INSTITUTIONAL ASSESSMENT AND ACCREDITATION
(Effective from July 2017)

Accreditation - (Cycle - 2)

PEER TEAM REPORT ON

INSTITUTIONAL ACCREDITATION OF
SAHAKAR MAHARSHI LATE BHASKARRAO SHINGNE ARTS COLLEGE,KHAMGAON.
C-44892

Khamgaon
Maharashtra
444303

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:	SAHAKAR MAHARSHI LATE BHASKARRAO SHINGNE ARTS COLLEGE,KHAMGAON. Khamgaon Maharashtra 444303
2.Year of Establishment	2000
3.Current Academic Activities at the Institution(Numbers):	
Faculties/Schools:	2
Departments/Centres:	8
Programmes/Course offered:	4
Permanent Faculty Members:	7
Permanent Support Staff:	8
Students:	389
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. Offering Vocational Courses in Arts College 2. Feeding students from rural and tribal students 3. Offering short term courses of Skill Management and Accreditation of Training Centres
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 17-07-2023 To : 18-07-2023
6.Composition of Peer Team which undertook the on site visit:	

	Name	Designation & Organisation Name
Chairperson	DR. SUNIL GOYAL	Dean,Dr B R Ambedkar University of Social Sciences MHOW District Indore Madhya Pradesh
Member Co-ordinator:	DR. HARINARAYANA N S	Professor,University of Mysore
Member:	DR. ARVINDER SINGH BHALLA	Principal,Gujranwala Guru Nanak Khalsa College Ludhiana
NAAC Co - ordinator:	Dr. Shyam Singh Inda	

Section II: CRITERION WISE ANALYSIS
Observations (Strengths and/or Weaknesses) on each qualitative metrices 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 Metrices(QlM) in Criterion1)	
1.1	Curricular Planning and Implementation
1.1.1 QlM	**The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment**
1.2	Academic Flexibility
1.3	Curriculum Enrichment
1.3.1 QlM	**Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum**
1.4	Feedback System

Qualitative analysis of Criterion 1

1. The institution aligns its academic programs with its goals and objectives. Faculty members are involved in the syllabus restructuring process as members of the Board of Studies.

2. The institution's curriculum delivery approach is commendable, using participatory techniques like group discussions, seminars, personal interviews, and reading and listening skills to enhance student engagement and promote active learning.

3. Furthermore, the institution fosters human values through cleanliness drives, gender sensitization programs, and emphasis on scientific temper and communal harmony. Certificate courses on Human Rights, Social Values, and Norms, along with competitions and themed events, contribute to nurturing human values among students.

4. The integration of ICT tools, such as PPTs, videos, and online platforms like YouTube, effectively enhances the learning experience. Hands-on practice in the computer lab further supports technology-enabled curriculum delivery.

5. Field and industrial visits bridge the gap between theoretical knowledge and practical application. Organizing visits to relevant places helps students gain real-world experience and deeper subject understanding.

6. The institution emphasizes continuous assessment through unit tests, practice tests, online assessments, quizzes, and animated apps. This ensures regular analysis of student performance, enabling timely feedback and intervention for improved learning outcomes.

7. Industry beneficiaries, like Sector Skill Councils, are involved in providing curriculum and assessing students for skill-based vocational degree programs. This alignment with industry job roles prepares students for employment opportunities.

8. The institution offers UGC-approved B.Voc. degree programs that focus on vocational skills and entrepreneurial development, catering to global employment and self-employment demands.

9. Value-added courses and enrichment programs foster holistic student development, emphasizing moral and ethical values, employable and life skills, and providing better career options.

10. Crosscutting issues like professional ethics, gender sensitization, counseling, and health awareness are integrated into the curriculum. Webinars on Intellectual Property Rights promote ethical research practices, while initiatives address gender-related issues and promote the well-being of female students.

11. The institution actively engages in environment and sustainability activities, including water conservation, cleanliness drives, tree plantation, and practicing the three Rs approach (Reduce, Reuse, and Recycle). Awareness campaigns, competitions, rallies, and street plays highlight their dedication to promoting environmental consciousness.

Furthermore, the institution fosters human values through cleanliness drives, gender sensitization programs, and emphasis on scientific temper and communal harmony. Certificate courses on Human Rights, Social Values, and Norms, along with competitions and themed events, contribute to nurturing human values among students.

Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrices(QlM) in Criterion2)	
2.1	Student Enrollment and Profile
2.2	Student Teacher Ratio
2.3	Teaching- Learning Process
2.3.1 QlM	**Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences using ICT tools**
2.4	Teacher Profile and Quality
2.5	Evaluation Process and Reforms
2.5.1 QlM	**Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient**
2.6	Student Performance and Learning Outcomes
2.6.1 QlM	**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**
2.7	Student Satisfaction Survey

Qualitative analysis of Criterion 2

1. The institution utilizes interactive teaching techniques and facilities like projectors and internet access to create a conducive learning environment.

2. Incorporation of technology through workshops on Google Classroom and the use of ICT tools for assignments, seminars, and study materials promotes active student engagement.

3. Multimedia teaching aids and interactive methods, including projectors, enhance the learning experience.

4. Organized virtual tours, expert lectures, and workshops expose students to advanced knowledge.

5. Consideration of diverse student backgrounds by providing facilities and resources for active participation.

6. Measures implemented to ensure rigor and transparency in assessments, such as circulation of examination timetables and provision for student grievances.

7. Open communication channels for students to address concerns and submit grievances, with specific formats for streamlined processes.

8. Proactive approach to rectifying errors and timely redressal of student hardships.

9. Opportunity for revaluation of university exam results with clear procedures.

10. Adaptation to changing assessment methods, including the inclusion of internal marks and practical examinations in the marksheet.

11. Comprehensive methods for evaluating program outcomes (POs) and course outcomes (COs) through various assessments and activities.

12. Preparation of result analysis reports to identify areas of strength and improvement.

13. Utilization of semester-end examinations for assessing COs, but further information on alignment and evaluation process is needed.

14. Quantitative approach using attainment levels to measure COs, with a need for clarification on alignment with learning outcomes.

15. Inclusion of additional parameters like student achievements and feedback for holistic assessment of POs.

14-08-2023 02:14:49

Criterion3 - Research, Innovations and Extension (Key Indicator and Qualitative Metrices(QlM) in Criterion3)	
3.1	Resource Mobilization for Research
3.2	Innovation Ecosystem
3.2.1 QlM	**Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge**
3.3	Research Publications and Awards
3.4	Extension Activities
3.4.1 QlM	**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.**
3.4.2 QlM	**Awards and recognitions received for extension activities from government / government recognised bodies**
3.5	Collaboration

Qualitative analysis of Criterion 3

1. Research and Innovation:

   - Demonstrated commitment to fostering an ecosystem for innovations and promoting knowledge creation and transfer.

   - Presence of Ph.D. holders among teaching staff and ongoing research pursuits.

   - Utilization of technology tools for teaching and dissemination of information.

   - Provision of sanctioned duty leave for research work, conference attendance, and seminars.

   - Organization of national-level conferences and webinars.

   - Availability of resources and facilities supporting research activities.

   - Faculty's involvement in research work and utilization of grants.

   - Linkages and MoUs facilitating curriculum development and industry relevance.

2. Extension Activities and Community Engagement:

   - Strong emphasis on extension activities and community engagement.

   - Diverse range of activities and programs showcasing dedication to community outreach.

   - Participation in cleanliness campaigns, blood donation camps, awareness campaigns, and civic engagement initiatives.

   - Support for healthcare initiatives, environmental conservation, and contributions during times of crisis.

- Promotion of qualities like confidence, leadership, teamwork, and sincerity among students.

3. Recognition for Extension Activities:

- Received awards and recognition for extension activities from government or government-recognized bodies.

- Organized cleanliness drives and plastic-free campaigns in various locations.

- Recognition through the Swach Bharat Swasath Bhart Award and Environment Award.

- Efforts in environmental conservation through sapling distribution and plantation initiatives.

Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrices(QlM) in Criterion4)	
4.1	Physical Facilities
4.1.1 QlM	**Availability of adequate infrastructure and physical facilities viz., classrooms, laboratories, ICT facilities, cultural activities, gymnasium, yoga centre etc. in the institution**
4.2	Library as a Learning Resource
4.2.1 QlM	**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**
4.3	IT Infrastructure
4.3.1 QlM	**Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection**
4.4	Maintenance of Campus Infrastructure

Qualitative analysis of Criterion 4

1. Integration of technology into education with ICT-enabled classrooms.

2. Well-organized infrastructure layout with separate spaces for departments, management, and administration.

3. Adequate computer facilities and internet access for teaching, research, and administrative work.

4. Attention to health and hygiene with washrooms, first aid boxes, and sustainable practices.

5. Safety measures including fire extinguishers, disabled-friendly facilities, and future plans for a lift.

6. Sports facilities and gym for promoting a healthy lifestyle.

7. Proactive approach to infrastructure enhancement and expansion.

8. Commitment to library automation and efficient operations.

9. Conducive study environment with spacious reading rooms.

10. Diverse collection of books and resources.

11. Availability of computers and electronic resources for research and learning.

12. Provision of efficient library services with dedicated computers and barcoded books.

13. Efforts to ensure accessibility for all users.

14. Availability of computers and ICT-enabled classrooms for students and faculty.

15. Reliable and fast internet connectivity with sufficient bandwidth.

16. Regular updates to the institutional website and focus on technological advancements.

17. Seamless Wi-Fi connectivity across the campus.

18. Streamlining administrative processes through computerization.

19. Provision of computers for student usage and CCTV surveillance for security.

20. Dedication to maintaining and improving IT infrastructure.

Criterion5 - Student Support and Progression (Key Indicator and Qualitative Metrices(QlM) in Criterion5)	
5.1	Student Support
5.2	Student Progression
5.3	Student Participation and Activities
5.4	Alumni Engagement
5.4.1 QlM	**There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services**

Qualitative analysis of Criterion 5

The Alumni Association of the college:

1. Demonstrates active engagement and contribution to the development of the institution.

2. Maintains continuous and cordial relationships with the alumni through a registered association and a WhatsApp group.

3. Assists in the development of the college beyond financial contributions, including providing support services.

4. Conducted a successful online alumni meet, showcasing active participation and interest from alumni.

5. Provides valuable mentorship and guidance to college students, as exemplified by alumnus PSI Rahul Gawai.

6. Makes tangible contributions, such as donating chairs, lazims, and a wheelchair for the auditorium.

Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrices(QlM) in Criterion6)	
6.1	Institutional Vision and Leadership
6.1.1 QlM	**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**
6.2	Strategy Development and Deployment
6.2.1 QlM	**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**
6.3	Faculty Empowerment Strategies
6.3.1 QlM	**The institution has effective welfare measures and Performance Appraisal System for teaching and non-teaching staff**
6.4	Financial Management and Resource Mobilization
6.4.1 QlM	**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)**
6.5	Internal Quality Assurance System
6.5.1 QlM	**Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities**

Qualitative analysis of Criterion 6

1. Mission Statement: The institution's mission statement reflects a clear direction and objectives aligned with the needs of the target student population.

2. Participative Management: The institution practices decentralization and participative management through various committees, fostering shared governance and diverse perspectives.

3. College Development Committee (CDC): The CDC plays a crucial role in major decisions, ensuring alignment with quality enhancement plans and university regulations.

4. Organizational Structure: The institution has a clear hierarchical structure, facilitating effective coordination and decision-making processes.

5. Appointment and Service Rules: The institution adheres to norms and guidelines for faculty and staff appointment, ensuring transparency and professionalism.

6. Performance Appraisal System: The institution has a systematic performance appraisal system for both teaching and non-teaching staff, ensuring evaluation and recognition of their contributions.

7. Welfare Measures: The institution provides various welfare measures, including insurance schemes, medical bill reimbursements, uniform provisions, financial assistance for conferences, and bank repayment facilities.

8. Funding Sources: The institution mainly relies on admission and tuition fees, with support from the parent institution and reimbursement of fees for specific student categories.

9. Resource Mobilization: It is beneficial for the institution to explore and diversify funding sources, such as government schemes, grants, corporate sponsorships, partnerships with NGOs, or alumni contributions.

10. Review of Teaching-Learning Process: The IQAC regularly reviews teaching methodologies to improve the quality of the teaching-learning process.

11. Initiatives and Strategies: The IQAC suggests initiatives like add-on programs, ICT integration, induction programs, study tours, and internships to enhance education quality.

12. Integration of ICT: The institution encourages effective use of ICT tools and platforms for teaching and learning activities, especially during the pandemic.

Criterion7 - Institutional Values and Best Practices (Key Indicator and Qualitative Metrices(QlM) in Criterion7)	
7.1	Institutional Values and Social Responsibilities
7.1.1 QlM	**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**
7.1.4 QlM	**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)**
7.2	Best Practices
7.2.1 QlM	**Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual**
7.3	Institutional Distinctiveness
7.3.1 QlM	**Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words**

Qualitative analysis of Criterion 7

1. Gender Equity Initiatives: Actively promotes gender sensitization and women's empowerment activities.

2. Gender Sensitization Activities: Organizes workshops and activities to raise awareness and create an inclusive environment.

3. Commemoration of National and International Days: Celebrates important days, events, and festivals to sensitize students and employees.

4. Collaborative Conferences and Publications: Participates in collaborative conferences and publish research papers on women's empowerment.

5. Inclusive Environment: Embraces diversity and maintain communal harmony among students and staff.

6. Equal Opportunity Cell: Establishes a cell to address the needs and problems of students and provide equal opportunities.

7. Sensitization Activities: Organizes activities promoting understanding, respect, and awareness.

8. Citizenship Responsibilities: Promotes awareness of constitutional obligations and engage in activities that promote responsible citizenship.

Best Practice 1: Environment Conservation Activities: Undertakes initiatives for environmental sustainability and conservation.

Best Practice 2: Internship and Training for Vocational Programs: Provide experiential learning opportunities through internships and vocational training.

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

Overall Analysis

Strength:

- Diverse range of undergraduate and postgraduate programs offered, including BA, B.Lib.I.Sc., B.Voc., and M.Lib.I.Sc.

- Curriculum delivery is well-planned, following the academic calendar and syllabi of the affiliating university.

- Participative methodologies such as group discussions, study tours, and industrial visits enhance the learning experience.

- Effective use of ICT tools, online teaching, and ramified apps for quizzes improve student engagement.

- The institution has conducted certificate courses for curriculum enrichment, benefiting a significant number of students.

- Emphasis on ethical and human values, inclusiveness, and environmental sustainability through various activities and committees.

- Adequate infrastructure facilities, including classrooms, laboratories, library, sports facilities, and ICT resources.

- Supportive teaching-learning environment, with qualified and experienced faculty, orientation programs, and research opportunities.

- Active involvement in organizing workshops and conferences, and publishing research papers.

- Socially responsible initiatives like cleanliness drives, blood donation camps, voter awareness campaigns, and environment sustainability programs.

- Student support services provided, including career guidance, internships, scholarships, and health and hygiene facilities.

Weaknesses:

- Majority of students are from rural areas with diverse socio-economic backgrounds, potentially posing challenges in terms of educational background and resource constraints.

- Limited number of permanent teaching staff, which may affect the teacher-student ratio and individual attention.

- Reliance on YouTube content and limited mention of pedagogical innovation beyond traditional methods.

- Insufficient focus on innovation activities within the institution.

- Limited exposure to industry and practical training opportunities for students.

- Inadequate professional development opportunities for faculty, such as limited access to advanced training programs or research funding.

- Limited international exposure and collaborations, resulting in fewer opportunities for global perspectives and cross-cultural learning experiences.

Opportunities:

- Continuous improvement in curriculum delivery based on feedback from stakeholders, including students, teachers, employers, and alumni.

- Further enhancement of participative learning methodologies and integration of emerging technologies.

14-08-2023 02:14:49

- Expanding research activities, collaborations, and publications to contribute to knowledge creation and dissemination.

- Strengthening community-related activities and initiatives for social impact and sustainability.

- Collaboration with industries and integration of emerging technologies

- Importance of gender equity initiatives, inclusiveness, and constitutional obligations.

- Focus on vocational degree programs and skill development.

Challenges:

- Resource limitations, both in terms of faculty availability and infrastructure, may hinder the effective implementation of programs and services.

- Adapting to evolving technological advancements and ensuring equitable access to digital resources for all students.

- External factors such as changes in government policies, funding constraints, and unpredictable events like the pandemic impacting regular operations and planning.

- Challenges related to drop-out rates, funding for self-financed courses, and computer literacy.

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)

- Establish Smart Class Room tools.

- Strengthen Student Career guidance, Counseling, and Internship activities.

- Enhance Research and Innovation by promoting faculties to obtain research projects and grants from Government bodies.

- Strengthen Governance and Management by regularly reviewing and updating the Institutional Development Plan based on stakeholder feedback and changing educational requirements.

- Strengthen Industry-Academia Collaboration by Organizing regular industry interactions, expert lectures, and workshops to keep students updated with the latest industry trends and requirements.

- Foster Alumni Engagement by engaging them in mentoring, industry connections for current students, guest lectures, and encouraging alumni to contribute to the development of the institution through donations, sponsorships, and collaborations.

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. SUNIL GOYAL	Chairperson	
2	DR. HARINARAYANA N S	Member Co-ordinator	
3	DR. ARVINDER SINGH BHALLA	Member	
4	Dr. Shyam Singh Inda	NAAC Co - ordinator	

Place

Date

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1	DR. SUNIL GOYAL	Chairperson	
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