



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

**Accreditation - (Cycle - 3)**

**PEER TEAM REPORT ON**  
**INSTITUTIONAL ACCREDITATION OF**  
**M.C.E. SOCIETY'S ABEDA INAMDAR SENIOR COLLEGE OF ARTS,**  
**SCIENCE AND COMMERCE**

**PUNE**  
**Maharashtra**  
**411001**

**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:	M.C.E. SOCIETY'S ABEDA INAMDAR SENIOR COLLEGE OF ARTS, SCIENCE AND COMMERCE PUNE Maharashtra 411001	
2.Year of Establishment	1991	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:		
Departments/Centres:	3	
Programmes/Course offered:	24	
Permanent Faculty Members:	85	
Permanent Support Staff:	46	
Students:	5263	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. Enough and well maintained physical infrastructure for teaching and learning. 2. Majority of the students are first generation learners 3. Religious and linguistic minority educational institution	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 30-08-2018 To : 31-08-2018	
6.Composition of Peer Team which undertook the on site visit:		
	Name	Designation & Organisation Name
Chairperson	DR. HEMIXA RAO	FormerVice Chancellor,North Gujarat University
Member Co-ordinator:	DR. SWAMI BHUDEVANANDA	Principal,Ramakrishna Mission residential College
Member:	DR. PROF RAJASHEKAR HOLEBASAPPA	Professor,University of Mysore
NAAC Co - ordinator:	DR. VISHNUKANTH S CHATPALLI	

## 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

Abeda Inamdar Senior College of Arts, Science and Commerce is a Religious and Linguistic minority Educational Institution. One of the oldest colleges of the district, imparting education to the deprived sections of the society for more than 25 years is housed in a sprawling campus. The college offers 18 Under graduate courses, 12 Post Graduate courses and 3 Doctoral Programmes. For all the PG courses the college follows the semester system with Choice Based Credit System (CBCS). Elective options are also offered at UG level in few programmes. Since the college is affiliated to the Savitribai Phule Pune University, it follows the university curriculum which is recommended by the UG and PG councils of the university. The college ensures the effective implementation of the curricula and observes the completion of course from time to time. The teachers prepare their teaching plans for the entire academic session to complete the syllabi within stipulated time. At the end of each academic session there is a practice of evaluating the student's achievement. The college ensures gender equality of students, teachers and non-teaching staff and the grievance of girl students is well taken up. To sensitise students with the cross-cutting issues relevant to gender, environment and sustainability, human values and professional ethics, the college supplements the curriculum by organising some programmes. The college has hoisted the code of conducts for students, staff and other stakeholders as a part of professional ethics. The NSS and NCC units are very active in the college. Feedback mechanism on curriculum from students, teachers, employers, Alumni and parents needs to be strengthened.

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 follows reservation policies of the State Government as applicable to minority institutions. It is done on a first come first serve basis. Thus, loses out academically bright students who approach late for admissions. The college organises orientation program for the first-year students at the commencement of the session. Various steps are adopted by the college to bridge the knowledge gap of the enrolled students to enable them to cope with programme of their choice. Special attention is given to differently abled students. Personality development classes, employability skill development, awareness programmes, functional communicative skill development programmes are organised for advanced learners. Participatory learning activities are adopted by organising expert lectures, group activities; placement-oriented training and co-operative learning. The college always encourages teachers to keep themselves updated of the latest developments in their respective fields by providing computers, ICT tools, library resources and internet facilities. There are 85 permanent teachers working in the college. Out of total, 33 teachers with Ph.D., 13 teachers with M. Phil, 16 pursuing for their Ph.D. and the rest are having NET/SLET and Post Graduate degrees. A few teachers have received awards, recognition or fellowships from University, Government and other bodies. Permanent teacher recruitment process is as per government norms and qualifications as mentioned in UGC regulations. College promotes teachers to attend orientation, refresher, short-term courses, syllabus workshops organised by outside agencies to equip themselves with change in curriculum and techniques. There are publications of research articles and books by the permanent teachers in Peer Reviewed

Journals and Journals with good impact factor. International exposure for teachers is limited. The examination committee supervises all the steps of examination process, so that all examinations are conducted smoothly. Programme outcomes, programme specific outcomes, and course specific outcomes for all programmes offered by the college are clearly and elaborately stated and displayed on college website.

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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

Only 11 teachers have been recognised as Ph.D. guides and faculties are involved in research. More than 40 lakhs has been received as grants for research projects in the last 5 years. The college provides conducive atmosphere to promote research in science and invested 18 lakhs to the incubation centre (ISTRA). In all 21 scholars got Ph.D. degree and 32 students have completed M. Phil. from the college. There is no structured mechanism of consultancy in the college and this need to be developed. The management is always supportive to teachers and encourages them to participate and present research papers in symposiums, conferences and seminars at the national and international level. The faculty have published 170 research papers in the UGC notified peer reviewed and referred journals and 61 books and 11 chapters in edited books. The college has signed 29 MOUs with industries, academic institutions and NGOs. Collaborative research work and research linkages have been established with reputed international institutes like Kansas Cancer Research Centre, USA and Bayreuth University, Germany. The college guides and facilitates the students from minority community for post matric scholarship and post matric stipend under talent support programmes. The faculty needs to be familiarised the intellectual property rights and industry academia innovative practices. Most of the extension activities are done through NSS and NCC. The NCC volunteers have participated in state as well as national level camps and received few awards and recognitions for these extension activities. To help local community, various outreach programme and initiatives like Health Awareness Programme, Tree plantation and Blood Donation camps undertaken by the college. The college has performed extension and outreach programs with community, industry and NGOs during the last five years. The college has many linkages for internship, field trip, on-the-job training etc during the last five years.

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

For the holistic development of the students the college has made efforts at systematic adoption of policies from time to time. College has adequate class-rooms, computer labs, LCD projectors, Net, Audio-Visual facility digital camera, laptops and other educational software's provided to various departments. The college has adequate facilities for outdoor sports, games and cultural activities. There is a primary health facility in college to meet minor emergency situations. The parent society has established 6 girls' and 3 boys' hostels. However, the facilities provided in these hostels are not satisfactory and boarding facility is not provided by the society. Lift facility for physically challenged incumbents is not found in the college and the ramp facilities needs to be improved further. The college has a general library and seminar libraries for each department. The library is automated with Integrated Library Management system (ILMS) software and OPAC system exists. The College has a library with few rare books with a permanent librarian. The library needs to be updated regularly with latest software. Average number of walk in per day is very low. The college uses Vridhhi ERP for online admissions, Time Tables, Teaching plans and display of upcoming events. The college has implemented MOODLE as a learning platform to improve existing learning environment at PG level. The college provides sufficient computers and internet facility to the faculty and students inside campus. There is annual budget allocation for procurement, up gradation, deployment and maintenance of the computers and their accessories. Availability of Sports facilities are good in the college. A number of sports, cultural activities are organised at the institution every year. The college should have a budget allocation for sports activities in the college and should promote students to participate in indoor and outdoor sports activities.



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

The college offers various scholarships for students, both governmental and non-governmental, some of which are need based and some are merit based. The college results are good and above the University average. Only few students have qualified in State/National examinations in the last five years. The college has a students' union. This union is very active in the sense that they help in organising various cultural programmes, sports and games, annual cultural programmes and celebrating various observation days. The college has a mechanism for the placement of its students in the form of a placement cell but it is to be strengthened further. The cell helps to identify job opportunities and develop entrepreneurial skills amongst the students. The college has an offering earn while you learn scheme. Student representatives from Post-Graduate courses help in organizing and conducting Remedial and Bridge Courses and helping Weak and Advanced Learners under the guidance of the teachers. The college has a registered Alumni Association. The Alumni members meet periodically, many of whom are now placed in the respectable positions of cultural, professional and academic fields to seek their suggestions and support regarding various matters such as up-gradation of teaching tool, infrastructural facility, arrangement of seminar and cultural activities. The alumni association needs to be more active in coming years for the development of the institution through financial and non-financial means.



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 visionary management and well-defined goals and plans. The cosmopolitan and pluralistic nature of the college enables us to provide holistic education. The college authority sincerely and honestly care for the very purpose of expanding the scope of higher education for the deprived sections of the society including students of poor financial background, who are first generation learners and students of marginalized, section in the society. The governance structure of the college is based on a decentralised model to provide an effective leadership and participative democratic management at each unit of operation. The governing body has representation of teachers, non-teaching staff, students, nominees of the University and Government. The leadership follows an open-door policy and all stakeholders are free to contact the management and the principal. The administrative functioning is handled efficiently by the Management Governing Council and CDC with active participation of Principal, Heads of Department and Supervisors. The governing body of the college approves the policies and action plans implementation. The contributions and performances of staff and students are rewarded and recognised through various mechanisms. There are

various sub committees to take care of different activities of the college. The college has a number of welfare schemes for staff including group service life insurance, provident fund, medical treatment, and leave travel concession (LTC) facility. Teaching and non-teaching staff have formed a Azam Credit Society which provides need-based loan and insurance to employees. All government permanent employees are covered under the pension scheme of the government of Maharashtra. The performance of faculty is monitored through performance-based appraisal system as per the guidelines of UGC. Every faculty submits filled in academic performance indicator (API) form to the IQAC. The college has a mechanism to conduct both internal and external audit. There is no significant objection or adverse report in the audit report. The college receives funds from government of Maharashtra as salary grants, fees collected from the students, funding from UGC, and Maharashtra higher education department. However, the college does not have any formal strategy for mobilisation of funds. The IQAC frames academic calendar and monitoring its implementation.

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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"> <li>1. Safety and Security</li> <li>2. Counselling</li> <li>3. Common Room</li> </ol>
7.1.5 QIM	<p>Waste Management steps including:</p> <ul style="list-style-type: none"> <li>• Solid waste management</li> <li>• Liquid waste management</li> <li>• E-waste management</li> </ul>
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"> <li>• Students, staff using <ol style="list-style-type: none"> <li>a) Bicycles</li> <li>b) Public Transport</li> <li>c) Pedestrian friendly roads</li> </ol> </li> <li>• Plastic-free campus</li> <li>• Paperless office</li> <li>• Green landscaping with trees and plants</li> </ul>
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 College has shown gender sensitivity in providing facilities of safety & security, counselling and common room etc. The College Campus has been provided with a boundary wall. More than 400 CCTV have been installed all over the campus area and security guards are posted at the main entrance. In the beginning of each academic year arranges talks on gender sensitisation, inclusive growth and healthy environment practices. Sexual Harassment Prevention and Grievance Redressal Cell has been constituted. A separate Girls' Common Room and canteen has been arranged. Waste paper baskets and dustbin are provided in every corner of the

buildings. Use of plastic is prohibited in the campus. Steps are taken for disposal of chemicals, glassware and garbage's. Provision is there for rain-water harvest. Majority of the teachers, employees and students either use public transport or their own vehicles. Use of paper has been reduced and going towards paperless office work. The campus is green with trees, potted plants and grasses. The College organises national festivals and birth / death anniversaries of some great personalities. Transparency in all activities, viz., financial, academic and administrative are visible. The College has taken up a scheme for gradual up-gradation towards making it an ICT based one by facilitating the teachers, students and employees with latest ICT. However, smart-classrooms are missing in the campus. The second-best practice, organising blood donation and Rubella vaccination camps, tree plantations, rallies for awareness of epidemics and street plays for de-addiction, anti-superstitions and anti-dowry. The College has contributed during the last 25 years to the people of a less developed sub urban and backward area inhabited mostly by weaker sections with poor financial background the scope for higher education of their wards. The first best practice identified by the college is showing positive result in the college and the other is yet to get momentum. The mission of the college is to provide universal access of learning irrespective of the caste and creed and among all the strata of the society. The college has been successful in sensitizing the people belonging to disadvantaged strata of the society and Muslims in particular towards higher education. It is also to be noted that due to location of the college in this area, contributed in generating eagerness of taking up higher education by women which have substantially increased year after year.

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

#### **Strength**

##### **Strengths**

- The college has sprawling, beautiful and vibrant campus with ample green coverage.
- Technically advanced infrastructure.
- Adequate land and buildings.
- It has developed supportive management and dynamic leadership qualities among students.
- Remedial coaching to SC/ST, OBC and slow learners are provided.

##### **Weakness**

- Less number of qualified teachers.
- Admissions are not based on purely merit.
- Location of the library and reading room is not student friendly.
- Most of the students are first generation learners.
- Absence of well-furnished Language Lab and smart classrooms.
- Poor hostel facilities and absence of hostel for international students.

##### **Opportunities**

- It has scope to increase skill development value added and vocational programmes to enhance employability.
- To start more number of PG courses and Research centres.
- It has the opportunities for introduction of more industry oriented technical programmes and certificate courses.
- It has opportunities for extra rural funding research and infrastructural developmental schemes.
- It has ample possibilities to undertake innovative and incubation centres for entrepreneurship and developmental programmes.
- It can procure more software for the augmentation of library resources.

##### **Challenges**

- Horizontal expansion of infrastructure.
- Attract more qualified faculty members from different regions.
- Faculty and student exchange programmes with foreign countries.
- Providing equal opportunities for both girls and boys.
- Facilities for students from other countries.

#### **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)

- The college should apply for Autonomous status & CPE.
- Add-on and enrichment courses along with value addition to the methodology of teaching learning process is suggested.
- Industry, need based and job oriented UG and PG programmes be started.
- Communication skill among the student needs to be enhanced.
- Library and hostel facilities need to be improved. A separate good hostel for the international students is to be established.
- Teachers must be encouraged and motivated to adopt good research culture.
- Develop Industry academia liaisons to strengthen on-campus placements.
- Generate more funds from agencies like UGC, DST, DBT, CSIR etc.
- Establishing Language Laboratory, innovation and incubation centres is also suggested to encourage students for entrepreneurship.
- Appoint more number of permanent faculty members with suitable qualifications.
- Alumni association needs to be strengthened.

**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	DR. HEMIXA RAO	Chairperson	
2	DR. SWAMI BHUDEVANANDA	Member Co-ordinator	
3	DR. PROF RAJASHEKAR HOLEBASAPPA	Member	
4	DR. VISHNUKANTH S CHATPALLI	NAAC Co - ordinator	

Place

Date

NAAC