2nd/2011 Jan

PEER TEAM REPORT ON *Institutional Accreditation of* **Bharatratna Dr. Babasaheb Ambedkar Mahavidyalay** **Aundh, Pune, Maharashtra**	
Section I: GENERAL INFORMATION	
1.1 Name & Address of the Institution:	**Bharatratna Dr. Babasaheb Ambedkar Mahavidyalay** **Aundh, Pune – 411 007, Maharashtra State**
1.2 Year of Establishment:	6th June 1983
1.3 Current Academic Activities at the Institution (Numbers):	
• Faculties/ Schools:	3 (Arts, Commerce & Computer Application)
• Departments/ Centres:	6
• Programmes/ Courses offered:	UG: 7
• Permanent Faculty Members:	Permanent:14 Temporary: 8
• Permanent Support Staff:	Permanent: 10
• Students:	Male: 498 Female: 191 Total: 689
1.4 Three major features in the institutional context (As perceived by the Peer Team):	• Institution is situated in an urban area mainly catering to the needs of the students from nearby villages and slums. • Offers UG courses in Arts, Commerce and Computer through Marathi. • Co-educational affiliated institution run by reputed and dedicated management.
1.5 Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	1st- 3rd December 2010
1.6 Composition of the Peer Team which Undertook the on- site visit:	
Chairperson	**Prof. S. Chandrashekar** Pro-Vice-Chancellor, Central University of Karnataka, Gulbarga, Karnataka.
Member co-ordinator	**Dr. Abraham George** Former Principal, Mar Thoma College, Thiruvalla, Kerala.
Member	**Prof. V. Bhadrayu Vinayak** Director, Academic Staff College, Saurashtra University, Rajkot, Gujarat.
NAAC Officer	**Dr. Sujata P. Shanbhag**

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2.1 Curricular Aspects:	
2.1.1 Curricular Design & Development:	• The academic programmes are in tune with the goals and objectives of the College. • The College follows the curriculum developed by University of Pune to which it is affiliated. • Faculty contribute to the review and redesigning of the curriculum by virtue of being members of different committees of the University related to curriculum design.
2.1.2 Academic Flexibility:	• College has two grant-in-aid programmes (B.A & B.Com) and one self-financing programme (B.C.A). • The students have limited flexibility in choosing programmes. • The College offers eight short-term self-financing courses and one funded by the UGC.
2.1.3 Feedback on Curriculum	• Collecting feed back from students is yet to be systematized. • Feedback from other stakeholders is only informal in nature. • The follow up action regarding the feedback obtained needs to be streamlined.
2.1.4 Curriculum Update	• Curriculum is generally updated once in three years by the university. • The college needs to introduce more recognized add-on courses to strengthen the existing curriculum.
2.1.5 Best Practices in Curricular Aspects (If any):	• The college has introduced a few short-term courses.

2.2: *Teaching- Learning & Evaluation*	
2.2.1 Admission Process and Student Profile	• The College follows University and government norms. • Adequate publicity is given for admission to the UG programmes. • Students are admitted according to merit.
2.2.2 Catering to the Diverse Needs:	• Slow and advanced learners are identified through interactions by the teachers in the class in the beginning of the academic year. • Remedial classes are arranged for SC/ST and academically weaker students. • The institution caters to the needs of students from socially and economically disadvantaged sections.
2.2.3 Teaching-Learning Process:	• The teachers prepare subject-wise lesson plan for the entire year. • Some of the teachers have started using audio-visual aids in the classes. • The initiative for mentoring needs to be systematized.
2.2.4 Teacher Quality:	• Teachers are recruited as per government and university norms. • Three teachers have Ph.D degree and four possess M.Phil degree. • All the sanctioned teaching posts are filled.
2.2.5 Evaluation Process and Reforms:	• Evaluation process is explained to the students by the teachers at the beginning of the year. • Student progress is monitored through class tests, home assignments and terminal examinations. • The grievance redressal mechanism needs to be strengthened.
2.2.6 Best Practices in Teaching-Learning and Evaluation (If any) :	• The institution encourages computer literacy among the faculty.

2.3 Research, Consultancy & Extension:	
2.3.1 Promotion of Research:	• The institution has set up a research committee to promote research activities. • The college encourages the teachers to participate in seminars and conferences by granting duty leave.
2.3.2 Research and Publications Output:	• Teachers have participated in seminars and conferences and a few have presented papers. • One minor research project has been completed and there are five ongoing minor projects. • There is one research guide in the institution. • Some of the teachers have published a few popular articles, mainly in local magazines and newspapers.
2.3.3 Consultancy:	• The consultancy services offered are informal in nature.
2.3.4 Extension Activities:	• Most of the extension activities are carried out through the NSS unit of the college. • Extension activities include community development, health and hygiene awareness, environment awareness, blood donation, AIDS awareness, adult literacy, etc.
2.3.5 Collaborations:	• The college has initiated collaborations with local NGOs in a limited way.
2.3.6 Best Practices in Research, Consultancy & Extension (If any):	• Teachers are actively engaged in extension activities.

2.4 Infrastructure and Learning Resources :	
2.4.1 Physical Facilities for Learning:	• The college has a campus area of 0.8 acres and a built up area of 2892.20 sq.mtrs which it shares with the junior college. • There are 14 classrooms, a central library, staff rooms, a computer lab and a separate rest room for women students. • Additional space and infrastructural facilities are needed.
2.4.2 Maintenance of Infrastructure:	• The institution maintains the infrastructure mainly using its own resources. • The maintenance committee looks after the maintenance and repairs of the building and equipments. • Infrastructure maintenance requires further improvement.
2.4.3 Library as a Learning Resources	• Library has an advisory committee. • The library which is commonly used by the College and the junior college has a total of 18,532 books. • The library services are partially computerized. • Library has limited internet facility.
2.4.4 ICT as Learning Resources:	• The College has altogether 52 computers. • The computer lab has 22 computers with internet facility. • ICT facilities need to be made available to all the students.
2.4.5 Other Facilities:	• The College has limited recreational and indoor games facilities. Provision for outdoor games is inadequate due to space constraints. • Provision for safe drinking water and vehicle parking available. • The UGC has allocated Rs.40,00,000/ for constructing a ladies hostel.

2.4.6 Best practices in Infrastructure and Learning Resources(if any)	• The available infrastructure facilities are put to optimum use.
2.5 Student Support and Progression:	
2.5.1 Student Progression:	• The overall pass percentage needs to be further improved. • The progression to higher education is monitored only in an informal manner. • Dropout rate needs to be reduced.
2.5.2 Student Support:	• College publishes its prospectus annually. • Scholarships are provided to economically and socially backward students as per Government rules. • The institution has a career guidance cell.
2.5.3 Student Activities:	• Students have participated in different sports activities at the university/ state/ national levels and a few have won prizes. • Cultural programmes and sports competitions are organized. • The College has an alumni association.
2.5.4 Best Practices in Student Support and Progression (If any):	• The College has effectively implemented the 'Earn and Learn' scheme in collaboration with the University to help needy students.
2.6 Governance and Leadership:	
2.6.1 Institutional Vision and Leadership:	• The vision and mission of the college is in tune with the higher education policy of the country. • The administrative bodies of the College meet regularly for the proper functioning of the institution.
2.6.2 Organizational Arrangements:	• The College is managed by the 'Rayat Shikshan Sanstha' which runs 41 colleges in Maharashtra. • Institutional governance is monitored

	through the Local Managing Committee. • The Principal with the support of HODs carry out the day to day administration.
2.6.3 Strategy development and deployment	• Several committees are formed for the effective functioning of the college. • The college needs to strengthen the system of collecting feed back from the various stakeholders for effective planning and development.
2.6.4 Human Resource Management:	• The management encourages the faculty to participate in different faculty development programmes. • Self-appraisal reports of the faculty are collected every year to evaluate their performance. • All the faculty members are involved in the different curricular and co-curricular activities of the College.
2.6.5 Financial Management and Resource Mobilization:	• The institution gets grant from the UGC, Government and the University. • The College prepares its annual budget regularly and utilizes the funds as per University / Government norms. • College accounts are audited every year by internal as well as external auditors.
2.6.6 Best Practices in Governance and Leadership (If any):	• Management has initiated a few welfare programmes for the staff members.
2.7 Innovative Practices:	
2.7.1 Internal Quality Assurance System: **(IQAS)**	• IQAC is functional. • Actions have been initiated to improve quality since the first accreditation. • The College needs to develop a systematic quality assurance mechanism.
2.7.2 Inclusive Practices:	• The institution gives priority to socially backward and economically weaker sections in admissions. • Inclusive policy of the state is followed

	in the appointment of staff. • Financial assistance and book bank facilities for poor students.
2.7.3 Stakeholder Relationships:	• The College encourages community-oriented extension activities. • Stake holders are involved in the activities of the College. • Participation of the alumni needs to be initiated for the development of the institution.
Section III: OVERALL ANALYSIS	***Observations***
3.1 Institutional Strengths:	• Committed management. • Conducive environment for growth and development. • Caters to the higher education aspirations of the weaker sections of the community.
3.2 Institutional Weaknesses:	• Limited number of courses hindering flexibility. • Inadequate ICT enabled teaching-learning facilities. • Constraints of space regarding buildings and playground.
3.5 Institutional Opportunities:	• Introduction of new courses. • Obtaining more funds from the UGC and other funding agencies. • Improving the academic performance of students by organizing remedial courses, tutor-ward system, computer-aided classes, etc more effectively • Equipping students with appropriate skills to make them confident and employable.
3.4 Institutional Challenges:	• Providing more flexibility by starting job-oriented and innovative courses. • Modernising the infrastructural facilities. • Establishing institution-industry linkages by making use of the locational advantage. • Preparing the College towards autonomy.

Section IV: Recommendations for Quality Enhancement of the Institution
• The institution may introduce job-oriented courses at both UG and PG levels. • More computers need to be procured and the teachers and students may be exposed to ICT-enabled teaching- learning techniques. • Computerization of the college administration needs to be completed. • A language lab and a commerce lab need to be set up. • Teachers shall be encouraged to publish research papers in peer-reviewed journals and to apply for research projects. • The performance appraisal and the feed back mechanism need to be systematized. • The library facilities need to be improved with more space, addition of more books and journals in English and the process of computerization should be completed at the earliest. • A placement cell may be established and made to work effectively. • Remedial classes, tutor-ward system and mentoring need to be systematically organized. • Linkages with industries / institutions may be explored. • More professional development programmes may be organized for the staff members. • A long term perspective plan may be formulated for the overall development of the institution.

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

Seal of the Institution

Bharatratna Dr. Babasaheb Ambedkar College Aundh, Pune-7

Signature of the Head of the Institution
Dr. Manjusha V. Bodade,
Principal,
Bharatratna Dr. Babasaheb Ambedkar Mahavidyalay, Aundh, Pune, Maharashtra

Principal
Bharatratna Dr. Babasaheb
Ambedkar College
Aundh. Pune -

Peer Team

Name and Designation		*Signature with date*
Prof. S. Chandrashekar Pro-Vice-Chancellor, Central University of Karnataka, Gulbarga, Karnataka.	Chairperson	03/12/10
Dr. Abraham George Former Principal Mar Thoma College, Thiruvalla, Kerala	Member Co-ordinator	3.12.10
Prof. V. Bhadrayu Vinayak Director, Academic Staff College, Saurashtra University, Rajkot, Gujarat.	Member	03/12

Place: Aundh, Pune **Date: 3/12/2010**