

**DRAFT REPORT OF INSTITUTIONAL ACCREDITATION OF SHRI TILOK
JAIN DNYAN PRASARAK MANDAL'S SHRI ANAND COLLEGE,
PATHARDI DIST-AHMEDNAGAR MAHARASHTRA**

Introduction

Shri Anand College, Pathardi, is located at the taluka town Pathardi of the Ahmednagar district of Maharashtra. It was founded in 1991 by Shri Tilok Jain Dnyan Prasarak Mandal, devoted since 1923 (originally, Shri Jain Dnyan Trust) to religion and education and to the uplift of the underprivileged with the motto, 'Knowledge first and then pity'. The college began as 'Shri Anand College of Science', the earliest college of the kind in the taluka. Arts was added as late as 2001, and that too in a modest way. Pathardi is a drought stricken taluka, quite bare of vegetation, and its inhabitants often go out as migrant labour in the sugarcane plantations of Maharashtra. The college draws nearly 70% of its students from such a background, a great many of them being first generation college-goers. Girls too are coming in a big number, ranging in the last five years (1998-99 to 2002-03) from 26.7% to 32.03%. The college ran on a non-grant basis with absolute support from the parent institution up to March 2000 when it came under the state pay-packet scheme and got the grant-in-aid status. It received the UGC recognition under 2f in September 2002 and it was only a few months ago that it was included under 12B. Its working days have fluctuated between 233 and 244 over 1998-99 to 2002-03, but the teaching days have been a constant of 180.

The college is permanently affiliated to the University of Pune and only offers its undergraduate programme in Science with Chemistry and Physics as the principal subjects, and Botany, Mathematics and Zoology as the subsidiary subjects. A self-financing Computer Science B.Sc. is also in its calendar, but it had to be put in abeyance for lack of students. A grant-in-aid B.A. programme too has now been added, but it has not yet had the requisite minimum run for assessment. The college is at the same time



a study centre for the Yashwantrao Chavan Maharashtra Open University (YCMOU) and enrolls distance mode students for B.A. and B.Com. as well as for the Diploma and Certificate in Office Computing, Computerized Financial Accounting and DTP, but there have so far been no takers for these latter. However, the self-financing Certificate course it runs for the BTE, Mumbai, in Computer Programming and its own Certificate course in MS Office are fetching students. Its temporal plan for the grant-in-aid courses is annual (from this year the SY B.Sc. has switched over to semesters as per university decision), though the self-financing courses are run on semesters. The income so far generated from them has been Rs 3,61,095 (as on 31 December 2003).

Shri Anand College is a small rural college. Its student roll in B.Sc. is 171 (51 female and 120 male, 93 SC/ST/NT and 78 open) (It may be mentioned here, though not within the purview of this review, that 167—52 female and 115 male—have been enrolled in its newly begun B.A. programme.) The total enrolment for the self-financing courses is 155. Its faculty too is small: 17 permanent including the Librarian and the Physical Director, and 1 temporary. Thus the student-teacher ratio for the grant-in-aid Science programme is 171:18, a little low for collegiate education. The non-teaching staff strength is 11, of which 7 are administrative, 4 technical. Its total expenditure in 2002-03, not counting the expenses for the self-financing courses, was Rs 47,53,483. Because of the small enrolment (184) the unit cost or the cost per student soared high, Rs 25,834. Though its campus area measures up to 5 acres the college has only one building containing classrooms, laboratories, the library, office space and a multi-purpose hall. And this one building also accommodates the Pharmacy Diploma programme run by Shri Anand College of Pharmacy under the same management. However, the college building is spacious, well designed and looks imposing in its rural background.

Matching all this is also the college library that has only 3,348 books (titles 999) and subscribes only to 16 periodicals. However, the computer centre is big, 13 terminals speak well of a college of its size. 4 other computers are located elsewhere, 1 each in Chemistry and Physics, 1 in the library and 1 in the office. There is no health center as



such, but students are given a health check after admission as required by the university. A sports ground is there, and is presently being developed with a 400-metre track being laid. A gymkhana has just been built with a 9-station multigym. A makeshift canteen too has been opened. The college does not have any hostels, though needy students may find accommodation in the management's common Jain hostel. Guests can also be accommodated in the common guesthouse. A separate guest house for the college is under construction, with part financial support from the University of Pune. On student request the college has set up a public call box (PCO) and made arrangements for purified drinking water. Its NSS is active doing social work like 'bandhara' (local dams for water conservation in drought-prone areas) building. So is its Extramural Centre, especially for awareness generation among rural people.

Consequent to its intent to be assessed and accredited by the NAAC, the college prepared a Self-Study Report and in due course submitted it. A Peer Team was then constituted by the NAAC for the purpose of visiting the college. Its composition was: Professor Amiya Kumar Dev (Retired Vice-Chancellor of Vidyasagar University), Chairperson, Professor M.A. Akbarsha (Professor and Head of the Department of Animal Science, Bharatidasan University), Member, and Professor B.A. Prajapati (Professor and Head of the Department of Commerce, S.K. School of Business Management, Hemachandracharya North Gujarat University), Member-Convener. The visit took place on 25 and 26 February 2004. Prior to the visit the Team had gone through the Report in all its details. During the visit it made an on-the-spot assessment of its (1) curricular aspects, (2) teaching-learning and evaluation, (3) research, consultancy and extension, (4) infrastructure and learning resources, (5) student support and progression, (6) organization and management, and (7) healthy practices. At the same time the Team interacted with all its constituents and stakeholders, the Principal, the management, the faculty, the students, the non-teaching staff, the alumni and the parents. It also looked up all the support services. After writing down its report the Peer Team shared it with the Principal making correction where necessary. Then it held an exit meeting in which a copy of the Peer Team report was formally presented to the Principal.



Criterion-Wise Evaluation

Criterion I: Curricular Aspects

In order to serve the need of the science education of the Pathardi taluka and its nearby area, the Sansthan established Shri Anand Science College in 1991. It offers B.Sc. in Physics and Chemistry of the University of Pune. It has added B.A. from June 2001. Though the college has been sanctioned a self-financing B.Sc. in Computer Science, it has preferred not to commence it due to unavailability of students. The college is a Study Centre for B.A., B.Com., two Diplomas in Office Computing and Computerized Financial Accounting and three Certificate courses in Office Accounting, Computerized Financial Accounting and DIP of the Yashwantrao Chavan Maharashtra Open University, Nasik. There is at the same time a Certificate course in Computer Programming run by the college for the BTE, Mumbai. The college has also designed two Certificate courses of its own in MS Office and Computer Literacy, and run them on a self-financing basis. The college goes by the curriculum and examination pattern prescribed by the University of Pune. It has been following the annual system, but from this year the university has introduced the semester system for S.Y.B.Sc. Though the present T.Y. runs annually, T.Y. next year will run on semesters. However, F.Y.B.Sc. is and will stay annual. The college has hardly any direct role in designing the syllabus, though the majority of its teachers have actively participated in the workshops organized by different agencies in that regard. The college has no autonomy in offering multidisciplinary courses, but can exercise the flexibility available within the university norms. It has on its own has designed a course on computer literacy for FYB.Sc., which is well attended by the students. Though not mandatory, the students are opting for it.

Criterion II: Teaching-Learning and Evaluation

Teaching learning has two obvious agents, teachers and learners, or rather, learners and teachers, for if learners do not come there will not be any teaching. Now, the learners come here from an average intellectual background, the XIIth standard aggregate



varying between 40 and 60%. The college admits them on a 35% cut-off, though for promotion they have to get a 40% minimum in both principal and subsidiary subjects in the annual examination. And the annual examination is a university examination though conducted by the college. After admission the learners may have to display their knowledge-skills basis for the programme they have chosen and the teachers may make a verbal judgement, but there does not seem to be an institutional procedure for that with any records being maintained.

It is good that the college provides remedial coaching to learners coming from backward classes. But is it as comprehensive as specified in the UGC scheme under the same head—that is, do teachers coach them on a regular basis and in addition to their normal lecture and laboratory hours? The college mentions a bridge course under the YCMOU, but that should be by the distance mode and what the college can at most do as a YCMOU study centre provide periodic contact lessons. Besides, that bridge may be preparatory to the desired programme of study. And how can one enroll under another university while pursuing a course under one? As to advanced learners, the college is aware of the extra incentive they need and that is given by way of tests, tutorials and seminar presentations. The size of the class being small, it is possible to do this in all seriousness and the college deserves credit for thinking of tutorials and seminar presentations along with tests, but why are seminar presentations confined to the final year (TY)? Doesn't an advanced learner need the extra input throughout, as the weaker learner too her/his extra input throughout?

The teaching in the college is planned in advance in terms of the units into which the syllabus is rationalized. Also a regular review is made of how much is completed and how much left behind, and arrangements are made for make-up. The faculty works as a team and if any teacher goes on sick leave or is away taking a Refresher or an Orientation course, her/his colleagues do the make-up. All this is good, very good indeed for a college of its location, but it may all turn routine unless supplemented by a learner-oriented pedagogy. Using charts, maps, models and specimens as aids to instruction is quite classical, much more is needed to generate a learner initiative. Seminars and



problem handling are a commendable shift, but unless they are integrated with the old chalk and duster, they may simply be a fashionable excursion. Besides, when the college claims that it can create its own electronic teaching aids, it surely does not mean that; what it probably means is use of given packages. Now, does the college have access to enough packages? It may try the UGC - created Centre for Education Communication in New Delhi that has built up an archive by now. The University of Pune too may be of help in the matter.

The number of teaching days a year being the bare minimum, 180, there is hardly any room for extra lectures beyond the stipulated calendar. Then again, there is hardly any room beyond the daily timetable (the college has to accommodate the Pharmacy lectures for the College of Pharmacy). A night study circle has been mentioned. If it can take up a part of the possible deficit in the teaching learning as well, that would indeed be welcome. Anyway, it is good that the learners are told ahead of the test and examination schedule in advance and are also adequately briefed on the standards of evaluation. Since tests and examinations are by definition unknown, the more transparency about their operations the better. True, the learners are doing all right in the university finals, but claiming that the college results are better than the university average is not claiming much for UG, for the university average is arrived at from the results of the affiliated colleges taken together. This may merely mean that Shri Anand boys and girls are doing better than the boys and girls from some other colleges. Of course coming from an indifferent, often rather poor, intellectual background, the uplift they get from the teaching learning in the college, as reflected in the university finals, is considerable and a matter of credit for the college.

It is good that the faculty recruitment has been as per norms. It is also good that of the 18 faculty members 5 are SET qualified and 2 B.Ed. But there are no research degree holders, either Ph.D. or M.Phil. 5, however, are registered for Ph.D. Besides 5 have submitted minor research projects awaiting sanction (dependent on the inclusion of the college under the 12B which has only recently materialized). As to the college's own faculty improvement, there has so far been participation in 11 Refresher and 15



Orientation courses. There has also been a steady participation in subject and syllabus related workshops in neighbourhood colleges and in local, regional and national seminars. Participation of two faculty member in an international conference brings credit to the college.

The teaching done in the college is now being rated by the teachers themselves (the customary self-appraisal) and the students. But not all students are asked for a feedback. A random sample of students is taken from each class and they are asked to evaluate their teachers' performance. It is good that such evaluation is not merely recorded and stacked away. The teachers have access to it and often it helps them to fine-tune the teaching. This is a healthy practice.

Criterion III: Research, Consultancy and Extension

The college was running the B.Sc. Programme alone on a non-grant basis up to March 2000 when it came under the grant-in-aid scheme. It got recognition under 2(f) and 12 (B) of the UGC Act in 2002 and 2003 respectively. The college hardly carried any out research activities worth mentioning during the initial twelve years of its existence. Soon after getting recognition from the UGC, five teachers have applied under the Minor Research Scheme of the UGC for the first time, the acceptance of which is awaited. Five teachers of the college have registered for Ph.D. as well. Recently a major research project from Botany has been sanctioned and the work on it has begun, in the form of a well laid-out botanical garden. It is good that Zoology has undertaken a project in vermicompost production.

The college undertakes different extension activities like community development, social work, health and hygiene awareness, environment awareness and AIDS awareness campaign, medial camps, blood donation camps (also blood grouping in collaboration with the Zoology department), dhyansadhan shibirs, etc. The NSS has two units, of 100 volunteers, around 50% of whom regularly participates in special 10-day camps. It carries out some activities under its Extramural Centre as well, namely, lectures by eminent



personalities, in particular, on a 3-day Dr Babasaheb Jayakar Lecture series, women's hygiene shibirs, personality development shibirs, lectures on naturopathy, etc.

Criterion IV: Infrastructure and Learning Resources

If the land area and the size of the building are the prime criteria of infrastructure, then the college has done well in being located in an area of 5 acres, and the building having 26 rooms. In spite of the fact that a Pharmacy College also functions in the same premises, the students seem to have adequate roofed space for learning, since the two colleges work in shifts, also since the total enrolment in the Pune University-affiliated and the college-sponsored courses can not be very many at any given time. The auditorium, of the size 2829 sq. feet, is large enough to accommodate all the students for any congregation. The computer centre with 13 PCs (of which 5 were mobilized as a gift from the MP LAD fund) and supporting accessories, is a boon for all, including those students as well who were not coming forward to offer Computer Science as their principal subject. There are computers in two science departments and the library as well. The college should endeavour to make use of the computer facilities to motivate students towards Internet search and web browsing, for these are no more luxuries but necessities in the contemporary scenario of higher education. The Botanical Garden, recently established from out of a grant from the Ministry of Environment and Forests, Government of India through the effort of the Biology teachers, and the vermiculture demonstration site provide an opportunity to the students to learn about biodiversity and economic biology. The laboratories are on the whole good and do the college credit.

The college has so far spent Rs.3,04,609/- on reference books, textbooks, journals, magazines, etc., since inception, i.e., from 1991 to date. There are only 3,348 books, including textbooks, covering a total of 999 titles. Though this may match the overall budget of the college, and the number of courses, students and staff, still it is not at all adequate. Next to learning in the classrooms through lectures, and practicals, where applicable, the library is the major source of knowledge base, and during the early years of establishment an institution has to necessarily invest more money on the library



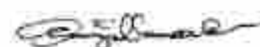
contents, for it is among the major academic assets. The students and staff are supported with Internet and the learning through the other electronic media to a very limited extent. Besides, photocopying facilities are not provided. The inter-library browsing facilities, recently tried, may in part compensate for the deficiency in the holdings.

The premises are being used by external agencies, including the YCMOU, Nasik and BTE, Mumbai. It is an act of generosity that a section of students, not privileged with higher education in the regular stream, are helped within the college premises to be served by an open university. This also helps an optimal utilization of the campus. A rural setting hardly brings in pollution problems, and the campus is kept neat and tidy by the sanitary staff and the NSS volunteers. There is a health check-up of all F.Y. students as per university norms. At the same time arrangements have been made for health services as when required.

Facilities for sports activities appear adequate, considering the size of the institution and the number of students. A 400-metre track is being laid and a gymkhana has been recently added. The other sports facilities are just adequate, and the grounds and courts need to be finished soon. Facilities for sports and games for girl students have not yet been thought about, and something must be done urgently. The lack of hostels is, perhaps, one of the reasons for poor enrolment, and limits admission to local students and those from a distance that would accommodate daily commuting. Thus, though the efforts so far put are not bad, there is definitely need for improvement.

Criterion V: Student Support and Progression

Development of students physically, mentally and intellectually, and providing education facilities to the children of backward classes as well as the children of workers in sugar factories, being among the goals and objectives of the college, these should be reflected in the supports available and in the progression of the students. The fact that the dropout rate is fairly low, in spite of the rural setting of the college with a low intake, and that several outgoing graduates have joined postgraduate courses elsewhere, and an adequate number of students have progressed to higher levels, brings credit to the college. This is



to be considered in the background of the stark reality that only those who cannot afford collegiate education in more established colleges elsewhere, or cannot obtain admission there in view of the poor marks, would seek admission in a rural college. Thus, on this ground, the college has done fairly well, and the student support is reflected in it.

The students are informed in advance, through the informative prospectus, of the academic options and the student support available. But the students have only a few options of subjects to choose from. Avenues have been found to support more than 50% of the students with financial aids / fee concessions, thus helping out the socially and / or economically weaker sections. The college has been participating in the 'Earn and Learn' scheme of the university. In the last 3 years 10, 11 and 16 needy students, respectively have benefited from it.

The alumni association, to this college, is a concept of very recent origin. Effort should be made to channel the alumni association to effective functioning so as to follow the track of the students, and making use of them for the betterment of the college. The administration should think of opening a student magazine. At the same time it may provide more everyday reading material to students and strengthen the audio-video facilities for a wider exposure.

Though there is not much formal counseling or a regular placement service available to the students, the college has a competitive examination centre motivating students towards taking competitive examinations. At the same time the college has an understanding with the Bharat Forge Ltd of Pune to consider its graduates for service and till now 14 such graduates are on the payroll of that industry and have created a good will for their alma mater.

Whether participation of the students in extra-curricular competitions and winning prizes is a reflection of the guidance and support by the faculty is not clearly evident but, then,



the institution is rightly proud of them. To sum up, there is lot more required towards student support.

Criterion VI: Organization and Management

Shri Tilok Jain Dnyan Prasarak Mandal manages the college. The governing body of the institution provides vision and direction to the various academic institutes established by it. The mandal has established a local managing committee as required by the affiliating university and the state government. The Principal of the college is the executive secretary of the LMC. Various policies adopted by the LMC are executed by the Principal with the help of the Heads of the departments and of the various committees formed for the purpose of day-to-day monitoring. The Principal has the full authority in allotting the work to the administrative staff. He also supervises it. For an effective academic administration different committees are formed, such as the admission committee, the timetable committee, the examination committee, etc. The purchase committee, comprising the Principal, the Heads of departments, the librarian, the director of physical education and the head clerk, determines the need for purchase and on the approval of the LMC, the management takes the final decision on purchase. For internal audit purposes, the college appoints a chartered accountant's firm. The computerization of office activities and library services is in progress.

Criterion VII: Healthy Practices

The college does not have an Internal Quality Assurance (IQA) cell monitoring the quality drive in all its activities. However, it tries to keep a tab on its students' quality by measuring out their day-to-day progress. They are given regular tests that are carefully marked. They are shown back those tests in order that they may recognize their level of performance. Their attendance too is closely reviewed. In the event of any irregularity they are cautioned. If necessary their guardians too are alerted. At the same time the students are invited to give their views of the teaching and suggest ways how that can be



improved. In other words, a sincere effort is made in inculcating quality in the teaching learning done in the college. Yet it comes short of comprehensive quality assurance, for the teaching learning is inextricably related to a number of other factors, especially, the learning resources. How can a library with a total of 3,348 books in its holdings and 16 journal cum periodical subscriptions, and possibly a very small book bank, hope to provide the knowledge support the students are supposed to get? Unless that is fast developed with immediate acquisition of more titles, surely more textbooks, but also more reference, dictionaries and encyclopaedias, and with reading room facilities given to the students and the faculty, not much can be expected. Quality is a holistic idea, it does not come out of drill alone.

The latest managerial concepts of strategic planning, teamwork, decision-making and computerization may be a tall order for a rural college built on old style idealism. True, the college has set up a computer centre with 13 PCs and is running a number of computer courses, but that is not tantamount to computerization that not only means stacking all records in the hard disc and CDs but also offering day-to-day services by the wire. True, there is some teamwork, especially by way of committees, but that is more advisory than decision-making, for old order hierarchy still persists. And if 17 PCs (in all) are an outcome of strategic planning, let us say, at the expense of printed books, then Internet access should have been readily provided and the students trained overnight in internet browsing. Perhaps like quality, planning too is holistic, especially for an organization like a degree college where learners come from a relatively poor intellectual background.

The college has no twinning programmes or any student exchange. These entail problems of logistics all right, but they are not impracticable even for a rural college. However, it is commendable that the college has an understanding with an industrial concern on job assurance, though an MoU with industry can be more comprehensive, involving faculty research—should we say a bit ambitious in this case? May be national/international links on the institutional level, not merely individual faculty contact, too is asking for too much. How is an institution where research is still in the



offing, to think of signing a memorandum of understanding with a research organization or strike up relations at the national/international level? One may not feel comfortable looking for them here!

That the college is aware of the need of complementary education is surely proved by the auxiliary courses it has introduced on a self-financing basis (naturally to be able to run them), especially in career-friendly areas. That it also believes in distance education as a parallel mode is proved by the fact that it is a study centre for the YCMOU. And it has to be given credit that it has induced a few of its non-teaching staff to enhance their qualifications by that mode. The YCMOU Diplomas and Certificates it has enlisted as part of the study centre programmes are still not viable for lack of minimum enrolment. Still the college deserves credit for offering them.

Value is one of the priorities of the parent institution and the college often organizes lectures and discourses by Jain sants and sadvis to that effect. Its Extramural Centre is quite active in that respect. The Centre is also active in inculcating civic responsibilities among the students. Simultaneous with that they are given a sense of community. Value, responsibilities and the community spirit are indeed three sides of the same thing, and the college may in part owe its success in these respects to the rural and yet rooted background of its students. What would be more difficult is an all-round personality. It is surely not claimed that boys and girls good in sports and active in the NSS are also good in elocution and debating, and at the same time are good in seminar presentation and, above all, good students. One or two may be such mavericks, but that is not the general order of the day. But the fact to be recorded is that the college provides for all this and there it deserves credit. It also deserves credit for running a competitive examination centre and inducing students to sit for the competitive examinations. However, one cannot be very sure that the college is doing much in increasing students' capacity to learn (surely the library is far too small for that!) and their hunger for information (computers are *ipso facto* not enough). Some communication skill is possibly generated through elocution and debating, and the spoken English course the college runs.



In fact many more healthy practices are needed for the college to be forging ahead.

Overall Analysis and Recommendations

Shri Anand College, Pathardi is still primarily the College of Science it was, offering the B.Sc. programme. The principal subjects are still Chemistry and Physics, and the subsidiary subjects Botany, Mathematics and Zoology. In 2001-02 the University of Pune allowed it an additional, self-financing, B.Sc. course, in Computer Science, but it has not yet become viable. A B.A. programme has, however, been added, but it has not yet had the minimum requisite run for assessment. The college is at the same time functioning as a study centre for the YCMOU, enrolling in B.A. and B.Com. by the distance mode and offering by the same mode Diploma and Certificate courses in Office Computing and Computerized Financial Accounting and a Certificate course in DTP. Unfortunately these Diploma and Certificate courses by the distance mode are as yet not fetching enough students. In addition, the college is running a Certificate course in Computer Programming for the BTE, Mumbai, which is viable. The college's own Certificate course in MS Office is also doing all right. Besides it is giving computer literacy to its F.Y.B.Sc. Quite obviously its computer laboratory has its hours all booked, also because of the computer practicals of the B.Sc. students as well as the programme it has introduced for school students in Basic Computer for Information Technology. 13 PCs seem to be working to the brim.

But unlike its computer centre is its library, quite ill-equipped. 999 titles, 3,348 books and 16 journal cum periodical subscriptions, and surely an equally small book bank, is indeed not a worthy affair, and by all means should the college increase its holdings to a minimum. It does not seem that there is much of an academic audit by the University of Pune, for if there were one, it certainly would have made library development mandatory. It is to be recorded, however, that there is neat reading space for boys, girls and teachers inside the one-room library. In the master plan the college has submitted, the library has

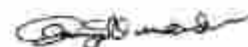


been given a separate building. But that is not going to come up immediately—something has to be done in the meantime.

The master plan has provision for a number of other things including a boys' and a girls' hostel, as well as a 400-metre track on the sports ground which is being laid now. Unless some of these things soon come into existence, the 5-acre space will keep looking largely unutilized.

The college has a rural catchment and the students come carrying a weak knowledge base. The large majority of them are from an economically underprivileged background, from families of the migrant labour in Maharashtra's sugarcane plantations. The college is doing good work, obviously guided by its parent institution's motto, 'Knowledge first and then pity', by getting these boys and girls higher education. By the average count they come poor, but go enriched. Their university results are on the whole good, though there are areas of concern there, for in one subject the terminal marks were miserable. It is a small student body, very small indeed. It is a small faculty, very small indeed. But it is not because of this 1:1 situation that the students are doing all right. They are doing all right no less because of their teachers than because of their own endeavour. None a Ph.D. yet, they seem to be compensating for the lack of high personal credentials by commitment to the vocation, by doing sincere teaching. Not that the teaching-learning does not have any gaps—quite a few are there—yet has the familiar accoutrement of the unitized syllabus and the teaching plan, the teachers' self appraisal and the students' feedback, the tests, tutorials, assignments and seminar presentations, tours and visits where necessary. Surely the teachers could have done better by imbibing a research culture and publishing. They have been attending workshops and seminars, as also Refresher and Orientation courses.

What is perhaps more, they have been giving incentive to their students for meaningful extension work. The college has a good Extramural Centre motivating a lot of co- and extra-curricular activities. The college does not have a placement and employment cell



as such, but it has placed some of its graduates in an industrial house. Besides it runs a competitive examination centre, the outcome of which is still to be seen. In fact the outcome of many things is still to be seen. It is still shaping up with one college building, a small faculty and a very small student body, it is fighting against many odds. Only 13 years old, it has a long way to go. The Principal has only had 6 years; he has to provide a lot more leadership.

In view of all this, the NAAC Peer Team makes the following recommendations:

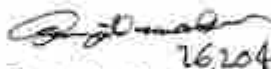
- ✓1. The college may immediately increase its library holdings by buying more books, both text and reference.
2. The college may strengthen its remedial coaching by giving regular hours of instruction to the students coming from a socially and intellectually under privileged background, especially on order that the success rate in all subject be equally high.
- ✓3. The college may find immediate means of delinking the Pharmacy programme run in its premises.
4. The management may create a greater awareness in its catchment and nearby areas towards the need of collegiate education in order that enrolment may rise and the programmes that are in abeyance now for lack of students may revive.
- ✓5. The college may think of opening self-financing courses in management.
- ✓6. The college may create facilities for more T.Y. subjects in its programme of courses.
- ✓7. The college may give incentives to its faculty to undertake more research, participate in more learned seminars and conferences and publish more scholarly papers.




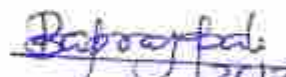
8. The college may execute its plans (vide master plan) for building the boys' and girls' hostels at an early date in order that students from distance may offer admission to its courses.
9. The college may immediately create facilities for girls' sports so that they may not be left behind in fulfilling their sports potential.

The Peer Team records its gratitude to the college for its warm hospitality and cooperation.

Names and signatures of the Peer Team:


26/2/04
Prof. Amiya Kumar Dev
(Chairperson)


26/2/04
Prof. M.A. Akbarsha
(Member)


26/2/04
Prof. B.A. Prajapati
(Member - Convener)

I have gone through the report and agree with the evaluative remarks made there in.

I agree with the report

Date: February - 26, 2004




(Shri Premchand Humbad)
Principal

PRINCIPAL
Shri Anand College, Pathardi
Tal. Pathardi, Dist. Ahmednagar

