



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

**Accreditation - (Cycle -1 )**

**PEER TEAM REPORT ON**

**INSTITUTIONAL ACCREDITATION OF  
SPICER ADVENTIST UNIVERSITY, PUNE  
U-0992  
Maharashtra  
PUNE  
411067**

## Section I:GENERAL INFORMATION

1.Name & Address of the institution:	SPICER ADVENTIST UNIVERSITY, PUNE PUNE Maharashtra 411067
2.Year of Establishment	2014
3.Current Academic Activities at the Institution(Numbers):	
• Faculties/Schools:	6
• Departments/Centres:	16
• Programmes/Course offered:	24
• Permanent Faculty Members:	52
• Permanent Support Staff:	49
• Students:	807
4.Three major features in the institutional Context (As perceived by the Peer Team):	<ol style="list-style-type: none"><li>1. Preparing the students with skill knowledge and service motto to the humanity</li><li>2. Offering multi-disciplinary programs to students across India as well as to foreign students.</li><li>3. College has well defined welfare measures for both teaching and non-teaching staff not only during the service but also after retirement.</li></ol>
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	Visit Date From : 29-05-2022 Visit Date To : 31-05-2022
6.Composition of Peer Team which undertook the on site visit:	

Chairman:	Rajendran N
Member Co - ordinator:	Tharakeshwar Vb
Member:	Ishwarchandra Pandit
Member:	Prof. Sureshramana Mayya
Member:	Arbind Kumar Jha
NAAC Co - ordinator:	Prof. Amiya Kumar Rath

## ***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)*

<b><i>Criterion1 - Curricular Aspects (Key Indicator and Qualitative Metrics(QIM) in Criterion1)</i></b>	
<b><i>1.1</i></b>	<b><i>Curriculum Design and Development</i></b>
1.1.1 QIM	<b>Curricula developed and implemented have relevance to the local, national, regional and global developmental needs which is reflected in Programme outcomes (POs), Programme Specific Outcomes(PSOs) and Course Outcomes(COs) of the Programmes offered by the Institution.</b>
<b><i>1.2</i></b>	<b><i>Academic Flexibility</i></b>
<b><i>1.3</i></b>	<b><i>Curriculum Enrichment</i></b>

1.3.1 QIM	<b>Institution integrates crosscutting issues relevant to Professional Ethics ,Gender, Human Values ,Environment and Sustainability into the Curriculum</b>
<b>1.4</b>	<b><i>Feedback System</i></b>

### ***Qualitative analysis of Criterion 1***

The University has created a curriculum in tune with the directions from the UGC and has also initiated LOCF and NEP 2020. The Institution is adhering to the norms of NCTE as far as Teacher Education is concerned. The institution framed its curricula on the basis of learner centric teaching learning process. The emphasis is laid on skill development and placement needs. The curriculum has incorporated certain values into the educational system which teach the students about the importance of nature, scope and functions of ethical values, gender, human rights, environment and sustainability of the society.

### ***Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrics(QIM) in Criterion2)***

<b>2.1</b>	<b><i>Student Enrollment and Profile</i></b>
<b>2.2</b>	<b><i>Catering to Student Diversity</i></b>
2.2.1 QIM	<b>The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners</b>
<b>2.3</b>	<b><i>Teaching- Learning Process</i></b>
2.3.1 QIM	<b>Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences</b>
2.3.2 QIM	<b>Teachers use ICT enabled tools including online resources for effective teaching and learning process.</b>
<b>2.4</b>	<b><i>Teacher Profile and Quality</i></b>

<b>2.5</b>	<b><i>Evaluation Process and Reforms</i></b>
2.5.3 QIM	<b>IT integration and reforms in the examination procedures and processes (continuous internal assessment and end-semester assessment) have brought in considerable improvement in examination management system of the institution</b>
<b>2.6</b>	<b><i>Student Performance and Learning Outcomes</i></b>
2.6.1 QIM	<b>The institution has stated learning outcomes (generic and programme specific)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents</b>
2.6.2 QIM	<b>Attainment of Programme outcomes, Programme specific outcomes and course outcomes are evaluated by the institution</b>
<b>2.7</b>	<b><i>Student Satisfaction Survey</i></b>

***Qualitative analysis of Criterion 2***

The institution has mechanism for identifying the slow learners and has devised methods of mentorship. The advanced learners are encouraged to take up national level tests and other competitive examinations. Experiential learning, project work that includes both theoretical and practical learning contribute to their final learning outcome. Regular field visits are a feature of almost all the departments. Similarly, a few departments organize industrial visits for the students. The university encourages online teaching and learning platforms such as google classroom and zoom. Thus, uses blended learning methods of teaching for the students. The institution has a well-equipped media centre, which can be effectively used for e-content development. Most of the departments are equipped with projectors and system. The campus is wi-fi enabled and all the members of the community including students have institutional email ids. The institution has made efforts to conduct online examinations, during the COVID 19 Pandemic. Online examination was conducted using a customized inhouse developed software. The institution also maintains the hard copies of the answer scripts. They are still in the process of completely automating the entire examination practice. Learning outcomes are available on the University website and widely publicised through the website with other documents. Institution makes efforts to evaluate Program specific outcomes of different department.

***Criterion3 - Research, Innovations and Extension  
(Key Indicator and Qualitative Metrics(QIM) in Criterion3)***

<b><i>3.1</i></b>	<b><i>Promotion of Research and Facilities</i></b>
3.1.1 QIM	<b>The institution's Research facilities are frequently updated and there is a well defined policy for promotion of research which is uploaded on the institutional website and implemented</b>
<b><i>3.2</i></b>	<b><i>Resource Mobilization for Research</i></b>
<b><i>3.3</i></b>	<b><i>Innovation Ecosystem</i></b>
3.3.1 QIM	<b>Institution has created an eco system for innovations including Incubation centre and other initiatives for creation and transfer of knowledge.</b>
<b><i>3.4</i></b>	<b><i>Research Publications and Awards</i></b>

<b>3.5</b>	<b><i>Consultancy</i></b>
3.5.1 QIM	<b>Institution has a policy on consultancy including revenue sharing between the institution and the individual and encourages its faculty to undertake consultancy.</b>
<b>3.6</b>	<b><i>Extension Activities</i></b>
3.6.1 QIM	<b>Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years.</b>
<b>3.7</b>	<b><i>Collaboration</i></b>

### ***Qualitative analysis of Criterion 3***

The University has a Research Monitoring Committee to monitor research activities of the university. The university has an incentive mechanism to promote research among its faculty members. The policies related to research are also available on the website. The institution has recently established an incubation centre to curate innovative ideas. The university is yet to establish consultancy service in the University. The University being service oriented, has adopted a school and financially supporting children with economically disadvantageous background. Certain departments have rendered social service during natural disasters like earthquake and during covid times.

### ***Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrics(QIM) in Criterion4)***

<b>4.1</b>	<b><i>Physical Facilities</i></b>
4.1.1 QIM	<b>The institution has adequate facilities for teaching - learning. viz., classrooms, laboratories, computing equipment, etc.</b>

4.1.2 QIM	<b>The institution has adequate facilities for cultural activities, yoga, games and sports (indoor &amp; outdoor); (gymnasium, yoga centre, auditorium, etc.,)</b>
4.1.3 QIM	<b>Availability of general campus facilities and overall ambience</b>
<b>4.2</b>	<b><i>Library as a Learning Resource</i></b>
4.2.1 QIM	<b>Library is automated using Integrated Library Management System (ILMS) and has digitisation facility</b>
<b>4.3</b>	<b><i>IT Infrastructure</i></b>
4.3.2 QIM	<b>Institution has an IT policy, makes appropriate budgetary provision and updates its IT facilities including Wi-Fi facility</b>
<b>4.4</b>	<b><i>Maintenance of Campus Infrastructure</i></b>
4.4.2 QIM	<b>There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.</b>

#### ***Qualitative analysis of Criterion 4***

The institution has enough infrastructure like classrooms and labs for teaching and learning process. The institution has basic sport facilities such as foot-ball ground, basketball grounds, gymnasium, tennikoit, throwball, badminton ground. They have a very good auditorium for cultural activities and yoga centre. The institution has good academic buildings, administrative building, hostels for both boys and girls, free quarters for teaching and non-teaching staff. Well maintained campus in terms of cleanliness and greenly-ness. Central library of the University has good collection of books and journals with digitized catalogue. The library uses ILMS. The institution has made available enough grants for systems, IT and wi-fi facility. The science labs have annual maintenance system and the university extends financial support for maintenance of the equipments.



**Criterion5 - Student Support and Progression  
(Key Indicator and Qualitative Metrics(QIM) in Criterion5)**

<b>5.1</b>	<b>Student Support</b>
<b>5.2</b>	<b>Student Progression</b>
<b>5.3</b>	<b>Student Participation and Activities</b>
5.3.2 QIM	<b>Presence of Student Council and its activities for institutional development and student welfare.</b>
<b>5.4</b>	<b>Alumni Engagement</b>
5.4.1 QIM	<b>The Alumni Association / Chapters (registered and functional) contributes significantly to the development of the institution through financial and other support services.</b>

**Qualitative analysis of Criterion 5**

The Alumni Association exists and active. It has contributed for the development of certain facilities in the University. Most of the university students are supported by scholarship and fellowship. The students are encouraged to develop their mind, body and soul. Students from different regions, nations and language background are found in the University. There are clubs in certain departments, a few more specific clubs could be created across departments for students to actively participate in extracurricular activities.

**Criterion6 - Governance, Leadership and Management  
(Key Indicator and Qualitative Metrics(QIM) in Criterion6)**

<b>6.1</b>	<b>Institutional Vision and Leadership</b>
6.1.1 QIM	<b>The institution has a clearly stated vision and mission which are reflected in its academic and administrative governance.</b>

6.1.2 QIM	<b>The effective leadership is reflected in various institutional practices such as decentralization and participative management.</b>
<b>6.2</b>	<b><i>Strategy Development and Deployment</i></b>
6.2.1 QIM	<b>The institutional Strategic plan is effectively deployed.</b>
6.2.2 QIM	<b>The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules and procedures, etc.</b>
<b>6.3</b>	<b><i>Faculty Empowerment Strategies</i></b>
6.3.1 QIM	<b>The institution has a performance appraisal system, promotional avenues and effective welfare measures for teaching and non-teaching staff .</b>
<b>6.4</b>	<b><i>Financial Management and Resource Mobilization</i></b>
6.4.1 QIM	<b>Institutional strategies for mobilisation of funds and the optimal utilisation of resources</b>
6.4.4 QIM	<b>Institution conducts internal and external financial audits regularly</b>
<b>6.5</b>	<b><i>Internal Quality Assurance System</i></b>
6.5.1 QIM	<b>Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes by constantly reviewing the teaching learning process, structures &amp; methodologies of operations and learning outcomes at periodic intervals.</b>
6.5.3 QIM	<b>Incremental improvements made for the preceding five years with regard to quality (in case of first cycle), Post accreditation quality initiatives (second and subsequent cycles).</b>

***Qualitative analysis of Criterion 6***

The University has a clearly defined vision which states that it likes to produce graduates with commitment to unselfish service towards God and fellow human beings. This aspect is well reflected in their academic and administrative governance. The institutional practices such as participatory management and the management treats all the members of the University as a family/ community. Institution has well chalked out future-plans. The institution has well defined service rules, procedures, policies, administrative set-up. Institution has effective welfare measures for teaching and non-teaching staff in terms of free housing, health benefits for family even after retirement, education of their children is subsidised. Being a private service-oriented university they have successfully mobilized funds from various channels such as, alumni, fees, philanthropists. The optimal utilization of the resources is also visible. The institution has effective internal and external audit. Internal Quality Assurance Cell was established in 2019 and since then it has actively taken measures to review teaching/learning process and learning methodologies to enhance quality in teaching. The teachers without Ph.D. are encouraged to undertake Ph.D. and complete it. A well-defined policy and financial support are in place for that. New programs and courses are introduced in the last five years.

**Criterion7 - Institutional Values and Best Practices  
(Key Indicator and Qualitative Metrics(QIM) in Criterion7)**

<b>7.1</b>	<b><i>Institutional Values and Social Responsibilities</i></b>
7.1.1 QIM	<b>Measures initiated by the Institution for the promotion of gender equity during the last five years.</b>
7.1.3 QIM	<p><b>Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)</b></p> <ul style="list-style-type: none"> <li>• <b>Solid waste management</b></li> <li>• <b>Liquid waste management</b></li> <li>• <b>Biomedical waste management</b></li> <li>• <b>E-waste management</b></li> <li>• <b>Waste recycling system</b></li> <li>• <b>Hazardous chemicals and radioactive waste management</b></li> </ul>

7.1.8 QIM	<b>Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).</b>
7.1.9 QIM	<b>Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).</b>
7.1.11 QIM	<b>Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).</b>
<b>7.2</b>	<b><i>Best Practices</i></b>
7.2.1 QIM	<b>Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.</b>
<b>7.3</b>	<b><i>Institutional Distinctiveness</i></b>
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***

Security guards and C.C. T.V. cameras are installed to ensure the safety of girl students. The institution also ensures gender equity. Waste management (solid, liquid, and biomedical waste) measures are initiated. The campus is free of any kind of waste and is sparklingly clean. All national festivals are given due importance and celebrated. The cultural programs reflect the diversity of language, cultures and nationality. The sensitization of students and employees of the institution is undertaken in terms of their constitutional obligations. Institution celebrates / organizes national and international commemorative days, events and festivals. The University has a earn while learn scheme, where students work in form, confectionary and in other units of the institution such as media center. Welfare measures such as educational subsidy of children of staff and health benefit to family members are available. Many students are offered fellowship for studies. Inculcating the human values to the students to support weaker sections of the society is another feature of the institution. Inculcating ethical and moral values, and dignity of labour among the students is the hallmark of the institution.

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

Overall Analysis

- The institution has well defined commendable welfare measures for the teaching and supporting staff.
- The institution has good infrastructure and necessary facilities and adequate land in the centre of the city.
- Well maintained Eco-friendly green campus.
- Availability of land for future expansion
- The University has a rich collection of books and also subscribes to e-resources like Dellnet and J-gate. The library is automated with Koha 19.5 VR.
- Financial assistance and scholarships offered by various non-governmental agencies.
- The university has student diversity, coming from different parts of India and also from other countries. They are vibrant, talented and energetic.

#### 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)

- More number of PG STEM programs needs to be started
- School and departments system needs to be adopted instead of division system.
- Department of Education and Teacher Education needs to be integrated under the School of Education.
- The University needs to intensify its research activities both in terms of research projects and publications in peer reviewed and UGC list journals with good impact factor; by mobilizing resources from other agencies.
- University can start a Curriculum Development Centre with Dean, Academics to constantly upgrade and enrich academic programs. A strategic planning needs to be implemented effectively and a Board of Planning can be created with a Dean, Planning as the nodal officer for the purpose.
- Decentralization of administration along with well established channels of dialogue and communication. Student representative council need to be established.
- Central Instrumentation and Incubation facility to be established for Science departments.
- University website needs to be updated to make it more dynamic and interactive.
- Develop sports facilities and also create a department of physical education, under the school of education.
- Obtain recognition from UGC under 2f and 12b

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

Signature of the Peer Team Members:

Sl.No	Name		Signature with date
1	Rajendran N	Chairperson	
2	Tharakeshwar Vb	Member Co-ordinator	
3	Ishwarchandra Pandit	Member	
4	Prof. Sureshramana Mayya	Member	
5	Arbind Kumar Jha	Member	
6	Prof. Amiya Kumar Rath	NAAC Co-ordinator	

Place:      Date