. Number of internal sportscompetitions may be increased. Registration of Alumni association exists in the name of "SAARTHI" .Donation of books, prizes, and some financial contribution is made for college development.Rs5 lakhs Contribution of Alumni in the last 5 years by way of membership .concession for economically weak Students are supported by the alumni batch of 1974-7.However, enrolment of alumni is poor. It has to be encouraged and data base of alumni should be strengthened for institutional development support in various fashions.

Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrices(QlM) in Criterion6)	
6.1	Institutional Vision and Leadership
6.1.1 QlM	The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the institution
6.1.2 QlM	The institution practices decentralization and participative management
6.2	Strategy Development and Deployment
6.2.1 QlM	Perspective/Strategic plan and Deployment documents are available in the institution
6.2.2 QlM	Organizational structure of the institution including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism
6.2.4 QlM	Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions
6.3	Faculty Empowerment Strategies
6.3.1 QlM	The institution has effective welfare measures for teaching and non-teaching staff
6.3.5 QlM	Institution has Performance Appraisal System for teaching and non-teaching staff
6.4	Financial Management and Resource Mobilization
6.4.1 QlM	Institution conducts internal and external financial audits regularly
6.4.3 QlM	Institutional strategies for mobilisation of funds and the optimal utilisation of resources
6.5	Internal Quality Assurance System
6.5.1 QlM	Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes
6.5.2 QlM	The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms
6.5.5 QlM	Incremental improvements made during the preceding five years *(in case of first cycle)* Post accreditation quality initiatives *(second and subsequent cycles)*

Qualitative analysis of Criterion 6

Vision and Mission statements are prominently displayed in the campus. However Perspective Plans need to be developed and internalized.Process of decentralization and participationin decision making is not strongly evidenced.However, a case study of SAPTRANG has been quoted as a proof- which does not capture completely the spirit of decentralization and participation.Further there is percolation or internalization of the specific perspective plan or strategic plan either in soft or hardcopy for the use of G.B,CDC, Principal, IQACand other staff. The functions of Vice Principal, HODS, and Conveners of variousCommittees could be clearly defined.There is apparently a system of Grievance redressal, but is not very popular going by the response it has been receiving.

The College does have its own decentralized Information system in lieu of a ERP for its planning and development, Administration, Finance, Accounts, Admissions, and Examinations.However a proper system of maintaining Minutes of Meeting of all institutional committees in a more transparent manner could be

adopted. Students and staff benefit from all eligible government schemes for the welfare of students, teaching and non teaching staff. Interest-free loans are provided to the needy. No specific noteworthy welfare scheme is noted. More number of teachersneedto be provided with Financial assistance as seed money for research projects, to attend workshops, Seminars, Conferences etc. PBAS exists for teaching and non teaching staff. However there is a need for a comprehensive evaluation system to be implemented with incentives for better performance. Remarksof audit paragraphscould be mentionedin a more transparent manner. More emphasis could be laid on the funds received or used for NGOS, individuals, philanthropist etc.More details like funds collected, funds utilized along with Utilization Certificates have been uploaded for more transparency. Specific achievement of IQAC should be made more transparent and properly communicated. College should participate in NIRF.All Resolution be made in every IQAC meeting held are displayed on the website of the college including the successful implementation indicators for some of them.

Criterion7 - Institutional Values and Best Practices (Key Indicator and Qualitative Metrices(QlM) in Criterion7)	
7.1	Institutional Values and Social Responsibilities
7.1.2 QlM	1. Institution shows gender sensitivity in providing facilities such as: 1. Safety and Security 2. Counselling 3. Common Room
7.1.5 QlM	Waste Management steps including: • Solid waste management • Liquid waste management • E-waste management
7.1.6 QlM	Rain water harvesting structures and utilization in the campus
7.1.7 QlM	Green Practices • Students, staff using a) Bicycles b) Public Transport c) Pedestrian friendly roads • Plastic-free campus • Paperless office • Green landscaping with trees and plants
7.1.18 QlM	Institution organizes national festivals and birth / death anniversaries of the great Indian personalities
7.1.19 QlM	The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions
7.2	Best Practices
7.2.1 QlM	Describe at least two institutional best practices (as per NAAC Format)
7.3	Institutional Distinctiveness
7.3.1 QlM	Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

Qualitative analysis of Criterion 7

Women Empowerment Cell (WEC) organizes 3-4 programmes every year. The institution demonstrates gender sensitivity through some of its programmes. College has limited proper surveillance facility through campus wide CCTV,Mentoring system, Toilets in Common room etc.

However more toilets are needed. Around 40.72percentof power requirement is met through Solar Energy. While only 7.5% of lighting power is through LED bulbs, more could be added in the days to come. Liquid

and fluid waste is disposed through separate bins and e-waste bins are placed in corridors and labs. Vermi-composts units existsin the campus and in the neighboring areas by organizing more awareness campaigns and sharing the technical know-how with the population.Rain water harvestingis done through proper plumbingand is maintained. Green practice initiatives like encouraging usage of bicycles, organizing Bicycle day, Usage of mass public transport, encouraging efforts to make the campus plastic free, formation of green patchesetc are followed. Nearly Rs. 50,000 to Rs. 1 lakh expenditure is made on green initiatives & waste management strategies. Almost 50% of the budgets allotted to these initiatives have been utilized. Poster presentation on green initiative has been well appreciated. Students with special needs have been provided with ramps.However , specific initiativeshave been taken to address locational advantages and disadvantages of the community.

Section III:OVERALL ANALYSISbased on Institutional strengths.Weaknesses,Opportunities & Challenges(**SWOC**)(**up to 500 words**)

Strength

STRENGTH

1. Providing Higher education to socially under privileged and financially weaker sections of students in the locality
2. Centrally located minority institutions fully aided
3. Good no of extension activities by NSS, Women Empowerment Cell, Environment Cell and participation in State and University level camps
4. Students have participated in national and international sports representing the nation.

WEAKNESS

1. Very limited physical space and hence shortage of space for sports and allied activities
2. Introduced only one new UG and PG course in the last 5 years
3. Inspite of having 17 Research Guides, expected quantum of research work is not satisfactory
4. Limited linkages/ local collaboration for faculty capacity building and students' exchange program
5. College does not have a Incubation and Innovation Center

OPPORTUNITY

1. More number of faculty could participate in BOS, Faculty, Academic Council and Syndicate of the University
2. Structured feedback from accomplished alumni and other stake holders for offering value added courses
3. Establishing Industry-Institute Partnership Cell, linkages with NGOs
4. Introduction of Vocational Educational training and Skill development programs of GOI

CHALLENGES

1. Introduction of CBCS and industry specific Electives in Science courses
2. Attainment of Pos, PSOs and Cos by mapping and evaluation
3. Exploiting financial support from funding agencies and industries for academic and research
4. Introduction of ERP covering all aspects for good governance

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)

- An established procedure specifying functional aspects of Vice-Principal,HOD's, In -charges Convenors should clearly be defined.

- Structured feedback from Teachers,Parents,Employers,Alumni should be included in Analysis and ATR to be uploaded on Website.Major Projects from not only UGC but also from other funding agencies shall be proposed and tapped for research activity.

- Introduction of more compatible UG and PG vocational programs, Certificate courses covering local needs and value added courses such as HVPE, Life skill development courses etc.Establishment of Industry- Academic IIPC (Industry Institute Partnership Cell)

- Introduction of more compatible UG and PG vocational programs, Certificate courses covering local needs and value added courses such as HVPE, Life skill development courses etc.

- Preparation of a perspective strategic plan document to cover a time span of five , ten , fifteen years (i.e. short , mid and long term) keeping in view the priorities and holistic development of the institution

- A day care facility / crèche should be established on campus to cater to the requirements of large number of teaching and non-teaching lady staff members.

- Functional MOU's /Linkages /Collaborations should be made available to fund student activities,training,projects etc.

- Incubation and innovative collaboration with industries should be started to enable students to start up new venture.

- The eligible research guides should invariably produce at least two to three Ph.D.'s.

- More employable and skill oriented new programs to be started.

I have gone through the observations of the Peer Team as mentioned in this report

Signature of the Head of the Institution

Seal of the Institution

Sl.No	Name		Signature with date
1	MR. M S SUBHASH	Chairperson	
2	DR. SATYA SINGH	Member Co-ordinator	
3	DR. MUTYALA SATYANARAYANA	Member	
4	Dr. Sujata Shanbhag	NAAC Co - ordinator	

Place

Date

Sl.No	Name		Signature with date
1	MR. M S SUBHASH	Chairperson	
2	DR. SATYA SINGH	Member Co-ordinator	
3	DR. MUTYALA SATYANARAYANA	Member	
4	Dr. Sujata Shanbhag	NAAC Co - ordinator	

11-09-2019 02:35:25