



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

**Accreditation - (Cycle - 1)**

**PEER TEAM REPORT ON**

**INSTITUTIONAL ACCREDITATION OF  
W. K. B. S. MANDAL'S DR. SURYAKANTA R. AJMERA MCA COLLEGE  
FOR WOMEN  
C-47263**

**Dhule  
Maharashtra  
424005**

**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:	W. K. B. S. MANDAL'S DR. SURYAKANTA R. AJMERA MCA COLLEGE FOR WOMEN Dhule Maharashtra 424005	
2.Year of Establishment	2009	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:	1	
Departments/Centres:	1	
Programmes/Course offered:	1	
Permanent Faculty Members:	5	
Permanent Support Staff:	6	
Students:	86	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	<ol style="list-style-type: none"><li>1. The college is performing the activities of women empowerment in terms of technical education by running MCA course in this region.</li><li>2. The college is in rural and tribal area of Maharastra. The main stake holders are students belonging to the minority class.</li><li>3. The college is performing the task of developing responsible women leaders.</li></ol>	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 12-07-2023 To : 13-07-2023	
6.Composition of Peer Team which undertook the on site visit:		
	<b>Name</b>	<b>Designation &amp; Organisation Name</b>
Chairperson	DR. JYOTSNA KUMAR MANDAL	Professor,University of Kalyani
Member Co-ordinator:	DR. THRIVENI J	Professor,UNIVERSITY VISVESVARAYA COLLEGE OF ENGINEERING
Member:	DR. DEEPSHIKHA PANDE KATARE	Professor,Amity University Uttar Pradesh New Delhi
NAAC Co - ordinator:	Dr. Ruchi Tripathi	

## 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	<b>The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment</b>
1.2	Academic Flexibility
1.3	Curriculum Enrichment
1.3.1 QIM	<b>Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum</b>
1.4	Feedback System

### Qualitative analysis of Criterion 1

The college is affiliated to Smt. Nathibai Damodar Thackersey Womens University, Mumbai and follows the curriculum designed by the University. The College adheres to guidelines given by AICTE. The Progress of the curriculum implementation is reviewed in various meetings by checking teaching diaries, student attendance registers and Departmental activities register by the Director. At the beginning of every semester Academic Committee of the college prepares an academic calendar that summarises the events, examinations, and other activities planned in that particular semester at par with the University calendar. Teaching is based on a course plan made by the faculty and approved by the course coordinator and the Director. Advanced and slow learners are identified based on their performance in the test and accordingly, they are given extra assignments. Interactive learning like Seminars, Group Discussions, Presentations, Programming source code competition are in place. The examination process is transparent and secure. Student results are declared on the notice board of the college and student teacher interaction is done on the exam paper assessment and evaluations. The college uses information and communication technology (ICT) in teaching and learning. Mentors advise the students on issues pertaining to their academic growth, career and personal issues. Faculty feedback is collected and analysed.

Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrics(QIM) in Criterion2)	
2.1	Student Enrollment and Profile
2.2	Student Teacher Ratio
2.3	Teaching- Learning Process
2.3.1 QIM	<b>Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences using ICT tools</b>
2.4	Teacher Profile and Quality
2.5	Evaluation Process and Reforms
2.5.1 QIM	<b>Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient</b>
2.6	Student Performance and Learning Outcomes
2.6.1 QIM	<b>Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website and attainment of POs and COs are evaluated</b>
2.7	Student Satisfaction Survey

### Qualitative analysis of Criterion 2

The college follows the rules and regulations of SNDT Women University, Mumbai and Directorate of Technical Education (DTE). The college has adopted various methods of teaching like lecture methods, interactive methods, project based learning and computer assisted learning and experiential learning to enrich the learning experiences. Teaching is based on a course plan made by the faculty and approved by the course coordinator and the Director. Advanced and slow learners are identified based on their performance in the test and accordingly, they are given extra assignments. Learning and evaluation is carried out in the semester based on the norms of affiliating University. The examination process is transparent and secure. Student results are declared on notice board of the college and student teacher interaction is done on the exam paper assessment and evaluations. The college use information and communication technology (ICT) in teaching and learning. The student grievances are received by the concerned faculty and brought to the notice of the Director for redressal. In case of external examination grievances, students are guided to approach the University through college for redressal. Faculty feedback is collected and analysed for the better 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	<b>Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge</b>
3.3	Research Publications and Awards
3.4	Extension Activities
3.4.1 QIM	<b>Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.</b>
3.4.2 QIM	<b>Awards and recognitions received for extension activities from government / government recognised bodies</b>
3.5	Collaboration

### Qualitative analysis of Criterion 3

Research is integral part of their curriculum and students are given a topic in I Semester for Literature Survey followed by Implementation and submission of Dissertation in subsequent Semesters. Research committee monitors various research-oriented activities as part of their curriculum for students. Faculty members have published research articles in non Scopus Peer Reviewed Journals. In order to make best use of their research experience, they need to be motivated to publish research papers in Scopus indexed Journal and submit research proposals. . The college has infrastructure, experienced faculty members, Library, Journals, and magazines, etc. for conducting research activities. The management of the College encourages and supports research publication by giving moral support and incentives. The college has conducted various extension activities like clean and green campus, tree sampling plantation, blood donation camps, yoga and self defence classes. No Awards or Recognitions received for the extension activities.

Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrics(QIM) in Criterion4)	
4.1	Physical Facilities
4.1.1 QIM	<b>Availability of adequate infrastructure and physical facilities viz., classrooms, laboratories, ICT facilities, cultural activities, gymnasium, yoga centre etc. in the institution</b>
4.2	Library as a Learning Resource
4.2.1 QIM	<b>Library is automated using Integrated Library Management System (ILMS), subscription to e-resources, amount spent on purchase of books, journals and per day usage of library</b>
4.3	IT Infrastructure
4.3.1 QIM	<b>Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection</b>
4.4	Maintenance of Campus Infrastructure

#### Qualitative analysis of Criterion 4

The college is located at WKBSM campus in the heart of the Dhule city. The College built up area is 822 sq.m. and Library functions in a built-up area of 107.87 sq m. To ensure security, the college has installed CCTV Cameras. The College has sufficient infrastructure as per the requirement of AICTE and DTE norms. It has equipped computer laboratories, centres, library, auditorium, seminar halls, indoor sports facility, common areas, classrooms, rest rooms and medical room. The college regularly purchasing books for upgradation of the Library. Women hostel, canteen and playground are available. The college has classrooms with LCD projectors and internet connectivity, laboratories with sufficient number of computers and licenced softwares to conduct practical classes as per the curriculum.

#### 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
5.4	Alumni Engagement
5.4.1 QIM	<b>There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services</b>

#### Qualitative analysis of Criterion 5

Most of the students avail various scholarships from the State Government. The college provides facilities for the students to improve their soft skill development like business communication, computer literacy, general awareness, aptitude testing, placement training, etc. Counselling services are also seen to the students in academics to improve their performance in the studies. Different committees have been constituted for the welfare and involvement of students such as the Student Council, Grievance Redressal Committee, Anti-ragging Committee, Anti Sexual Harassment Cell (Vishakha Committee), Alumni Organisation, and so on. The college provides sports facilities for indoor games. All students of the college are covered under insurance policy. The college has registered Alumni Association and normally conduct one meeting per year.

Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrics(QIM) in Criterion6)	
6.1	Institutional Vision and Leadership
6.1.1 QIM	<b>The governance and leadership is in accordance with vision and mission of the institution and it is visible in various institutional practices such as decentralization and participation in the institutional governance</b>
6.2	Strategy Development and Deployment
6.2.1 QIM	<b>The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, deployment of institutional Strategic/ perspective/development plan etc</b>
6.3	Faculty Empowerment Strategies
6.3.1 QIM	<b>The institution has effective welfare measures and Performance Appraisal System for teaching and non-teaching staff</b>
6.4	Financial Management and Resource Mobilization
6.4.1 QIM	<b>Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)</b>
6.5	Internal Quality Assurance System
6.5.1 QIM	<b>Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures &amp; methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities</b>

#### Qualitative analysis of Criterion 6

Vision and Mission of the college defined and displayed. The college believes in achieving its goal through collective team works. College adapted democratic and participative modes of Governance. WKBSM Trust and the Local Governing Council represent top Governance and leadership entities of the college. The Director as the head of the college is responsible for academic administration, management, and improvement of assets and financial resources of the college. Governance is based on the participative, goal, and value-oriented principles towards imparting and creating knowledge. Functioning of various bodies are seen. Performance Appraisal measure exists in the institute. Internal Quality Assurance Cell is active. The college need to document leave rules like maternity leave, medical leave and earned leave.

Criterion7 - Institutional Values and Best Practices (Key Indicator and Qualitative Metrics(QIM) in Criterion7)	
7.1	Institutional Values and Social Responsibilities
7.1.1 QIM	<b>Measures initiated by the Institution for the promotion of gender equity and Institutional initiatives to celebrate / organize national and international commemorative days, events and festivals during the last five years</b>
7.1.4 QIM	<b>Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic diversity and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)</b>
7.2	Best Practices
7.2.1 QIM	<b>Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual</b>
7.3	Institutional Distinctiveness
7.3.1 QIM	<b>Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words</b>

#### Qualitative analysis of Criterion 7

The college has taken measures towards gender equity by organising workshops for gender sensitization, human health and hygiene etc. College has organized self defence training class for girls to build confidence in them. College is conducting Computer literacy classes for women in their region and donate books to the economically weaker section. Comprehensive and fair system is followed to award internal marks which is transparent and relevant to the assessment of a student. The college organizes guest lectures and discussions on the topics like health awareness, , protection, etc. Human Values lectures are organized by the college to create awareness among students to follow human values such as honesty, discipline, and sincerity. College celebrates all festivals of National importance. Tree plantation program has been organized regularly on the environment day. To motivate students various competitions are organized by the college.

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

#### Overall Analysis

##### **Strength:**

The institute cater the service of empowerment of women since it is located in Tribal Area. It is very helpful for the women of this region for their growth and development. Adequate infrastructure and qualified staff. Library is equipped with books, magazines, journals, and computer facilities. College has campus wide Wi-Fi facility and DELNET facility is available for staff and students. Transparency and inclusiveness in admission process. College has Adequate IT infrastructure.

##### **Weaknesses:**

The students enrolled from this region, belongs to tribal area. Majority of students are from first generation learners. Dropout rates are relatively high due to early marriage in tribal community.

##### **Opportunities:**

The only MCA college in Khandesh region (Dhule, Nandurbar, Jalgoan District). Employment Opportunities and empowerment for Women. Opportunities for empowerment of rural women

**Challenges:**

Students are lagging behind in communications skills and they have to compete with the students of the advanced cities. Developing students for a professional job in rural area.

**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)

- Bridge course for the students of non-computer science background to be incorporated in the syllabus by the University as per AICTE norms.
- Use of renewable energy needs to be improved
- Introduction of skill based programmes to increase the employability
- Students need to be encouraged to participate in extra and co-curricular activities at the University level more frequently.
- Research culture need to be improved.
- Strengthening of carrier counselling and guidance cell to promote Placement activities.
- IQAC functioning need to be more rigorous.
- More Industry Interactions need to be initiated.

**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. JYOTSNA KUMAR MANDAL	Chairperson	
2	DR. THRIVENI J	Member Co-ordinator	
3	DR. DEEPSHIKHA PANDE KATARE	Member	
4	Dr. Ruchi Tripathi	NAAC Co - ordinator	

Place

Date