



**INSTITUTIONAL ASSESSMENT AND ACCREDITATION
(Effective from July 2017)**

Accreditation - (Cycle - 3)

**PEER TEAM REPORT ON
INSTITUTIONAL ACCREDITATION OF
K.C.E.S'S MOOLJIE JAITHA COLLEGE**

**JALGAON
425002**

**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:	K.C.E.S'S MOOLJIE JAITHA COLLEGE JALGAON Maharashtra
2.Year of Establishment	1945
3.Current Academic Activities at the Institution(Numbers):	
Faculties/Schools:	-
Departments/Centres:	38
Programmes/Course offered:	79
Permanent Faculty Members:	71
Permanent Support Staff:	62
Students:	4577
4.Three major features in the institutional Context (Asperceived by the Peer Team):	<ol style="list-style-type: none">1. Adequate infrastructure facilities2. Postgraduate co-education college catering to the needs of higher education to the poor and first generation learners.3. Recognised by UGC as a College of Excellence, identified as a Star College by DBT, Govt. of India and also obtained ISO 9001 certification
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	Visit Date From : 12-04-2018 Visit Date To : 13-04-2018
6.Composition of Peer Team which undertook the on site visit:	
Chairman:	Ananda Deb
Member Co - ordinator:	Jayprakash
Member:	M B Kothale
NAAC Co - ordinator:	DR. JAGANNATH PATIL

Section II: CRITERION WISE ANALYSIS

Observations (Strengths and/or Weaknesses) on each qualitative metrics 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 Metrics(QIM) in Criterion1)	
1.1	Curricular Planning and Implementation
1.1.1 QIM	The institution ensures effective curriculum delivery through a well planned and documented process
1.2	Academic Flexibility
1.3	Curriculum Enrichment
1.3.1 QIM	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 is located in an urban area with a large environment friendly campus and adequate infrastructure facilities. The college is providing higher education to poor and first generation learners. UG, PG and Ph.D. programmes are offered to students. A large number of UG and PG courses have been introduced under 45 departments keeping in view the modern trends, market demands and global perspectives. 34 programmes are conducted in CBCS mode. 46 new courses have been introduced during the last five years. The college also offers 59 diploma and 20 certificate programmes which are opted by 7.21% of the students. The institution not only ensures effective implementation of the curriculum but observes the completion of the course in time. The institution follows the curriculum prescribed by the affiliating university. A good number of faculty members of the college play active roles in the BOS where the curriculum is developed and designed. Human values and professional ethics are integrated into the curriculum. Structured feedback on curriculum is obtained from teachers and students, while informal feedback is obtained from alumni, parents and guardians. There is provision in the college for collection and analysis of feedback and actions are taken on the basis of analysis of feedback. There are only 37 students from outside the State and all the reserved seats are filled in. Gender equity is maintained in the college with the facilities of redressal of grievance of the girl students. Presence of secular and cosmopolitan culture prevails in the campus. Introduction of courses on human values and professional ethics in the college for holistic development is a mentionable feature of the college. Greater representation in BOS, Academic Council, Senate and Management Committee of the affiliating university attests to the credibility of the faculty members of college

Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrics(QIM) in Criterion2)	
2.1	Student Enrollment and Profile
2.2	Catering to Student Diversity
2.2.1 QIM	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 QIM	Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences
2.3.4 QIM	Innovation and creativity in teaching-learning
2.4	Teacher Profile and Quality
2.5	Evaluation Process and Reforms
2.5.1 QIM	Reforms in Continuous Internal Evaluation(CIE) system at the institutional level
2.5.2 QIM	Mechanism of internal assessment is transparent and robust in terms of frequency and variety
2.5.3 QIM	Mechanism to deal with examination related grievances is transparent, time-bound and efficient
2.5.4 QIM	The institution adheres to the academic calendar for the conduct of CIE
2.6	Student Performance and Learning Outcomes
2.6.1 QIM	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 QIM	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 assesses the entry point knowledge levels of the students through counselling and guidance cell, admission process, marks obtained in qualifying examinations, initial class room interactions and performance in practical classes. The college organises orientation and introductory courses for the freshers'. Special care is taken regarding the differently-abled students. The college takes measures for identifying slow and advanced learners. Remedial classes, personal guidance and counselling sessions are conducted for slow learners. Advanced learners are given special guidance. Student centric learning through experiential participative and problem solving methodology is done. Innovations and creativity in teaching-learning is carried out through various methods of teaching such as industrial visit, field visit, project work, seminars and skill development and entrepreneurship programmes. Only 84.23% of teaching posts are filled up. 25.61% teachers are holding Ph.D. and one D.Lit. degrees. 53% of the staff are conversant with ICT. The colleges has established 12 smart and 30 ICT aided classroom in order to facilitate modern day teaching methods. 27 teachers have received awards. Admission is carried out through notification in college prospectus and website. Admission is strictly on merit basis and the rules prescribed by the university and the state government are strictly followed. Transparency in the admission is maintained by the Admission committee. The institution follows the examination structure of the university. In UG level, 20% mark allotted for two class tests, 10% for home assignment/group discussion/seminar and 10% to class attendance. In PG level, 40% marks are allotted for two class tests. Transparency in examination system is visible. There is provision for student's grievance redressal regarding examination. Pass percentage of students average is 73.07% and needs to be increased. The student's satisfaction survey is conducted. Efforts be made for further innovation teaching learning

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Criterion3 - Research, Innovations and Extension (Key Indicator and Qualitative Metrics(QIM) in Criterion3)	
3.1	Resource Mobilization for Research
3.2	Innovation Ecosystem
3.2.1 QIM	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 QIM	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

Proactive research environment exists in the college with twenty eight teachers acting as guides of Ph.D. students. Thirty one students received Ph.D. degrees. Teachers have published 141 papers in UGC approved journals and 245 papers in other national and international journals. Two teachers are editors of research journals. 219 text books are authored and co-authored by teachers. Teachers have procured grants for research through 40 minor and 7 major projects. College organised 20 national/International seminars/conferences/workshops and 93 extension and outreach programmes. It has established 50 linkages for internship of students. The college has 27 functional MOUs to its credit. The college has established its credibility by creating ecosystem for innovation through its "Dream Eyes Research Centre" to bring the visually impaired students into the mainstream of higher education and also through the establishment of the Water shade surveillance institute. A functional Central Instrumentation Centre is a notable feature of the college attesting to the efforts taken by the college for facilitating teaching and research. Optimal utilisation of instruments and its maintenance needs to be strengthened. A large number of students participate in extension programmes. The college also promotes programme for institute and community linkages. Major extension and outreach activities are carried out through NSS and NCC units.

Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrics(QIM) in Criterion4)	
4.1	Physical Facilities
4.1.1 QIM	The institution has adequate facilities for teaching- learning. viz., classrooms, laboratories, computing equipment, etc.
4.1.2 QIM	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 QIM	Library is automated using Integrated Library Management System (ILMS)
4.2.2 QIM	Collection of rare books, manuscripts, special reports or any other knowledge resources for library enrichment
4.3	IT Infrastructure
4.3.1 QIM	Institution frequently updates its IT facilities including Wi-Fi
4.4	Maintenance of Campus Infrastructure
4.4.2 QIM	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 has a large campus area of 21.51 acres of non-agricultural land with 19 buildings. These buildings house virtual class rooms, 79 lecture halls, 18 large lecture halls, 11 smart class rooms, 6 general computer laboratories, commerce computer laboratories and many science laboratories. The college library is housed in 21017.26 sq.ft. of the campus area. There are 1,52,743 books and 6000 e-journals, in the library. It has also digital library resources access centre, with a seating capacity of 30 students and teachers and SHOHAM knowledge centre which is a multimedia centre for audio-visual facilities. The library provides separate seating facilities to 190 UG and 100 PG students. The library has RFID and surveillance system and it is fully automated with INFLIBNET facility. The use of library resources by students and teachers needs to be increased. The college has 579 computers 18 servers with latest design soft wares and LCD facilities are also available there. The college houses 12 computer laboratories with LAN facility. Students of the college have internet facilities from 7-30am to 7pm. The average bandwidth of internet connectivity is 30-50 MPBS. The institution has e-content development media centre. Adequate infrastructure facilities are available within the campus of the college. There are two hostels for girls and one for boys in the campus. The college follows a full proof system of maintenance and utilization of campus infrastructure. The disabled students are provided with facilities of ramp with railings, separate toilets and beeping direction indicators. The college has a biogas plant and a skill development centre.

Criterion5 - Student Support and Progression (Key Indicator and Qualitative Metrics(QIM) in Criterion5)	
5.1	Student Support
5.2	Student Progression
5.3	Student Participation and Activities
5.3.2 QIM	Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution
5.4	Alumni Engagement
5.4.1 QIM	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

51.37% of students of the college are provided with scholarships and freeships. The college has schemes of capability enhancement and development of students through competitive examinations, career counselling, language laboratory, bridge courses, yoga, naturopathy and meditation centre. 3.61% students are benefited by guidance for competitive examinations and 4.86% benefited by vocational education and training. 3.62% of outgoing students got placement. Progression of students to higher education is 25.62%. It is worth mentioning that 9.9% of the students have qualified for NET/GATE, GMAT/CAT/GRE/TOEFEL/Civil Services and State Govt services. There is a student council in the college. The students council has representation in academic administrative bodies. The Anti Ragging Committee and Prevention of Sexual harassment cell of the college are functioning. 251 students have been absorbed through campus recruitment. The institution has organized 117 sports and cultural activities. The participation of students in cultural and extension activities is worth mentioning. A proactive alumni association holds its meeting periodically. The association has donated Rs. 8,61,000 to the college.

Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrics(QIM) in Criterion6)	
6.1	Institutional Vision and Leadership
6.1.1 QIM	The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the institution
6.1.2 QIM	The institution practices decentralization and participative management
6.2	Strategy Development and Deployment
6.2.1 QIM	Perspective/Strategic plan and Deployment documents are available in the institution
6.2.2 QIM	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 QIM	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 QIM	The institution has effective welfare measures for teaching and non-teaching staff
6.3.5 QIM	Institution has Performance Appraisal System for teaching and non-teaching staff
6.4	Financial Management and Resource Mobilization
6.4.1 QIM	Institution conducts internal and external financial audits regularly
6.4.3 QIM	Institutional strategies for mobilisation of funds and the optimal utilisation of resources
6.5	Internal Quality Assurance System
6.5.1 QIM	Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes
6.5.2 QIM	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 QIM	Incremental improvements made during the preceding five years (<i>in case of first cycle</i>) Post accreditation quality initiatives (<i>second and subsequent cycles</i>)

Qualitative analysis of Criterion 6

The college has an effective leadership which is tune with its vision and mission. College promotes a culture of decentralized and participative management. Implementation of e-governance is visible to some extent in planning and development, administration, finance and account, admission and examination of students of the college. Different bodies of the institute are functioning regularly but needs a systematic documentation. Welfare measures such as PF, pension, group insurance, loans by cooperative credit society, cooperative consumer society, Mother Teresa Health Care Centre, Interest free advance to staff and preference in admission to wards of the staff are operative. There is incentive scheme for the staff considering their achievements. Institute has provision for teaching and non-teaching staff appraisal system as well as their evaluation by students. Internal and external audits are done regularly. The college takes some efforts for resource mobilization. IQAC needs to be more activated in terms of systematic planning and execution of quality initiatives. Incremental improvements during the last five years are also visible. The institute conducts academic audits.

Criterion7 - Institutional Values and Best Practices (Key Indicator and Qualitative Metrics(QIM) in Criterion7)	
7.1	Institutional Values and Social Responsibilities
7.1.2 QIM	<p>1. Institution shows gender sensitivity in providing facilities such as:</p> <ol style="list-style-type: none"> 1. Safety and Security 2. Counselling 3. Common Room
7.1.5 QIM	<p>Waste Management steps including:</p> <ul style="list-style-type: none"> • Solid waste management • Liquid waste management • E-waste management
7.1.6 QIM	Rain water harvesting structures and utilization in the campus
7.1.7 QIM	<p>Green Practices</p> <ul style="list-style-type: none"> • Students, staff using <ol style="list-style-type: none"> a) Bicycles b) Public Transport c) Pedestrian friendly roads • Plastic-free campus • Paperless office • Green landscaping with trees and plants
7.1.18 QIM	Institution organizes national festivals and birth / death anniversaries of the great Indian personalities
7.1.19 QIM	The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions
7.2	Best Practices
7.2.1 QIM	Describe at least two institutional best practices (as per NAAC Format)
7.3	Institutional Distinctiveness
7.3.1 QIM	Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

Qualitative analysis of Criterion 7

The institution has a gender neutral environment and has organised 14 gender equity programmes. The college also organises programmes to inculcate human values among stakeholders. The College provide gender safety and security, counselling and common room facilities. Different energy initiatives taken by the college are evident from utilization of solar energy, and 264 kVA power through use of LED bulbs. On the other hand environment consciousness and sustainability efforts are noticeable through activities such as solid, liquid and e-waste management. The institution also promotes green practices by motivating its students and staff

through such activities as (i) using bicycle and public transport, (ii) maintaining plastic free campus, and (iii) green landscaping with plants and trees. The institute observes national festivals and birth /death anniversaries of great personalities of India. The college has provision for aids to the differently-abled through physical facilities, lift, ramp, Braille Software. The college also organises special skill development programmes for the differently-abled. The college has a code of conduct hand book and it offers programmes for consciousness about national identities. It has also conducted a large number of activities for promotion of universal values. Two mentionable best practices of the institute are (a) ISO-9001:2008 standardization and (b) Research promotion scheme for budding researchers. As its distinctiveness the college continuously work for providing and upgrading students for learning, research and extension in terms of physical facilities, moral, ethical and financial support and new innovative programs.

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Section III: OVERALL ANALYSIS based on Institutional strengths, Weaknesses, Opportunities & Challenges (SWOC) (up to 500 words)

Strength

Strength:

- Sufficient campus area for future infrastructure development.
- College of Excellence with quality Faculty.
- Vast range and multiplicity of programmes and courses offered to students.
- Proactive management and effective governance ensuring good learning outcomes.
- Good research ambience

Weakness:

- Locational disadvantage
- Interfaculty research and teaching programmes
- Expertize for revenue generating consultancy
- Dependency on temporary faculties and resulting imbalanced teacher : student ratio.
- Limited ICT based innovations in teaching-learning processes.
- Inadequate placement of students.

Challenges:

- Production of good human resources
- Making students more employable
- Further expansion of ICT aided teaching
- Placement of students through campus interview
- Promotion of entrepreneurship among students

Opportunities:

- Collaborative linkages with national and international institutions
- Setting up research incubation centre.
- Introduction of skill development and need based courses.
- Scope for converting itself into autonomous college.
- Scope for more revenue generation.
- Motivating faculty members and students for adopting ICT based teaching-learning on regular basis.

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)

- Introduction of new professional courses with good placement opportunities like BSW, MSW, BRS etc.
- Establish close linkages with national and international institutes.
- More Inter-faculty teaching and research activities be promoted.
- Sanctioned posts be filled up.
- Prepare a short term and a long term vision document for the institute.
- Consolidate on research activities.
- Prepare mind set for societal development.
- Organize more skill development and entrepreneurship programmes.
- Further initiative for innovation in teaching-learning process.
- Mechanism of attracting outside students and faculty be developed.

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	Ananda Deb	Chairman	
2	Jayprakash	Member Co - ordinator	
3	M B Kothale	Member	
4	DR. JAGANNATH PATIL	NAAC Co - ordinator	

Place

Date

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