

DRAFT REPORT
ON
INSTITUTIONAL ACCREDITATION
of

Bharatiya Mahavidyalaya
Morshi, Dist. Amravati, Maharashtra

Visit dates
February 13 - 14, 2004

National Assessment and Accreditation Council
Bangalore

**REPORT OF THE PEER TEAM ON INSTITUTIONAL
ACCREDITATION OF BHARATIYA MAHAVIDYALAYA,
MORSHI, AMRAVATI DISTRICT, MAHARASHTRA**

Bharatiya Mahavidyalaya, Morshi was established in the year 1970. The college was started with the objective of providing higher education to the students in rural areas in and around Morshi. It was stated in the self study report that in the beginning, the parents were not interested in sending their children to colleges. There has been a marked change in their attitudes over years and that the girl students are also encouraged to go for higher education. Now the college offers only 2 U.G. courses i.e. B.A. and B.Com. There are seven departments with a faculty strength of 12 permanent teachers and 7 CHB teachers supported by 9 administrative staff. The college has 592 students on its rolls in the academic year 2003-2004. The college was recognized under Section 2F in the year 1982 by the U.G.C.

The management intended to assess the functioning of the college and its departments to identify their merits and demerits and to plan for the future growth of the institution by rectifying the weaknesses and to make the college a premier Institute of higher learning. In that direction, the college has sought the assessment by the National Assessment and Accreditation Council, Bangalore and submitted self study report. On the direction of the NAAC, Bangalore, the Peer Team consisting of the following members has visited the college during 13-14, February, 2004 for the assessment of the performance of the college.

- (1) Shri N.K. Mishra (Chair Person)
Vice-Chancellor
Utkal University of Culture
Bhubaneswar.
- (2) Prof. C. Devarajulu Naidu (Member Coordinator)
Professor of Economics,
Dean, College Development Council,
Sri Venkateswara University,
Tirupati.
- (3) Dr. V.B. Mathad (Member)
Joint Director
Department of Collegiate Education,
Bangalore.

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The above Peer Team has examined all the aspects of the self study report in depth, verified all the documentary evidences in support of the performance of the departments and visited all the departments and other centres of the college. The Peer Team has also interacted with the faculties, management committee, parents, students and alumni of the college to elicit their opinion on various aspects of the functioning of the college and future expansion of the Institution to serve the needs of the society. Taking due consideration of their observations, within the frame work of the parameters stipulated by the NAAC, the Team made comprehensive assessment of the college and all its activities under the seven criteria laid down by the NAAC. The positive aspects of the college and the weaknesses are brought out in the report so as to provide future guidance for the healthy growth of the institution and to impart quality education to the rural people of the region.

I. Curricular Aspects.

The college offers B.A. and B.Com courses. The designing of curricula, restructuring of curricula and updating of syllabi are decided by the University. Two teachers of the college have served as members of the sub committee of the University to design curricula. In B.A course, apart from Marathi and English (Compulsory subjects), the students have to choose three subjects of their choice from History, Economics, Political Science, Geography and Functional English. The college does not offer either English literature or Home Economics as the optional subjects. Offering of Functional English in B.A. course and Computer Fundamentals in B.Com. as the optional subjects are useful to the students.

II. Teaching – Learning and Evaluation.

Students' admissions to the courses are made on the basis of their previous academic record. Teachers have been maintaining academic diary to keep account of the daily work. Teachers have to submit the teaching plan at the beginning of the academic session. The students-teachers ratio works out to 42:1. Audio visual aids are available in the department of Functional English. But there is no facility to prepare audio visual and other teaching aids.

The college had 288 working days during 2002-2003 out of which teaching days accounted for 180 days. Teachers are appointed by the selection committee as per the norms and guidelines of the University and Government. With the permission of Government, some CHB teachers are appointed against permanent vacancies for whom the salaries are paid by

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the Government. Self appraisal reports are submitted by each faculty member at the end of the academic year. There is no student feed back on the evaluation of the performance of teachers. The college conducts different activities by constituting different committees. Students are regularly evaluated through 4 unit tests and the University model examination at the end of February / March every year.

III. Research, Consultancy and Extension.

There is only one faculty member having a Ph.D. degree and three other faculty members are working for Ph.D. There is only one research guide recognised by Amaravati University and research scholars are working under his guidance. The college supports research by the faculty by sanctioning study leave. The college does not provide any financial support to the research students. There is no scope for offering of consultancy services by the faculty. The students of the college actively participate in extension activities like community development, health and hygiene awareness, adult literacy, AIDS awareness, medical camps, blood donation camps and environment awareness programmes through NSS. The NSS unit of the college received the 'Best College NSS Unit State level Award' during 2000-2001. One Student represented India in Kabaddi held in Malaysia during the present academic year, 2003-2004.

IV. Infrastructure and Learning Resources.

The college has its own building covering 12 class rooms, Principal room, Office, 3 Laboratories, Library, NSS room, and Ladies common room, Staff room, etc. The college has the audio visual aids like TV, VCR, Over Head Projector and a Video Camera in Functional English Laboratory. There is a library in the college, which has a collection of 11893 books and 19 journals/periodicals mostly of general nature. The library is accessible to the faculty and students from 8 AM to 6 PM. The library remains open for about 280 days in a year. The college has play ground facility for games and sports. There are no facilities for indoor games. Some students have participated in the Inter-University tournaments in the previous years.


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V. Student support and Progression.

No student of this institution has passed UGC NET/SLET examinations because there are no P.G. courses in this institution. The backward class students in this college get GOI scholarship. There is an Employment Guidance Cell in the college to undertake counselling and providing information regarding employment. The students drop out ratio is less than 10 percent.

VI. Organisation and Management.

Bharatiya Mahavidyalaya, Morshi was established in the year 1970 which was the offshoot of Bharatiya Vidyamandir, Amravati. The responsibility of management of the college is vested on Bharatiya Vidyamandir Society consisting of 11 executive members. There is good coordination among the management committee, principal and the teaching and non-teaching staff. The co-curricular and extra curricular activities are entrusted to different committees constituted for the purpose. Academic calendar is prepared every academic year. There is grievance redressal cell to deal with the complaints. The decision on all academic matters are taken in the college council meetings.

VII. Healthy Practices.

The annual results of the Final year Degree Students are good. The NSS programmes help to inculcate the spirit of self discipline, commitment and punctuality among the student community. The college has been conducting NSS programmes regularly. It reflects the commitment of the Institution for the development of the Society. The college is not sensitised to latest managerial concepts of strategic planning, team work, decision making and computerisation. The college does not have programmes, student Exchange programmes and MOU's with Industries / Research organizations because there are no major industries in this region. The college has set up Nature club through which students' camps are organized.


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The college has certain weak points to be attended to, keeping in view the steady growth of the Institution in future and to fulfil the aims and objectives for which the college was established.

1. The college is not in the habit of obtaining confidential feed back from the students on the coverage of syllabi and performance of teachers, through a structured questionnaire without disclosing the identity of the student. This will help to go a long way to achieve academic excellence.
2. Audio visual equipment and audio-visual aids are highly useful in teaching of the subjects at U.G. level. Efforts are to be made in that direction. The classroom furniture has to be replaced. 10 more computers are to be added to the computer laboratory.
3. The management should extend full support to the faculty for undertaking research activities leading to Ph.D. and for participation in orientation / refresher courses so that they can update their knowledge on the respective subjects.
4. Computerisation of library and provision of good infrastructure facilities facilitate productive use of the library.
- ✓5. Every department must be provided with a computer. Guest lectures are to be arranged frequently so as to ensure personality development of the students.
6. Add on courses may be introduced so that the student while pursuing one course may also pursue another job oriented course for which the UGC provides financial assistance. In this connection it may be suggested that Agro based subjects will be more helpful to students and the area.
7. The college may take necessary steps to get UGC recognition under Section 12(b), so that it can get financial grants from the U.G.C.

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8. More Job oriented subjects like Home Science, Home Economics, etc could be started, which will be helpful to students. Management may take initiative in this regard.

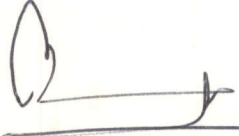
In conclusion, it can be observed that the institution has been catering to the needs of not only the semi-urban students but also to the rural poor. Another significant feature of the institution is that girl students outnumber boys. Hence, starting of more job oriented courses suitable to women may be considered.


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(SHRI N. K. MISHRA)

I agree with the report.


14/2/2004.
(PROF. C. DEVARAJULU NAIDU)


(G. S. MESHAM)
Principal
Bharatiya Mahavidyalaya,
Morshi.


14/2/2004
(DR. V. B. MATHAD)

PEER TEAM REPORT ON

Institutional Re-Accreditation of

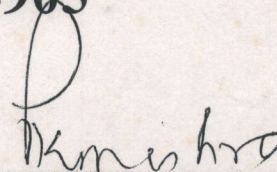
**BHARATIYA MAHAVIDYALAYA,
MORSHI**

**DIST. AMRAVATI
(Maharashtra State)**

**Affiliated to Sant Gadge Baba Amravati
University, Amravati-444905**

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To
Dr. Toankar
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PEER TEAM REPORT ON
Institutional Re-Accreditation of
BHARATIYA MAHAVIDYALAYA, MORSHI [MAHARASHTRA]

GENERAL INFORMATION	
1.1 Name and address of the Institution	Bharathiya Mahavidyalaya, Morshi Morshi - 444 905 [M.S.]
1.2 Year of Establishment	June 20, 1970
1.3 Current academic activities at the Institution (Numbers)	B.A., and B.Com. M. A. Pol. Sci. and History degree 3 Certificate Add-on-Courses
• Faculties/Schools	Faculties -2 (Arts, and Commerce)
• Departments/Centers	10 Departments
• Programs/Courses offered	2 UG (B.A., and B.Com.) and 2 PG programmes 3 Certificate Course
• Permanent faculty members	13 Permanent
• Permanent supporting staff	7
• Students (2012-13)	1362
1.4 Three major features in the institutional context (As perceived by the Peer Team)	<ul style="list-style-type: none">• Co-educational degree college situated in a semi-urban area.• Aim to encourage the students from the rural folk to promote Higher Education in the tribal belt.• It caters to the needs of socially and economically under privileged classes.
1.5 Dates of the visit of the Pear Team (A detailed visit schedule may be included in the Annexure):	October 15-17, 2012
1.6 Composition of the Pear Team which under took the on-site visit:	
Chairperson	Prof.P.K.Mishra (Former VC, North Orissa University) Res: At. Budhikhamari, P.O. Bhanajpur, Baripada-757002, Orissa.

P. K. Mishra
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Member Coordinator	Prof. Jagadeesha Chairman, Dept. of Management, Director of School of Commerce and Management, Karnataka State Open University Manasagangotri, Mysore-570006, Karnataka
Member	Dr. R. Jayaprakash (Former Principal, Sree Narayana College Kollam) Member, Executive Council, Kerala State Higher Education Council, Thiruvananthapuram Res: TC 26/ 2156, Statue Road Thiruvananthapuram – 695 001 Kerala
NAAC Officer	Dr.B.S.Madhukar Deputy Advisor NAAC, P.O. Box No.1075, Opp to NLSIU, Bangalore University, Campus, Nagarbhavi, Bangalore-560072, Karnataka.
Section II: CRITERION WISE ANALYSIS	Observations (Strengths and/or weaknesses) on key-aspects (Please limit to three major ones for each and use telegraphic language)
2.1 Curricular Aspects	
2.1.1 Curricular design and Development:	<ul style="list-style-type: none"> Goals and objectives in line with mission Being affiliated college limited role in Curriculum design. Some teachers are members of BOS of the university.
2.1.2 Academic Flexibility:	<ul style="list-style-type: none"> Limited academic flexibility at the entry level of U.G Programme. College follows annual scheme for U.G, and P.G examinations as per the norms of Sant Gadge Baba Amravati University, Amravati. Certificate courses are offered.
2.1.3 Feedback on Curriculum:	<ul style="list-style-type: none"> Inadequate feedback is obtained from academic peers, alumni, students, employers and others.
2.1.4 Curriculum Update:	<ul style="list-style-type: none"> Curriculum development/revision is made by the University once in 3 years. No option to modify existing courses under the affiliating system.

P. Mishra

2.1.5 Best Practices in Curricular Aspects (If any):	<ul style="list-style-type: none">• Remedial classes and bridge courses are started for benefit of slow learners.
2.2 Teaching-Learning and Evaluation	
2.2.1 Admission Process & Student Profile:	<ul style="list-style-type: none">• Information about admission is published in college prospectus.• Admission process is transparent based on merit.• Reservation policy of the State Government is followed.
2.2.2 Catering to the Diverse Needs:	<ul style="list-style-type: none">• Slow and advanced learners identified by class teachers. Specific programmes such as English/ communication skills, extra theory classes are arranged for slow learners.• Tutorial classes are arranged for weaker students.• College has also arranged Tutor-ward system. Informal mentoring and counseling done.
2.2.3 Teaching-Learning Process	<ul style="list-style-type: none">• Annual Calendar is prepared and followed.• Lecture method for teaching is followed. Group discussion, seminars, special lectures, field study, industrial visits also arranged for learning.• College has provided OHP, CDs, LCD, Charts, models and multimedia facility for effective learning.• Attempts are being made for improvement towards ICT enabled Teaching-Learning process.

2.2.4 Teacher Quality:	<ul style="list-style-type: none"> • Five teachers are Ph.D. and eight are M.Phil. degree holders , while other permanent teachers are NET/SLET qualified. • Out of 14 sanctioned posts of teachers 13 are filled up. Rest are to be filled by the management on CHB. • Many teachers have attended Refresher/Orientation courses during the last five years.
2.2.5 Evaluation Process & Reforms	<ul style="list-style-type: none"> • Transparency in evaluation of class tests and assignments are evident. • Grievances regarding Evaluation are addressed. • Progress of students monitored through performance in class tests, assignments, discussions and seminars.
2.2.6 Best Practices in Teaching-Learning and Evaluation (If any):	<ul style="list-style-type: none"> • Few teachers won awards and recognition.
2.3 Research, Consultancy & Extension	
2.3.1 Promotion of Research:	<ul style="list-style-type: none"> • The College does not have budget allocation for research so far.
2.3.2 Research and Publication Output:	<ul style="list-style-type: none"> • Two minor ongoing research project funded by UGC. • Books and publications in refereed journals and papers presented in conferences by a few teachers • Teachers participated in conferences and seminars
2.3.3 Consultancy:	<ul style="list-style-type: none"> • The College does not offer any consultancy.
2.3.4 Extension Activities	<ul style="list-style-type: none"> • The usual Extension Activities are carried out by two NSS Units regularly.
2.3.5 Collaborations:	<ul style="list-style-type: none"> • No formal collaboration has been made so far. • College has linkage with neighboring colleges for library facility.
2.3.6 Best Practices in Research, Consultancy & Extension (If any):	<ul style="list-style-type: none"> • Active participation of students in extension activities and outreach programs of social relevance.

<p>2.4 Infrastructure and Learning Resources:</p>	
<p>2.4.1 Physical facilities for Learning:</p>	<ul style="list-style-type: none"> • College has campus of 7 acres 17 gunthas (2,98,924 sq.ft. Area) and with 24089 sq.ft. build up area. • College has enough classrooms, a central library, one computer lab, a language lab, staff room, seminar hall and a separate girls common room. • College also has a sports ground, an auditorium, open stage, a Gymnasium, Yoga hall and canteen.
<p>2.4.2 Maintenance of Infrastructure:</p>	<ul style="list-style-type: none"> • College has allocated budget for maintenance of its building, furniture, equipments, computers etc. • Repairs of infrastructure is done by the workshop and engineering section of the management.
<p>2.4.3 Library as a Learning Resources:</p>	<ul style="list-style-type: none"> • College has constituted a Library Advisory Committee. • Library has titles 15568 volumes and subscribes good number of magazines and current journals in the library. • Library is partially computerized and provides reprographic facilities and Internet connections.
<p>2.4.4 ICT as Learning Resources:</p>	<ul style="list-style-type: none"> • College has 35 computers. All departments have been provided with computers and few have Internet and connectivity. • Limited use of ICT. The college has a Language Lab and two LCDs apart from e-Journals and e-books • College has its website.
<p>2.4.5 Other facilities</p>	<ul style="list-style-type: none"> • College girls' hostel under construction. • Cafeteria, Students' Center and vehicle parking facility are available. • A part time lady doctor and a small medical room.
<p>2.4.6 Best Practices in Infrastructure and Learning Resources (If any):</p>	<ul style="list-style-type: none"> • Language lab for English spoken classes is established.

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2.5 Student Support and Progression	
2.5.1 Student Progression:	<ul style="list-style-type: none"> • College maintains balanced socio-economic profile in students admission • About 10% Students pursue higher studies and 5% Students got employed. The drop-out rate is very low • Pass percentage is higher than the University average.
2.5.2 Student Support:	<ul style="list-style-type: none"> • Annual prospectus is published containing all information about admission, fee and student activities. • In addition to Government scholarships, college provides scholarships to minority students, and other deserving students. College awards medals and cash prizes for toppers. • College provides book bank facility and students Insurance.
2.5.3 Student Activities:	<ul style="list-style-type: none"> • Performance of students in Sports is good. • Students' Cultural activities are good. • College publishes annual Magazine 'Satpura' which provides opportunity to students to show their talents in writing and literary activities. Student Council is also constituted.
2.5.4 Best Practices in Student Support and Progression (If any):	<ul style="list-style-type: none"> • Spoken English and Personality Development programmes.
2.6 Governance and Leadership:	
2.6.1 Institutional Vision & Leadership	<ul style="list-style-type: none"> • Institution has a vision and mission and tries to translate the vision statement into activities. • College has a supportive and effective leadership. • Employees – both Teaching and Non-Teaching are valued.
2.6.2 Organizational Arrangements	<ul style="list-style-type: none"> • Faculty is selected as per rules of the university and government. • College has a Grievance Redressal Cell for the employees.

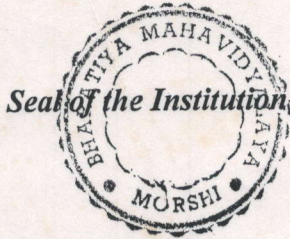
<p>2.6.3 Strategy, Development & Deployment:</p>	<ul style="list-style-type: none"> • The college has a Planning Committee. Students, teachers and administrators are involved in the planning process. • No specific Perspective Plan document. Partial computerization of office has been done. • MIS is yet to be developed.
<p>2.6.4 Human Resource Management</p>	<ul style="list-style-type: none"> • Performance assessment of staff is done through self-appraisal. • Welfare measures for staff and faculty are PF contribution, group insurance and other facilities. • Recruitment of staff is as per the state Government and University rules. • A dedicated Principal.
<p>2.6.5 Financial Management & Resource Mobilization</p>	<ul style="list-style-type: none"> • Grant-in-aid from the state government, Fees from the Self-Financing courses and the UGC grants are the main sources of funding. • Accounts of the College are audited by Internal Audit section of Management, Department of Collegiate Education and auditors of AGs office. • Grants are properly utilized by the college.
<p>2.6.6 Best Practices in Governance and Leadership (If any):</p>	<ul style="list-style-type: none"> • Management takes care of social values.
<p>2.7 Innovative Practices:</p>	
<p>2.7.1 Internal Quality Assurance System:</p>	<ul style="list-style-type: none"> • Institution has established an IQAC. • Limited students participation in development activities. • Institutionalized initiatives are there for internalizing the best practices..
<p>2.7.2 Inclusive Practices:</p>	<ul style="list-style-type: none"> • College follows the reservation policy of the Government. • College promotes overall development of students from rural background through various activities. • College caters to socially disadvantaged group.

2.7.3 Stakeholder Relationship:	<ul style="list-style-type: none"> • Management, Teachers, Non teaching Staff, students, parents, Alumni relationship is cordial. • Involvement of alumni in academic growth of their wards is evident. • Parents involvement is visible.
Section III OVERALL ANALYSIS	Observations (Please limit to five major ones for each and use telegraphic language)
3.1 Institutional Strength	<ul style="list-style-type: none"> • Dedicated and committed staff. • Good leadership and Pro-active Management • Need based academic program in Arts and Commerce to mould younger generation of rural Background. • Adequate Infrastructure to ensure better teaching-learning environment.
3.2 Institutional Weaknesses	<ul style="list-style-type: none"> • Limited user friendly ICT in teaching-learning. • Research culture is inadequate. • No student hostel in the campus as yet. • There are no professional courses. • Hostel facility to be provided.
3.3 Institutional Opportunities	<ul style="list-style-type: none"> • College can start job oriented courses under self financing scheme and this may generate sufficient additional funds for development of infrastructure. • PG programmes may be started in a few subjects to retain the students for further studies • College may tie-up with industries and with organizations for enrichment of skills and practical training to students. • NCC may be started.
3.4 Institutional Challenges	<ul style="list-style-type: none"> • College has to develop a strategy for preparing students for global competence. • College needs more funds to offer job oriented courses. • College has to explore opportunities for Placement of successful students.

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	<ul style="list-style-type: none"> • Computerization of college administration.
<ul style="list-style-type: none"> • Section IV Recommendations for quality Enhancement of the Institution (Please limit to Ten major ones and use telegraphic language) 	
<ul style="list-style-type: none"> • Career counseling and student mentoring to be further strengthened • Teachers may be encouraged to take up more research projects from the UGC and other funding agencies. • College may offer PG Home economics and also the Professional and vocational courses to increase employability. • Basic Science programs may also be offered for the benefit of rural students. • Feedback from different stakeholders may be formalized to improve quality of education. • Teachers evaluation by students may be further strengthened. • Alumni and parents associations needs to be formalized. • Communication of English may be imparted to the students on priority so as to enable them to be more competitive in the job market. • Learning resources for PG courses may be strengthened. • College may develop ICT infrastructure for administration and academic activities. • College may arrange coaching classes for competitive examinations. 	

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



Signature of the Head of the Institution
Bharatiya Mahavidyalaya,
MORSHI.

Signature of the Peer Team Members:

Name and Designation	Peer Team	Signature with date
Prof. P. K. Mishra	Chairperson	<i>P. K. Mishra</i> 17/10/12
Prof. Jagadeesha	Member Coordinator	<i>Jagadeesha</i>
Dr. R. Jayaprakash	Member	<i>R. Jayaprakash</i> 17/10/2012
Dr. B. S. Madhukar	Coordinator NAAC	

Place : Morshi (Maharashtra)

Date: October 17, 2012