



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

**Accreditation - (Cycle - 1)**

**PEER TEAM REPORT ON  
INSTITUTIONAL ACCREDITATION OF  
SHRI VASANTRAO NAIK MAHAVIDYALAYA, DHARNI  
C-42854**

**Dharni  
Maharashtra  
444702**

**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:	SHRI VASANTRAO NAIK MAHAVIDYALAYA, DHARNI Dharni Maharashtra 444702	
2.Year of Establishment	1974	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:		
Departments/Centres:	14	
Programmes/Course offered:	3	
Permanent Faculty Members:	19	
Permanent Support Staff:	15	
Students:	930	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. Catering to the higher education needs of rural/tribal students in remote and mountainous area 2. Existence of a Strong and healthy students-teachers supporting culture 3. Government-aided College.	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 27-04-2018 To : 28-04-2018	
6.Composition of Peer Team which undertook the on site visit:		
	<b>Name</b>	<b>Designation &amp; Organisation Name</b>
Chairperson	MR. RAJENDRA PRASAD DAS	
Member Co-ordinator:	DR. MAZHAR ASIF	Professor,JAWAHARLAL NEHRU UNIVERSITY
Member:	DR. CHRISTINE COUTINHO	Principal,LORETO COLLEGE
NAAC Co - ordinator:	Dr. Vinita Sahu	

## 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)

Criterion 1 - Curricular Aspects (Key Indicator and Qualitative Metrics (QIM) in Criterion 1)	
1.1	Curricular Planning and Implementation
1.1.1 QIM	The institution ensures effective curriculum delivery through a well planned and documented process
1.2	Academic Flexibility
1.3	Curriculum Enrichment
1.3.1 QIM	Institution integrates cross-cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum
1.4	Feedback System

### Qualitative analysis of Criterion 1

Shri Vasantnaik Mahavidyalaya, Dharni (Kusumkot), Maharashtra is situated in a remote hill area. The College is functioning with a vision to impart education to the tribes of Melghat region, which is rooted in traditional values with the global perspectives. The college aims at enlightening and empowering the youth to become socially responsible citizens and equip them to compete in a multi-cultural environment. The college is offering Under-Graduate Programmes in Arts, Commerce and Science (B.A., B.Com. & B. Sc.). The College has developed action plans for effective implementation of the curriculum. Based on the academic calendar issued by the affiliating University, the College develops the Institution-level action plan. Besides the chalk and talk method, the College has taken initiatives for effective curriculum delivery with the help of ICT teaching learning process. The various Departments organize special lectures by inviting experts from various fields to share their knowledge with the students. Students are also taken out for educational tours and field visits to provide them hands-on experience on their related subjects. Furthermore, the college has also got the provision of special / remedial classes for slow learners. Though the curriculum is designed and revised by the affiliating University for effective curriculum delivery, the College gives importance to academic improvement and at the same time give sufficient importance to the overall development of students by encouraging them to work with various bodies of the institute such as student council, NSS, and departmental study forum. The College is offering Certificate and Add-on Courses. There is environmental science for second year of B.A., B.Com and B.Sc. and students have to submit a project on it. The syllabus of languages addresses the Gender, Human values, Environment and sustainability content. As the institution is a co-education College, there is no discrimination against gender. The students of the college work as volunteers in the programmes organized by social organizations, health and community departments as well as NSS unit. Through extension activities college makes efforts to spread the message on cross cutting issues.

Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrics(QIM) in Criterion2)	
2.1	Student Enrollment and Profile
2.2	Catering to Student Diversity
2.2.1 QIM	The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners
2.3	Teaching- Learning Process
2.3.1 QIM	Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences
2.3.4 QIM	Innovation and creativity in teaching-learning
2.4	Teacher Profile and Quality
2.5	Evaluation Process and Reforms
2.5.1 QIM	Reforms in Continuous Internal Evaluation(CIE) system at the institutional level
2.5.2 QIM	Mechanism of internal assessment is transparent and robust in terms of frequency and variety
2.5.3 QIM	Mechanism to deal with examination related grievances is transparent, time-bound and efficient
2.5.4 QIM	The institution adheres to the academic calendar for the conduct of CIE
2.6	Student Performance and Learning Outcomes
2.6.1 QIM	Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students
2.6.2 QIM	Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution
2.7	Student Satisfaction Survey

#### Qualitative analysis of Criterion 2

The institution makes an effort to assess the learning level of the students after completion of the admission process. For the advanced and average learners, all teachers make efforts to fulfill their requirements. Academic videos and online/offline e-resources are provided for further thrust of knowledge. The institute makes efforts to provide free hand to the advanced learner to access the library sources and Wi-Fi facility in the campus for enhancement of their knowledge. The institution ensures that the curricular activities are organized for the students to contribute to their all-round development. Students are encouraged to participate in class discussion. To develop the team work and leadership skill, the college has organized field visits to Bank, Tahsil Office, Primary Health Centre and Court. The faculty members conduct seminars, workshops and group discussions to promote participative learning. Lecture method is supplemented by teaching aids e.g. charts, maps, PPT etc. Some students from science streams use PPT for seminar presentation. The institution has purchased more computers, LCD Projectors and other tools for new and innovative approaches of teaching. Question and answer method, class room seminar and power point presentation methods are adopted by some of the faculty with use of ICT. The College has accepted and adopted the various evaluation reforms initiated by the affiliating university, viz., Sant Gadge Baba Amravati University. Semester Pattern for the science stream as per the university norms is accepted by the college. The evaluation is done by the process of internal assessment, practical examination and final examination by the parent university. The evaluation is made more intense by conducting 2 unit tests, seminars, assignment, viva-voce and one practical test. Efforts are made to attend the grievances of students regarding university examination like withheld results, revaluation, photo-copies of answer-sheets, etc.

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	Institution has created an ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge
3.3	Research Publications and Awards
3.4	Extension Activities
3.4.1 QIM	Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years
3.5	Collaboration

#### Qualitative analysis of Criterion 3

Except the Principal, no teacher of the college is guiding any research scholars. Similarly, no Research Projects are funded to any faculty by the Central or State Government. In total, 33 research papers have been published by the teachers of the College during the past five years. The College has not established an incubation centre yet, but different committees such as IQAC, Research Committee and Career Counselling and Placement Cell are in operation, through they are taking some initiative for creation and transfer of knowledge. The college intends to establish an Incubation Centre with the help of UGC or Human Resource Development Ministry after acquiring the status of 12 (B) in future. The College has conducted three workshops/seminars on Intellectual Property Rights (IPR) and Industry-Academia Innovative Practices on the last five years. The teachers of the college has published a total of 19 books and contributed chapters in edited volumes/books and papers in national/ international conference proceedings during the last five years. The N.S.S. Unit of the College has organized tree plantation programmes with the help of Gram Panchayat, Kusumkot. A blood donation camp was organized with the support of District General Hospital Amravati, wherein students and teachers of the College have participated and donated blood. The College also organised Adivasi Janjagruti Karyshala (Workshop) in collaboration with Sant Gadge Baba Amravati University, Amravati. As a part of health awareness, the College has organised programmes, such as, Counselling before marriage for female, HIV test, Blood Group Identification, Eradication of Malnutrition and Sickle Cell test, which are major health-related issues of this region. The college has tried to work hand-in-hand with local NGOs and organized programmes such as 'Eradication of Superstition' and 'Importance of Agriculture and Tribals' with the help of Agriculture Department, Dharni for the uplift of tribal community. For Extension Activities, the College received one award during the last 5 years. Large numbers of students have participated in extension activities with the help of Government and Non-Government Organisations in programs such as Swachh Bharat, AIDS Awareness, Gender Issue, etc.

Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrics(QIM) in Criterion4)	
4.1	Physical Facilities
4.1.1 QIM	The institution has adequate facilities for teaching- learning. viz., classrooms, laboratories, computing equipment, etc.
4.1.2 QIM	The institution has adequate facilities for sports, games (indoor, outdoor),gymnasium, yoga centre etc., and cultural activities
4.2	Library as a Learning Resource
4.2.1 QIM	Library is automated using Integrated Library Management System (ILMS)
4.2.2 QIM	Collection of rare books, manuscripts, special reports or any other knowledge resources for library enrichment
4.3	IT Infrastructure
4.3.1 QIM	Institution frequently updates its IT facilities including Wi-Fi
4.4	Maintenance of Campus Infrastructure
4.4.2 QIM	There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

#### Qualitative analysis of Criterion 4

The institution has adequate infrastructure facilities in terms of teaching and learning process. The total campus of the institute is spread over 5.53 acres of land. A master plan has been prepared for the campus. The Arts, Commerce and Science streams have sufficient and spacious classroom with two ICT enabled seminar halls for teaching and learning process as per the guidelines of statutory bodies. The Botany, Zoology, Chemistry, Physics and Computer Laboratories need to be adequately equipped. The institute has a separate block for administration. The college has separate library section with inadequate reading space for students, staff and stacking facility. The college is yet to establish adequate facilities for indoor games, outdoor games, gymnasium and yoga centre. The Library of the institution is automated by using LIBSOFT software by Dot-com Amravati. Online Public Access Catalogue (OPAC) is in place and 4 Computers are connected with LAN. However, the college library is partially automated and there is no specific version of library management system software. The college library has no rare books or rare manuscripts or any other special reports, but it has some important collection to add to the knowledge resource. The College has 25 computers with 8 Mbps bandwidth Internet connectivity and 5 LCD Projectors. No development grant is received from any outside agency for upgradation of IT facilities. The total expenditure incurred on maintenance of physical facilities and academic support facilities (excluding salary component) during the last five years was Rs. 30.00 lakh. The Laboratories are maintained with the help of Lab. Attendants and faculty members of the concerned Department.

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
5.3.2 QIM	Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution
5.4	Alumni Engagement
5.4.1 QIM	The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years

Qualitative analysis of Criterion 5	
<p>A large number of students are benefited by the scholarships and freeships provided by the Government (1690 during the last five years). Besides, the institution is providing 10 scholarships/freeships to its students. The institute had a "Student Council" for every academic year up to 2015-16. The selection of "Student Council" was as per provisions of Section 40(2)(b) of the Maharashtra University Act, 1994. Student representation and participation has been an integral part of academics as also of the various activities of the institute. Student representation is on the following committees: Student Council, Anti-Ragging Committee, Committee for Prevention of Sexual Harassment against Men and Women, all Organizing Committees for Seminars, Conferences and Workshops conducted in the institute, all Departmental Association activities and Annual Festivals, Study Councils in the Institute, Library Advisory Committee, etc. The Institute does not have a registered Alumni Association but Alumni Meet is conducted every year. The alumni who have established themselves as successful professionals of national and international repute are invited for motivational interactions with the students and to share their experiences.</p>	

Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrics(QIM) in Criterion6)	
6.1	Institutional Vision and Leadership
6.1.1 QIM	The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the institution
6.1.2 QIM	The institution practices decentralization and participative management
6.2	Strategy Development and Deployment
6.2.1 QIM	Perspective/Strategic plan and Deployment documents are available in the institution
6.2.2 QIM	Organizational structure of the institution including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism
6.2.4 QIM	Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions
6.3	Faculty Empowerment Strategies
6.3.1 QIM	The institution has effective welfare measures for teaching and non-teaching staff
6.3.5 QIM	Institution has Performance Appraisal System for teaching and non-teaching staff
6.4	Financial Management and Resource Mobilization
6.4.1 QIM	Institution conducts internal and external financial audits regularly
6.4.3 QIM	Institutional strategies for mobilisation of funds and the optimal utilisation of resources
6.5	Internal Quality Assurance System
6.5.1 QIM	Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes
6.5.2 QIM	The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms
6.5.5 QIM	Incremental improvements made during the preceding five years ( <i>in case of first cycle</i> )

Post accreditation quality initiatives (*second and subsequent cycles*)



#### Qualitative analysis of Criterion 6

The Vision of the institute is to "impart education to the tribes of Melghat region, which is rooted in traditional values with the global perspectives" and the Mission of the college is to make the institute "A centre of excellence committed for the education in Melghat" and especially the 'Korkus', who are an educationally backward community of this region. The top level policy making body is the Trust constituted as per the guidelines of S.G.B.A. University, Amravati and Government of Maharashtra. There is a Management Council, which executes decision taken by the Trust. It consists of the member of the Trust, Principal of the institute (ex-officio-secretary) and few faculty members. The term of the Managing Council is five years. The day-to-day management of the institution is entrusted to the Managing Council, Principal, College Council, and IQAC of the college. The college has established IQAC in the academic year 2016-17. The Managing Council, College Council and the IQAC meets periodically to incorporate action plans which are evaluated at the end of each academic year. The college has a Perspective Plan for development and to achieve the vision and mission of the College and with a focus on the constant progress of the physical and academic environment and infrastructure of the college in all aspects. Teachers are usually offered consultative status in making decisions related to curriculum, teaching-learning and assessment processes. The non-teaching staff attend their work for the smooth running of the administrative system under the control of the Principal. The institution harmonises a strong relationship among the faculty members, staff, students, and other stakeholders. The innovative ideas, opinions and suggestions from the faculty members, staff and students are appreciated and incorporated in the decision making process through the different mechanism. To evaluate the performance of the teaching and non-teaching staff of the institute, the mechanism of self-appraisal system is followed. Both formal and informal means are used for evaluating the performance of the teaching and non-teaching staff of the institute. The College being an aided institute of the Government of Maharashtra, the accounts are subject to audit by external qualified Chartered Accountant appointed by the Management Society of the College before 31st March of every year. The major source of institutional receipts is the grant-in-aid received from the State Government for salary. The institute is entitled to utilize some part of student fees for routine non-salary expenses as per rules. The IQAC monitors teaching-learning process with different parameters and discussion with faculty, students and Principal and then proposed before LMC. The Institution interacts with various stakeholders from time to time on various points like infrastructure, support facilities, academic improvements, etc.

Criterion7 - Institutional Values and Best Practices (Key Indicator and Qualitative Metrics(QIM) in Criterion7)	
7.1	Institutional Values and Social Responsibilities
7.1.2 QIM	<p>1. Institution shows gender sensitivity in providing facilities such as:</p> <ol style="list-style-type: none"> <li>1. Safety and Security</li> <li>2. Counselling</li> <li>3. Common Room</li> </ol>
7.1.5 QIM	<p>Waste Management steps including:</p> <ul style="list-style-type: none"> <li>• Solid waste management</li> <li>• Liquid waste management</li> <li>• E-waste management</li> </ul>
7.1.6 QIM	Rain water harvesting structures and utilization in the campus
7.1.7 QIM	<p>Green Practices</p> <ul style="list-style-type: none"> <li>• Students, staff using <ol style="list-style-type: none"> <li>a) Bicycles</li> <li>b) Public Transport</li> <li>c) Pedestrian friendly roads</li> </ol> </li> <li>• Plastic-free campus</li> <li>• Paperless office</li> <li>• Green landscaping with trees and plants</li> </ul>
7.1.18 QIM	Institution organizes national festivals and birth / death anniversaries of the great Indian personalities
7.1.19 QIM	The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions
7.2	Best Practices
7.2.1 QIM	Describe at least two institutional best practices (as per NAAC Format)
7.3	Institutional Distinctiveness
7.3.1 QIM	Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

#### Qualitative analysis of Criterion 7

The College conducts awareness programs relating to gender equity, safety and sanitation of girls etc. CCTV cameras have been installed at various locations in the campus for monitoring the security and safety of the students. The College organised activities through NSS scheme, such as poster exhibitions, street plays to deliver the message of safety, security, sanitation, issues related to the women and girls. Counselling is provided on the campus to all the candidates approaching to the counselling centre and personal counselling to needy who approaches to any faculty of the institute. The Centre for Career Guidance and Placement provides

counselling on careers and higher studies. The College has separate common rooms for boys and girls, staff room etc. with washroom facilities. The College has waste management system for safe disposal of toxic and hazardous chemical wastes from the laboratories. The institute is located in a region where there is severe water scarcity. Hence, rain water is harvested by way of draining from the institute buildings in the campus and let it be collected into the soak pits in the ground. The institute is committed to protect and preserve the environment and encourage environmental consciousness among the students and staff by following green practices. Students and staff use bicycles and public transport facilities to attend the college. Efforts are underway to reduce the use of plastic bags in campus. The Institute organises number of programme to celebrate national festivals such as Independence Day, Republic Day, Maharashtra day etc. with great involvement of student and faculty. The institution has chalked out a policy called "Mahavidyalaya Aaplya Dari". The objective of the policy is to provide education at the doorstep. The institute has identified this as one of the Best Practices and achieved good success. The institute identified 'Old Clothes Bank' as another Best Practice. This practice is aimed at providing clothes to the poor inhabitants located in the hilly region.

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

#### Overall Analysis

#### Strength:

#### Strength

- A well-meaningful Trust board existing for more than past four decades to build the institution in highly tribal dominated backward hill area.
- Institute Website and CCTV surveillance exists
- Active NSS unit to involve students to take part in educational and welfare activities in surrounding villages.
- Committed and qualified teaching staff
- Alumni are concerned for further growth of the institution
- Strong extension activities like save water programme in villages, sensitization of tribal parent against early child marriage, superstition and education of girl child.

#### Weakness

- College is yet to get 12B status of UGC.
- Research culture is yet to be created and needs to organise national seminars/conferences
- Annual results of the college is not up to the mark and there exists high drop-out rate.
- Inadequate student teacher ratio and dependant on CHB (Clock Hour Basis) teachers.
- College lacks own transportation facilities and hostels for both boys and girls.
- College is very poor in research and publication and there is non existence of any Major and Minor research projects by any faculty.
- Needs to give attention to improve laboratory and library facilities.

#### Opportunities

- To introduce PG courses to accommodate the passing out students from deprivation of higher studies

- To improve sport facilities and start short term job oriented programme.
- To create facilities for existing and passing out students for skill development programme and prepare for competitive examinations

### Challenges

- To eradicate superstitions and to reduce very high drop out of students.
- To develop infrastructure like hostel , transportation and sports facilities
- To strengthen the e-resources of the library and acquire variety of books , magazines and journals with opening library for longer duration
- To develop infrastructure for sports , accommodation of teaching and non teaching staff and Boys' and Girls' hostels for the college.
- To provide complete free education to the needy children irrespective of caste, creed and religion

### 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)

- To enable add- on courses on agriculture and livestock for self employment of local youth.
- To persevere in eradication of superstition and women empowerment.
- More and more soft skills workshops needs to be planned for development of communication skill and confidence in students to face the challenges of competition.
- Urgent planned efforts to be made for green campus drive with plantation of tree.
- College needs to harvest solar energy by creating needed infrastructure.
- PG programme should be started both in traditional and professional courses.
- College should appoint more number of qualified teachers in subjects like mathematics , English, Hindi and Marathi
- Skill development/ CERTIFICATE /diploma programmes needs to be designed to prepare local and tribal youths to manufacture and market forest produces.
- Digitalization of library and more reading space requirement need to be urgently addressed
- Sports facilities national standard to be created to prepare tribal students for national and international games

**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	MR. RAJENDRA PRASAD DAS	Chairperson	
2	DR. MAZHAR ASIF	Member Co-ordinator	
3	DR. CHRISTINE COUTINHO	Member	
4	Dr. Vinita Sahu	NAAC Co - ordinator	

Place

Date