



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

Accreditation - (Cycle - 2)

PEER TEAM REPORT ON

INSTITUTIONAL ACCREDITATION OF

**Shri Jivanrao Sitaram Patil Munghate Arts, Commerce and Science College,
Dhanora
C-18801**

**DHANORA
Maharashtra
442606**

**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 Jivanrao Sitaram Patil Munghate Arts, Commerce and Science College, Dhanora DHANORA Maharashtra 442606	
2.Year of Establishment	1991	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:	3	
Departments/Centres:	13	
Programmes/Course offered:	8	
Permanent Faculty Members:	16	
Permanent Support Staff:	10	
Students:	510	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	<ol style="list-style-type: none">1. A co-educational, grand-in aid, rural college with 2F and 12B of UGC.2. The College emphasizes the overall development of students and bio-diversity to enhance the quality of life.3. The College provides education to the to the tribal and poor students of the Naxal-affected region of Maharashtra	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 22-08-2024 To : 23-08-2024	
6.Composition of Peer Team which undertook the on site visit:		
	Name	Designation & Organisation Name
Chairperson	DR. HIMANSHU PANDYA	Vice Chancellor,Gujarat University
Member Co-ordinator:	DR. VENKATA CHALAM KURUMA	FormerVice Chancellor(in-charge),PALAMURU UNIVERSITY
Member:	DR. GILSON JOHN	Principal,ST. JOSEPHS COLLEGE
NAAC Co - ordinator:	Dr. N R Mohan	

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

Qualitative analysis of Criterion 1

Shri Jivanrao Sitaram Patil Munghate Art, Commerce and Science College, Dhanora was established in the year 1991 and is affiliated to the Gondwana University, Gadchiroli, in Maharashtra State. The college is running two UG program and five PG programs in the faculties of Humanities and the faculties of Science and Technology. The IQAC and Academic Planning Committee prepare the academic calendar every year in accordance with the university's guidelines. The teaching plans are recorded in the Academic Diary, which includes information such as personal timetables, academic planning, subjects taught and daily teaching details. The Academic Diary is maintained by all teachers and is monitored by the principal. College faculty members actively participate in syllabus upgrading and restructuring workshops organized by the university. ICT and library resources are utilized to enhance curriculum delivery and the teaching-learning process. The curriculum delivery is carefully planned, effectively implemented and thoroughly documented by all faculty members.

The curriculum effectively integrates cross-cutting issues relevant to gender, environment and sustainability, human values and professional ethics and leads to a strong value-based holistic development of students. The College strives to treat both boys and girls equally, fostering an environment where they are encouraged to participate in a wide range of co-curricular and extracurricular activities. These activities include National Service Scheme (NSS) activities, awareness campaigns, blood donation drives, tree planting initiatives, science exhibitions, sports, cultural events, fieldwork, excursions, voter awareness programs, commemoration of national and international legendary figures and the celebration of significant events like Republic Day, Independence Day, Teacher's Day, Women's Day, Constitution Day and Yoga Day. One of the institution's key objectives is to promote professional ethics, moral awareness, and values such as "live and let live." The institution has also undertaken a survey to create a public biodiversity register (PBR) in association with the Nagar Panchayat, Dhanora. In terms of gender awareness and sensitization, the curriculum of social sciences and humanities plays a crucial role. The institution places a strong emphasis on ensuring the safety and security of female students through the establishment of committees such as the Discipline Committee and Sexual Harassment Prevention Committee.

Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrics(QIM) in Criterion2)	
2.1	Student Enrollment and Profile
2.2	Student Teacher Ratio
2.3	Teaching- Learning Process
2.3.1 QIM	Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences and teachers use ICT-enabled tools including online resources for effective teaching and learning process
2.4	Teacher Profile and Quality
2.5	Evaluation Process and Reforms
2.5.1 QIM	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 QIM	<i>Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website</i>
2.6.2 QIM	<i>Attainment of POs and COs are evaluated.</i> Explain with evidence in a maximum of 500 words
2.7	Student Satisfaction Survey

Qualitative analysis of Criterion 2

In order to help students develop independent, collaborative study and research abilities, teachers employ interactive and student-centered teaching and learning methods and strategies in addition to teacher-centric tactics like lecturing and dictating. The experiential teaching-learning is organized through industrial training, field visits, study tours, project work and conducting social surveys. Teachers keep an eye on experimental findings and related information. As part of Participatory Teaching Practices, the strategies like focus on small group interaction, group discussions, power point presentations, specialized resource persons are invited to give lectures and share their expertise and skills with the students etc. are followed in all departments. Continual evaluation helps the students to work upon their weak points and improve their performance. The college believes that ICT can help teachers teach more effectively and students learn more effectively. The institution understood that increasing student exposure to educational ICT through curricular integration might have a significant and favorable impact on students' academic performance. As part of inculcating "Knowledge Comprehension" and "Practical skill" across all subject areas, the faculty tries to foster critical thinking abilities, information literacy and collaborative working practices.

The college is enthusiastic to evaluate the development of the students in terms of academic achievements. Teachers and students are informed about the goals and significance of the course and program, in a formal manner through discussions, seminars and online display. To help the students to understand the relevance of the program and courses they are pursuing, the institution has developed a well-structured procedure for communicating the course and program outcomes to the students. The faculty carefully develop the program and course outcomes, which are then published on the institution's website.

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, Indian Knowledge System (IKS),including awareness about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident
3.3	Research Publications and Awards
3.4	Extension Activities
3.4.1 QIM	Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.
3.4.2 QIM	Awards and recognitions received for extension activities from government / government recognised bodies
3.5	Collaboration

Qualitative analysis of Criterion 3	
<p>The college promotes an ecosystem for dynamic activities for organizing, generating, collecting and transmitting data. The college is equipped with sufficient infrastructure and legacy of highly qualified and academically active faculty members. The College library proudly houses a wealth of reference books and journals, serving as an indispensable wellspring of knowledge. This resource-rich environment equips both teachers and students with the tools needed to explore their respective fields of study in depth. To enrich the academic experience, the college established the “RAIS” study group, representing the fields of Political Science, History and Sociology. This study group plays a pivotal role in organizing a series of enlightening events, including guest lectures, workshops and seminars that are specifically tailored to enhance our students' research abilities and promote the essential skills required for scholarly exploration. National Science Day holds a special place in the college calendar, offering a poignant moment to celebrate the spirit of scientific inquiry and innovation. Further, the college publishes annual college magazine. This gives a platform for students to articulate their thoughts and insights through articles, poems, and various other creative forms of expression.</p> <p>The NSS Unit is vibrant and is committed at preserving the environment and initiatives to maintain cleanliness in our surroundings. Health camps have</p>	

also been a significant part of our commitment to community welfare, with particular emphasis on vaccination campaigns during the challenging times of the COVID-19 pandemic. The college remembers the significant contributions and legacies of the national leaders like Mahatma Gandhi, Babasaheb Ambedkar, Mahatma Jotirao Phule, and Subhash Chandra Bose. The college is committed to the civic engagement like voter registration campaigns, where the students campaigned in the locality to participate people above the age of 18 in the electoral process, fostering a sense of responsibility and citizenship. During the challenging period of the COVID-19 pandemic, the college extended support to those in need by providing essential daily supplies. In 2021, when several villages in the district were grappling with flooding, the college undertook the vital task of delivering essential items to alleviate the suffering of the affected communities. Another notable initiative is campaigns to raise public awareness about the risks associated with alcohol and tobacco consumption. Street plays and cultural events that promote the ideals of "Ek Bharat Shrestha Bharat" are also actively cultivated, fostering unity and cultural exchange among our students. The National Service Scheme (NSS) of the college has received the 'District Level Excellence Award' from Gondwana University Gadchiroli.

Collaboration is very weak and there is no mention about the functioning of the two MoUs. The two MoUs mentioned in the SSR are not attached with the documents providing various activities undertaken during the last five years.

Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrics(QIM) in Criterion4)	
4.1	Physical Facilities
4.1.1 QIM	<p>The Institution has adequate infrastructure and other facilities for,</p> <ul style="list-style-type: none"> • teaching – learning, viz., classrooms, laboratories, computing equipment etc • ICT – enabled facilities such as smart class, LMS etc. <p>Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc (Describe the adequacy of facilities in maximum of 500 words.)</p>
4.2	Library as a Learning Resource
4.2.1 QIM	<i>Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students</i>
4.3	IT Infrastructure
4.3.1 QIM	<p>Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection</p> <p><i>Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words</i></p>
4.4	Maintenance of Campus Infrastructure

Qualitative analysis of Criterion 4

The college is situated in the tribal region of Gadchiroi district and the college campus area is 1.75 acres. College has Arts, Science and Commerce faculties The college has 07 classrooms and 01 seminar hall. Seminar hall in college is enable with ICT tools facilities like LCD Projector and CCTV Camera.

The college provided with library facilities having 7900 textbooks, 795 reference books, 36 journals, e - content in the form of CDs and e-Books. Library is partially computerized using LIBMAN software. There are five daily newspapers i.e., one English, one Hindi and three Marathi (Local language) beatify it. The College Library has 750 sq. ft. area with an attached reading room. A separate reading room is attached to library for the students which is having a seating capacity of 20 students and separate reading room is attached to library for the teachers having a seating capacity of 06 teachers. Book Bank facility is provided to the poor and intelligent students during the examination time. Books for competitive exams are also provided to the students. The library has used Integrated Library Management System i.e. LIBMAN Cloud Base Software is used in partially. Students can access OPAC services through the library and there are efforts being made to provide free access services like DOA I, DOA B, and Shodhganga etc.

The college has 06 laboratories. All laboratories are well equipped with good number of instruments. All the laboratories are designed as per the need of the subjects. Other basic facilities in the college campus include staff and student parking, drinking water coolers, first aid facility, CCTV Camera etc. College premises provides facilities for different sports, Yoga and cultural activities.

The administrative office of the college is equipped with computers that are used for administrative work through college management system (CMS). There is an internet connection with speeds of 100 mbps and LCD projector is being utilised for teaching purposes. The college has 14 computers and they are used in office and in various departments.

Criterion5 - Student Support and Progression (Key Indicator and Qualitative Metrics(QIM) in Criterion5)	
5.1	Student Support
5.2	Student Progression
5.3	Student Participation and Activities
5.4	Alumni Engagement
5.4.1 QIM	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 is not registered. But there are meetings organized every year. It is a good thing that around 70% students would get scholarships and freeships from the government of Maharashtra and other agencies. The number of students pursuing higher education is also less.

It is mentioned in the SSR that none of the students cleared competitive examinations like IIT/JAM/NET/SLET/GATE/GMAT/ GPAT/CLAT/CAT/GRE/ TOEFL/IELTS/ Civil Services/State government examinations etc. The college should take this matter seriously and coaching should be provided to students to appear and win in the competitive examinations.

Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrics(QIM) in Criterion6)	
6.1	Institutional Vision and Leadership
6.1.1 QIM	<i>The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.</i>
6.2	Strategy Development and Deployment
6.2.1 QIM	<i>The institutional perspective plan is effectively deployed and functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc</i>
6.3	Faculty Empowerment Strategies
6.3.1 QIM	The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression
6.4	Financial Management and Resource Mobilization
6.4.1 QIM	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 QIM	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

The vision of the College is to help the tribal and rural students for their social, intellectual, physical and mental development to enhance the quality of life. Its mission is to empower all sections of the locality. The College

Development Committee (CDC) is established in accordance with the Maharashtra University Act's guidelines. The college follows a decentralized, participatory management structure. The prospectus is uploaded to the institution's website. IQAC monitors and co-operates in the process of the Career Advancement Scheme (CAS). The Confidential Reports of non-teaching staff is prepared by the head of the institution and sanctioned by CDC for promotion to higher positions. The college has formed a Grievance Redressal Committee for faculty, staff, and students to redress their grievances to resolve.

Performance-based evaluations fall into two groups. Annual confidential report and performance-based appraisal system. Every year, the PBAS must be completed by each member of the teaching faculty. Every member of the teaching staff is required to First aid facilities are offered and made accessible in case of emergencies. Medical and other leaves are issued in accordance with legitimate needs. The College has established Bachat Gat to offer loan facilities to all of its faculty members. In order to improve the standard, IQAC assesses the teaching-learning process as well as other practices. Based on the IQAC's recommendations, the teaching-learning procedures are examined and improved.

Yet, there are no documents relating to the Strategic Plan of the institution. E-governance is only in rudimentary stage. Teachers are to be encouraged to attend conferences and workshops with financial assistance from the College. Participation of teachers in the professional development programmes are not up to the mark. Mobilization of funds for the development is very meager.

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

7.1	Institutional Values and Social Responsibilities
7.1.1 QIM	Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years. <i>Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words</i>
7.1.4 QIM	Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic 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 QIM	Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual
7.3	Institutional Distinctiveness
7.3.1 QIM	Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

Qualitative analysis of Criterion 7

The College conducts regular gender equity promotion programs. The male students maintain very cordial relationship with the female students. The college has a Separate NSS unit for the girl students. The college organizes self-defence training for girls' students to empower them. The college provides an inclusive environment for everyone with tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities. Different cultural activities organized in the college promote harmony towards each other. The college stands for plastic free and clean campus. This establishes positive interactions among people of different racial and cultural backgrounds. The college has ethical code for students and

teachers which has to be followed by each one of them irrespective of their cultural, regional, linguistic, communal socioeconomic and other diversities.

The best practice “Legal Empowerment of Women” is considered a best practice only partially because all the activities mentioned here are usual activities undertaken in all colleges. The next best practice “Preparation of People’s Biodiversity Register of Dhanora Town” has originality and it is commendable. The distinctiveness means a special programme undertaken by the college emphasizing different aspects of holistic development. The establishment of the college in a tribal belt is not all a distinctiveness.

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

Overall Analysis

Strength:

- 1) The college is well organised with dedicated management and competent faculty.
- 2) Besides regular teaching, the faculty is active in research, paper presentations, project work and publications.
- 3) IQAC is systematic in its coordination and intervention in academic matters.
- 4) Provision of education to the poor and unprivileged sections.
- 5) There is an emphasis on programs and activities related to environmental protection and biodiversity.
- 6) The college attracts more female students due to the safe environment within the campus.

Weaknesses:

- 1) It's challenging to engage students in motivated academic activities.
- 2) The College is yet to start innovative add-on courses.
- 3) Lack of usage of the English language would inhibit students from seeking jobs in prestigious Multinational Companies.
- 4) The college experiences a locational disadvantage in enhancing Institute-Industry connections.
- 5) No Collaboration with outside stakeholders like standard institutions and industries.

Opportunities:

- 1) There is scope for the introduction of more MoUs and job oriented new-gen programmes/courses.
- 2) Civil Service Forum may be launched for giving coaching for Civil Service Exam.

- 3) There is possibility of collaboration with industries and inculcating the culture of entrepreneurship among the youth.
- 4) There is ample possibility of introducing more add-on courses to impart additional skills.
- 5) There is scope for introducing vocational, value-added and skill-development programs to enhance students' employability.
- 6) There are ample opportunities to train students in sport-centric activities.
- 7) More advantages may be received by establishing culture-based activities like creating archives of folk traditions, tribal sciences and Indigenous knowledge systems
- 8) Some revenue model dedicated area-centric courses may be run to invite pan-India interests.
- 9) many components of NEP may be undertaken as nodal center-like translation into the mother tongue.

Challenges:

- 1) Generating resources for infrastructure improvement.
- 2) The students, in general, are less motivated in reading and usage of English.
- 3) To Establish an industry-institution interface
- 4) There is a need for more vocational/ skill-based courses.
- 5) To adapt to the continuous changes in the higher education sector.

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)

- Urgent steps should be taken to empower the students with employment and skill related programme with adequate infrastructure
- Self-appraisal of the teachers has to be evaluated properly and remedial measures be taken as per UGC norms.
- Language Laboratory may be established to facilitate English and other learning.
- Coaching should be given to students for appearing competitive examinations like NET, SLET, GATE, civil services etc.
- More infrastructural development is an urgent need and more computers and ICT are to be provided to the students.
- A counselling centre should be set up in the college to overcome the present-day mental stress and strains.
- Sports facilities may be developed looking at the potential of the students.
- More Collaboration is to be initiated for the development of job opportunities and more MoUs with corporate houses are to be implemented.
- Library should be fully automated and equipped with more books and e- resources.

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. HIMANSHU PANDYA	Chairperson	
2	DR. VENKATA CHALAM KURUMA	Member Co-ordinator	
3	DR. GILSON JOHN	Member	
4	Dr. N R Mohan	NAAC Co - ordinator	

Place

Date