



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

**Accreditation - (Cycle - 3)**

**PEER TEAM REPORT ON  
INSTITUTIONAL ACCREDITATION OF  
RAYAT SHIKSHAN SANSTHA'S RADHABAI KALE MAHILA  
MAHAVIDYALAYA, AHMEDNAGAR  
AHMEDNAGAR  
Maharashtra  
414001**

**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:	RAYAT SHIKSHAN SANSTHA'S RADHABAI KALE MAHILA MAHAVIDYALAYA, AHMEDNAGAR AHMEDNAGAR Maharashtra 414001	
2.Year of Establishment	1989	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:	3	
Departments/Centres:	13	
Programmes/Course offered:	73	
Permanent Faculty Members:	17	
Permanent Support Staff:	8	
Students:	1307	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. Grant in-aid Women's college affiliated to Pune University 2. Only Women's college in the district 3. Run by Experienced management	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 26-03-2019 To : 27-03-2019	
6.Composition of Peer Team which undertook the on site visit:		
	<b>Name</b>	<b>Designation &amp; Organisation Name</b>
Chairperson	DR. D S NEGI	Pro-Vice Chancellor,HNB GARHWAL UNIVERSITY
Member Co-ordinator:	DR. M VIMALA NAIDU	FormerProfessor,DEPT. OF HINDI, BANGALORE UNIVERSITY
Member:	DR. JATINDER KAUR SIDHU	Principal,GURU GOBIND SINGH COLLEGE FOR WOMEN CHANDIGARH
NAAC Co - ordinator:	DR. PRATIBHA SINGH	

## 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, Radhabai Kale Mahila Mahavidyalaya, located in an urban district has a beautiful campus with a good infrastructure. It has been observed that the only Women's college in the district running UG and PG programmes for Arts, Science and Commerce besides Ph.D. in Chemistry. It also runs many Certificate courses.

**The details about programmes/courses mentioned in Current Academic Activities at the Institution(Numbers only) at serial number 3 is shown to be 73. The breakup is as under:**

**UG – 06 (Arts), UG – 05 (Science), UG – 02 (Commerce), PG – 05, Research Centre – 1,**

**Certificate courses – 14, Departmental Certificate Courses - 40.**

In addition to that the college offers some self-financing programmes with due approval of the appropriate authority. The Curriculum at UG level is designed and developed by parent University.

The institution ensures the effective implementation of the curricula and observes the completion of course from time to time. At the end of each academic session there is a practice of evaluating the student's achievement. Here the Add-on-course is designed by the faculty members. B.B.A with Computer Applications has been introduced during assessment period. Skill development programme of functional English has been introduced. The college follows the annual system of examination at Ist year UG level and semester system at 2nd and 3rd year U.G. and PG level. Social responsibility in students is well invoked through NSS which is very active in giving the college campus a clean and green face. The College follows rules and regulations made by the statutory bodies. 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.

For holistic development of the students, the main purpose of curriculum the college may introduce mandatory non credit courses on human values and professional ethics. However, formal mechanism to take feedback on curriculum from stakeholders exist which needs to be further developed. It has been observed that the intake

of students in P.G. Courses (Arts) is very less as compared to the sanctioned strength and mechanism to be developed to attract more students as per the University norms. Some job oriented courses need to be introduced.

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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 Admission is done through the merit. It is done as per rules laid down by the university and state government. The college organizes orientation/induction programmes for freshers in the beginning of the session. Some Add-on courses have also been introduced, the classes of which are held after the completion of regular classes. Personality development classes, employability skill development, awareness programmes, functional communicative skill development programmes are organized for Advanced Learners. Special care is taken by the college to encourage Slow Learners by arranging tutorial / remedial classes, as also home assignments to improve their performance. The college has evolved various methods to improve the teaching-learning process like orientation programmes, There are only 17 regular teachers and 9 with Ph.D degree. The rest 39 are having postgraduate degrees and are temporary teachers. Faculties having only postgraduate degrees be encouraged and facilitated to pursue part-time doctoral research. Permanent teacher recruitment process is as per the Savitribai Phule Pune University norms. However, more teachers on permanent basis are needed to ensure a sense of responsibility in them. College does not have the required competent and qualified teachers to handle all the courses. Evaluation process framed by the affiliating University is followed by the college. Continuous evaluation and Internal assessment of 20% is in practice at PG level. Transparent examination system is the need of the time for academic excellence. The college is sensitive to the needs of the students towards personality development and communication skills. Fallout rate is high in traditional courses. Pass percentage of B.Sc., B.A. M.Sc & M.Com is satisfactory,. Detailed analysis may be made continually to improve the teaching learning process.

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

Five teachers are recognised as research guides and only fourteen minor/major projects are there, funded by government agencies and Savitribai Phule Pune University. DST, Govt. Of India has sanctioned a sum of Rs 75.0 Lac under DST- FIST level I programme for sciences. Five students are awarded Ph.D.'s in last five years and 200 publications were made in various national and international journals with ISSN no. Teachers contributed papers on a small scale in national and international conference and one faculty received best paper award one under poster category and one oral category in international Conference. Faculty. Consultancy services are provided by Dept of Botany and Chemistry for identification of plant specimens and recording of spectral studies, Structured mechanism of consultancy in other departments needs to be developed. The faculties were familiarised with the intellectual property rights through Invited talk . Non Ph.D. teachers should be encouraged and facilitated to enrol for Ph.D. and pursue doctoral research. Teachers with Ph.D.s are motivated to take up research scholars and receive research grants from various government agencies and industries. Performance based incentives to faculties for R and D work will certainly motivate them and will increase in their contributions to publications and book writing. Major extension activities are done through NSS only. There is no NCC unit in the college. The college has 05 functional MOUs. The state of research and innovation in the college needs improvement. The College should also build an incubation centre. Extension activities creating social awareness about social evils and moral values are carried out by staff and students.

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

College has English language lab, computer lab/Commerce lab, and laboratories for other practical subjects along with the lecture rooms in the premises. However these facilities are not sufficient. More class room in very soothing ambit is required. LCDs, Net, display boards, reprographic facilities and Tally software's is provided for skill base development. Hostel facility is available for students. Library has started automation of catalogue and issue system. Average number of walk in per day is very low. Library has taken the membership of UGC N-list Programme and is making efforts to enrich the library. Sufficient systems & Internet modems, LCD facility is available in departments. College has a renovation, repairing and monitoring committee for taking care of the maintenance of the buildings. The College has student's Council and representation of students on academic affair of the college. The Alumni Association contributes to the development of the Institution through financial and non-financial means during last five years. Sports and cultural activities organised at the institution per year.



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 has a student council participating in various committees and taking decisions for the benefit of the students' community. The council identifies student related issues and problems and helps the college administration through meetings and effective dialogues in resolving those. In the various college committees the council sends its representatives which are elected by the council on the basis of highest score in main examinations. The council meets thrice in a year with due agenda items.

The college, Radhabai Kale Mahila Mahavidyalaya has also a registered Alumni Association since February 2018 which sits bi-annually, forms plans for the betterment of the College. It helps in connecting the student's fraternity, organising social events, and raising funds for the welfare of fellow graduates and students at large. During the last five years it has contributed up to an amount of two lakh twenty thousand only. The association needs activated and more functional.



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. It is not clear from the report if Strategic plan and Deployment documents are available in the Institute. Organizational structure mentioned is Governing body, College Management Committee, Decentralization and participative management may be encouraged-like in the areas of Internal Assessment. The functions of various bodies, service rules, and recruitment and promotion policies are documented.

e- governance is in rudimentary stage. ERP [Enterprise Resource Management] system will be helpful. Welfare measures include Group insurance for students and PF. Further scheme will motivate the teaching and nonteaching staff, like medical insurance, gratuity, travel, children education etc. Financial support for attending conferences and membership fee for professional bodies and research grant for faculties is available but it is very less. Further increase in financial assistance will improve research output of the college. Temporary faculty to be encouraged to attend refresher course, short term courses etc.

Internal Auditing is regularly done by the parent management. The government audit is conducted as per norms. The college receives sponsorships for organising and assisting seminars / workshops. Resource mobilization through alumni, stakeholders, Janbhagidari samiti & various self-financed courses may be encouraged.

The college has Internal Quality Assurance Cell, IQAC needs to be strengthened. Pedagogical training may be conducted from time to time. Internal Administrative and Academic Audit is conducted by Parent Management. Details of quality initiative by IQAC to be documented. Quantitative Analysis of incremental improvement made during the preceding five years will help in decision making for improvement.

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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 a Women's Cell. Programmes have been conducted on women empowerment. Solid waste is segregated into biodegradable and non-biodegradable waste. Vermi composting is also done for organic waste. For E-waste generation the Management has MoU with authorised agency Mahalaxmi e-recycler Pvt. Ltd. Kolhapur. The College has rain water harvesting and a botanical garden. Institute has green campus and a system of green auditing. Tree plantation programmes are carried out by students and staff. The college uses LED for Energy savings and solar water heaters for hostels. Solar panels also installed with 20 kwh. Institute

organises birth days of great personalities and National celebration on 15th August and 26th January. The transparency in financial functions will be improved through online financial transactions and ERP system.

All round development of students through value based education needs to be focussed as per the emblem of the college. The college works for the social upliftment of rural girls through extension activities of youth empowerment programmes and training workshops. The college takes initiative to engage with and contribute to the local community. The institutional distinctness is to attend social upliftment by empowering women through short term skill based education.

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

**Strength**

**Strength**

- 1) The only grant in - aid Women College in the Ahmednagar District, Maharashtra
- 2) The College has beautiful campus with ample green coverage.
- 3) Adequate infrastructure.
- 4) Adequate land and buildings.
- 5) It provides proper education to poor and unprivileged students.
- 6) It has developed supportive management and dynamic leadership qualities among students.
- 7) Remedial coaching to slow learners are provided.
- 8) Running good number of Short term skill based job oriented courses.

**Weakness**

- 1) The college lacks formal linkage with centres and organizations of excellence in India and abroad.
- 2) Strengthen the use of ICT enabled teaching and learning resources.
- 3) Less number of permanent staff members
- 4) Lack of Technical and laboratory staff to look after equipments and instruments.
- 5) Continues declining intake in traditional course (Arts).
- 6) More MoUs with premier Institutions should be done.

**Opportunities**

- 1) It has the opportunities for introduction of more job oriented programmes/courses.
- 2) It has also the opportunities for extra funding for research from external sources and infrastructural developmental schemes.

3) It has ample possibilities to undertake innovative and incubation centres for entrepreneurship and developmental programmes.

4) The college can strengthened IQAC and make it more proactive.

### **Challenges**

1) The students have poor socio-economic background.

2) The college is unable to attract able, hard working and qualified faculty members.

3) The students, in general, are evading reading and speaking English language

4) Low student intake is the problem is this institution.

#### **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)

- Appointment of regular faculty members as per UGC norms . Being a Women College recruitment of sufficient female faculty members is recommended
- Office automation is required with Wifi Campus
- An add-on and enrichment course 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 skills and computer literacy among the students and increased use of ICT in teaching learning and evaluation process must be adopted.
- Establishing innovation and incubation centres is also suggested to encourage students for entrepreneurship
- Self appraisal of the teachers has to be evaluated properly and remedial measures be taken as per UGC rules. They should be encouraged and supported for taking research to enhance their career and competence
- Seed money for research should be enhanced to Rs 5.0 Lac
- Placement opportunities for students to be further strengthen
- For quality maintenance, sustenance and enhancement, functional IQAC should be constituted as per NAAC guidelines.
- Hostel should be equipped with furniture/fixture and medical facilities need to upgraded
- Transportation facilities recommended for students

**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. D S NEGI	Chairperson	
2	DR. M VIMALA NAIDU	Member Co-ordinator	
3	DR. JATINDER KAUR SIDHU	Member	
4	DR. PRATIBHA SINGH	NAAC Co - ordinator	

Place

Date

NAAC