

**PEER TEAM REPORT
ON INSTITUTIONAL REACCREDITATION OF
DEVCHAND COLLEGE, ARJUN NAGAR
Distt: KOLHAPUR, MAHARASHTRA**

Section I: GENERAL	Information
1.1 Name & Address of the institution:	Devchand College ,Arjunnagar Distt.Kolhapur, Maharashtra.
1.2 Year of Establishment:	07-09-1960
1.3 Current Academic Activities at the Institution (Numbers):	
<ul style="list-style-type: none"> • Faculties/Schools: • Departments/Centers: • Programmes/Courses Offered: • Permanent Faculty Members: • Permanent Support Staff: • Students: 	<p>3 (Arts, Science, Commerce)</p> <p>Arts-7,Science-4, Commerce -1, Others-7 =19</p> <p>UG = 3 (13), PG = 2 (6), M.Phil=1 (1) PGD = 1 (1) Total = 7 (21)</p> <p>Male=31 Female = 9 Total = 40 Admn. & Tech. Male=12, Female=01, Total=13</p> <p>Male=36, Female=0 Total=36 Boys-967 Girls-736 Total = 1703</p>
1.4 Three major features in the institutional Context (As perceived by the Peer Team):	<ul style="list-style-type: none"> • Grant-in-aid co-educational rural post-graduate college, affiliated to Shivaji University, Kolhapur. • The college is a multi-layered institution, offering KG to PG programmes; a large Junior College being run in the same building along with the Senior College. • Located across Maharashtra-Karnataka border, caters to both Marathi and Kannada speaking population, mostly from EBC, OBC, SC/ST and other weaker sections.
1.5 Dates of visit of the Peer Team (A detailed visit schedule may be included as given below):	03 rd – 05 th January, 2011
1.6 Composition of the Peer Team which undertook the on-site visit: Chairman: Member Coordinator: Member : NAAC Coordinator:	<ol style="list-style-type: none"> 1. Prof. C. Thangamuthu 2. Dr. Y.M.Jayaraj 3. Dr. M.S. Khanchi 4. Dr. Sujata P.Shanbhag

<p>Section II: CRITERION WISE ANALYSIS</p>	<p>Observation (Strengths and/or Weaknesses) on key-Aspects (Please limit to three major ones for each and use telegraphic language. It is not necessary to indicate all the three bullets each time; write only the relevant ones)</p>
<p>2.1 Curricular Aspects: 2.1.1 Curricular Design & Development: 2.1.2 Academic flexibility: 2.1.3 Feedback on curriculum: 2.1.4 Curriculum update: 2.1.5 Best Practices in Curricular aspects (If any):</p>	<ul style="list-style-type: none"> • Curriculum design is broadly in conformity with goals and objectives. • Being affiliated to Shivaji University, Kolhapur, the college follows curriculum designed by the University. • Seven faculty members have served on the Board of Studies of the University. • Academic flexibility available, with a broad choice in the first year and second year, leading to specialization in third year. • Employment oriented self-financing Add-on-courses in Spoken English, Financial Accounting and Agro- Chemistry introduced. • Student Feedback has been undertaken (on random basis). • The Faculty members have a limited scope for making any changes based on feedback on curriculum. • Informal feedback from other stakeholders • Syllabus revised by the university periodically. • UGC recommended curriculum broadly accepted in the university. • Semester system has been introduced in 2010. • Introduction of Electronics, Computer Science, Agro-chemistry, Spoken English and other courses relevant to the needs of the society. • The college being a Study Centre of the State Open University and also of another deemed University (for conduct of B.C.A. and B.B.A.), provides further avenues of studies in the region through distance mode.

<p>2.2 Teaching- Learning & Evaluation:</p> <p>2.2.1 Admission Process and Student Profile:</p> <p>2.2.2 Catering to the diverse needs:</p> <p>2.2.3 Teaching-Learning Process:</p> <p>2.2.4 Teacher Quality:</p> <p>2.2.5 Evaluation Process and Reforms:</p>	<ul style="list-style-type: none">• Transparent system of admission based on merit in traditional courses.• Advertisement through prospectus, website and notice board.• Admission of marginalized groups and girls adequate.• The reservation policies of the Government of the Maharashtra are followed.• Remedial coaching for SC/ST/OBC introduced with UGC assistance, now being introduced in most of the courses.• Institution sympathetic to less privileged community.• Extra coaching to advanced and slow learners started.• Tutorials programme to be introduced• Academic calendar and teaching plan developed.• Predominantly chalk and talk method of teaching followed in traditional courses.• Use of teaching aids, project work, field visits. The intensity/frequency of ICT in teaching-learning is limited.• Teachers are recruited as per the State Govt., UGC and University guidelines. On account of restriction on recruitment of regular faculty, a large number of “Clock Hour Based” (CHB) faculty are to be found in most of the Departments.• Teachers attend refresher and orientation courses, seminars, conferences and workshops.• 40% of the faculty members have Ph.D. as highest qualification.• College follows the evaluation system prescribed by the university.• Students are made aware of the evaluation system.• Grievances regarding evaluation are redressed as per University rules.
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<p>2.2.6 Best Practices in Teaching –Learning and Evaluation (If any):</p>	<ul style="list-style-type: none"> • Transparent admission process and educational opportunity to the needy. • College conducts periodical tests, home assignments and terminal examinations as per semester regulation since 2010. • Good number of teachers in different departments have Ph.D. as the highest qualification.
<p>2.3 Research, Consultancy & Extension:</p> <p>2.3.1 Promotion of Research:</p> <p>2.3.2 Research and Publications Output:</p> <p>2.3.3 Consultancy:</p> <p>2.3.4 Extension Activities:</p>	<ul style="list-style-type: none"> • Research committee has been constituted that helps to promote research activity. • Some teachers (Chemistry, Sociology, Botany, Hindi, among others) are active in research with some international publications (46 articles and good number of text-books and lecture-notes). • Separate budget for promoting research will be helpful. • Some faculty members are recognized as research guides, to guide teacher candidates on part-time basis. • No Department of the college is recognized as a full-time research centre as per the policy of the University • There are 3 minor ongoing research projects (2 UGC and 1 University). • Eight faculty members have completed Ph.D./M.Phil during last five years. 7 teachers have registered for Ph.D. • Limited consultancy on honorary basis. • Fairly good record by extension activities by NSS, undertaking community development and awareness programmes, and promotion of leadership qualities to its volunteer in conducting blood donation, environment awareness and village adoption. • Active NCC units, woman’s forum “Swayamsiddha”, Nature & Adventure Club & Agro-forestry.

<p>2.4.4 ICT as Learning Resource :</p> <p>2.4.5 Other Facilities:</p> <p>2.4.6 Best Practices in the development of Infrastructure and Learning Resources (If any):</p>	<ul style="list-style-type: none"> • Computer lab with Internet and Audio-Language Lab. established recently. • There are in all 54 computers; but internet access is limited, two LCDs available. • Website has been launched. • ICT enabled teaching, learning orientation to be introduced; needs greater thrust on ICT in teaching and learning. <ul style="list-style-type: none"> • Sports field with 400mts track, gymnasium, canteen available. Sports infrastructure needs strengthening. • Hostels for boys and girls provided. • A new hostel for girls nearing completion with UGC assistance. • Gymkhana acts as multi-purpose facility. <ul style="list-style-type: none"> • Provision of Seminar Hall with AV facility; some webinars are arranged through video-conferencing. • Resource generation through nominal rental charges for public use of the Gymkhana and other facilities.
<p>2.5 Student Support and Progression:</p> <p>2.5.1 Student Progression:</p> <p>2.5.2 Student Support:</p>	<ul style="list-style-type: none"> • Adequate representation for marginalized social groups and girls in enrolment. • Around 10% to 20% students progressed for higher studies. • Examination results are satisfactory. • Provision for life skill development being introduced. <ul style="list-style-type: none"> • Government scholarships for less privileged available. • Earn and learn scheme in the Library Reading Hall benefits a few students. • Group insurance scheme for all the students available. • Informal services of counseling and placement cell in place. Campus placement

<p>2.6.5 Financial Management and Resource Mobilization:</p> <p>2.6.6 Best Practices in Governance and Leadership (If any):</p>	<p>against the available vacancies.</p> <ul style="list-style-type: none"> • Self assessment and career advancement scheme for teachers available. • Skill up-gradation of non-teaching staff and IT skill for teachers provided. • Financial salary support from state for Grant in Aid courses and from Management/fees for self-financed courses. • Audit mechanism in place. • Funds for expansion and maintenance of infrastructure need to be mobilized. • Availing UGC grants for some special schemes such as Women’s Hostel. • Decentralization of work and distribution of responsibilities through multiple Committees and Cells involving the participation of all the staff. • Proper coordination between the Principal, Management, departments and administrative staff. • Appreciation and felicitation of the better performing staff and students whenever they achieve some distinctions.
<p>2.7 Innovative Practices:</p> <p>2.7.1 Internal Quality Assurance System:</p> <p>2.7.2 Inclusive practices:</p> <p>2.7.3 Stakeholder Relationships:</p>	<ul style="list-style-type: none"> • Internal Quality Assurance Cell (IQAC) established and functioning effectively. • Supervisory, monitoring mechanism in place. • Special concern for less privileged community. • The college follows the govt. reservation policy for admission and recruitment of staff. • Gender representation is adequate. • Good relationship with stakeholders. • Community involvement to be expanded. • The institution helps the local community in higher education.
<p>Section III: OVERALL ANALYSIS</p>	<p>Observations (Please limit to five major ones for each and use telegraphic language)(It is not necessary to denote all the five bullets for each)</p>

<p>3.1 Institutional Strengths:</p>	<ul style="list-style-type: none">• Catering to the higher education needs of predominantly rural backward region right from early 1960; majority of the students from weaker sections, such as SC/ST, OBC.• Fairly well-qualified faculty; some of them with an impressive record of research publications in International Journals, a few minor research projects; and production of Ph.D.s/M.Phil.s by some research guides.• Managerial initiative in availing the funding support of UGC for offering some add-on certificate programmes (Spoken English and Financial Accounting) and one PG Diploma in Agrochemistry and availing of UGC grant for Women's Hostel and MP LAD grant for the proposed Library Building.• Good record of student support services (Earn while Learn scheme for poor students; free hostel accommodation for sportsmen, among others) resulting in some exemplary performance in sports and extra-curricular activities.• A fairly impressive culture of documentation of the activities of the college; an active IQAC and other bodies engaged in some extension/co-curricular activities.
<p>3.2 Institutional Weaknesses:</p>	<ul style="list-style-type: none">• Inadequate attention to ICT thrust; quite limited supply of internet access and computational facility and lack of institutional efforts to provide computer literacy to the students who are mostly from poor/rural background.• Library in a cramped/congested (partly asbestos roofed) structure, with no reference hall facility (a separate reading room located away in the campus); no internet access available in the library.• Old and poorly maintained infrastructure; some of the labs, hostels, furniture and others need a facelift and replacement; the campus ambience is generally less tidy.• Space constraints forcing the college to adopt shift-system; affecting good teaching/learning atmosphere and student participation in extra-mural and soft skill-

	<p>enrichment activities.</p> <ul style="list-style-type: none"> • Medium of instruction being largely in the regional language, low proficiency in English language hampering the communication skills and ultimately the confidence level of the students; some teachers also suffer this limitation.
<p>3.3 Institutional Challenges:</p>	<ul style="list-style-type: none"> • Accommodating the Junior college classes (with around 3000 students) in the same/limited building posing serious challenge on the expansion/diversification of academic programmes and also on running of the existing programmes in 'a day-long and constraint-free time schedule'. • Locational challenge arising out of dry/rural/backward region; difficulty of attracting adequate number of students for the programmes in thrust areas if and when offered on self-financing mode, with higher fee structure. • Challenge out of the policy of offering PG programmes partly (second year) on self-financing stream; and the difficulty of securing permission to offer PG and full-time Ph.D. programmes, even if the college manages to have all the requisite facilities /faculty. • Challenges in availing institutional/ industrial linkages and providing placement services because of the poor visibility of the institution, and the nature of the conventional programmes being offered. • Challenges encountered by the high performers (among the faculty and students) on account of lack of facilities, exposure and avenues of linkages; leading to a difficult situation of attracting/retaining good faculty in newer areas.
<p>3.4 Institutional Opportunities:</p>	<ul style="list-style-type: none"> • Availability of adequate land on the campus provides scope for expansion/ diversification of academic programmes in newer/thrust areas, by construction of additional buildings and provision of the necessary infrastructure. • Opportunity for expanding the computer/

	<p>internet facilities and the Language Lab. with necessary manpower; and thereby enhance the computer literacy and communication skills among the students; more intensive use of these facilities could cover the entire student population of the college, with no exception.</p> <ul style="list-style-type: none">• With additional space/time/facilities, a good opportunity for offering several skill/career enrichment short-term programmes, concurrently along with the present conventional programmes; scope for establishing a vocational community college as an extension counterpart of the college for the benefit of the local community.• Opportunity for better image-building by establishing linkages with industries, NGOs and other bodies; by publicizing the consultancy expertise and testing facilities available in the college.• Scope for better serving of the local community by focused and sustained extension strategies by better targeting and strategy.
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Section IV: Recommendations for Quality Enhancement of the Institution

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

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

- Need for a long-term perspective plan and prioritized strategy for the expansion/diversification of the academic programmes of the college; the present scenario of space constraint/congestion on account of multiple institutions on the same infrastructure, may require a revisit, with futuristic vision.
- The infrastructure, now more than five decade old, needs a substantial toning up and re-furnishing to suit to emerging needs.
- A long-term strategy for beautifying the campus with better vegetation/greenery may enhance the ambiance; and an assured source of water supply may need to be explored and availed.
- The library should necessarily be moved to a specious, user-friendly building; along with better amenities and acquiring of standard/reference books, adequate number of computer terminals with internet facility need to be provided for enhanced net-learning of the students and the faculty.

- Among student support services, soft skill such as computer literacy and English communication skills be given the top priority as additional input to every student of the campus, irrespective of their disciplines.
- Newer programmes in the cutting-edge professional disciplines may be started to expand the career prospects of the students. (To cite a few : M.C.A., M.B.A., M.Sc. (Chemistry), as there is a felt need from the students, Agri-Business Management with local farm sector relevance; short-term Diploma/Certificate Programmes in the areas of IT enabled sectors, marketing, event-management, hospitality, retail chain management, among others).
- The faculty be motivated/facilitated to enhance their competency and use of ICT in teaching-learning.
- Some of the faculty have a proven track record of creditable research and publications. They need to be further encouraged and supported by better facilities and environment. Other faculty may also be inspired to have sustained interest in research and professional development.
- The mechanisms for grievance redressal, counseling, career guidance and placement, among others, may need be further activated to achieve perceptible and impacting results.
- A special thrust on Entrepreneurship Development, and skill-enrichment for self-employment may need to be given in the special context of many first generation learners on the campus. It is high time that the mindset/syndrom of 'rural/poor/backwardness' should have to be erased; an around confidence building and dynamism may bring in a turn-around and brighter future.

I agree with the observations made by the Peer Team.

**Signature of the Head of the Institution
with date & seal**

Members of Peer Team	Name	Signature
1. Chairperson	: Prof. C. Thangamuthu	
2. Member Co-ordinator	: Prof. Y. M. Jayaraj	
3. Member	: Dr. M. S. Khanchi	
4. NAAC Officer	: Dr. Sujatha Shanbhag	

Dated: 5th January, 2011
Arjunnagar, Tal. Kagal
Dist. Kolhapur, Maharashtra