



INSTITUTIONAL ASSESSMENT AND ACCREDITATION
(Effective from July 2017)

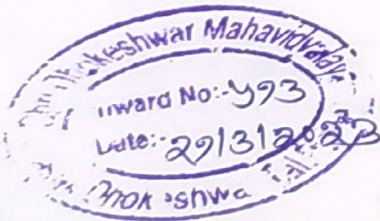
Accreditation - (Cycle - 3)

PEER TEAM REPORT ON
INSTITUTIONAL ACCREDITATION OF
AHMEDNAGAR JILHA MARATHA VIDYA PRASARAK SAMAJ'S SHRI
DHOKESHWAR COLLEGE
C-41808

Takali Dhokeshwar
Maharashtra
414304

To,
Staff,
opened Result &
Recommendation on 21/3/2023 (3.15 PM) — To IQAC

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15/03/2023

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
An Autonomous Institution of the University Grants Commission
P.O. Box No. 1075, Nagarbhavi, Bengaluru - 560 072, INDIA

15/3/23

Section I: GENERAL INFORMATION

1.Name & Address of the institution:	AHMEDNAGAR JILHA MARATHA VIDYA PRASARAK SAMAJ'S SHRI DHOKESHWAR COLLEGE Takali Dhokeshwar Maharashtra 414304	
2.Year of Establishment	1994	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:	3	
Departments/Centres:	3	
Programmes/Course offered:	13	
Permanent Faculty Members:	6	
Permanent Support Staff:	6	
Students:	853	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. The College has a special focus on providing higher education opportunities for rural and backward communities, especially for girls. 2. The College has introduced new faculties and courses, augmented its infrastructure. 3. The College has rain water harvesting facilities and the greenary of the campus is maintained.	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	Visit Date From : 14-03-2023 Visit Date To : 15-03-2023	
6.Composition of Peer Team which undertook the on site visit:		
	Name	Designation & Organisation Name
Chairperson	DR. ANIL CHHILLAR	Director,Maharshi Dayanand University
Member Co-ordinator:	DR. SURESHRAMANA MAYYA	Professor,Srinivas Institute of Management and Commerce Srinivas University
Member:	DR. ANIRUDHAN BHARGAVAN	Principal,Nehru Arts and Science College
NAAC Co - ordinator:	Dr. L. Manjunatha Rao	

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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	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

Jilha Maratha Vidya Prasarak Samaj's Shri Dhokeshwar College is an affiliated College of Savitribai Phule Pune University, Pune. The College offers 13 UG programs and two certificate courses, following the curriculum prescribed by the University. The Central Timetable Committee designs a timetable for all UG programs to be displayed on the college website, and faculty members contribute to framing the curriculum through workshops organized by the University. The College implements various teaching methods such as quizzes, demonstrations, and field visits to make the curriculum impactful and effective.

The College could offer more value-added courses, soft skills, job-oriented and certificate courses to provide additional support and employment opportunities to students. The College follows the Choice Based Credit System and Grading system prescribed by the affiliating University to offer academic flexibility to students. The syllabus for all programs is framed and revised every three years by the University. The College uses ICT tools, but there is a need to augment the facilities.

The College is sensitized about issues such as gender equality, human values, professional ethics, and environmental sustainability. It promotes initiatives such as the Nirbhay Kanya Abhiyan for self-defence training, workshops for girl empowerment, and Women's Empowerment Cell to promote gender equality. It also focuses on environmental sustainability with a solar power plant, tree plantation and energy conservation drives. The College collects feedback from all the stakeholders, but the plan of action should be more effective.

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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 using ICT tools
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	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

The College admits students on both a "first come first basis" and on merit basis and follows established rules and regulations. The College has a process to meet the learning needs of students, including a curriculum, extracurricular activities, and an action plan for effective implementation. Teachers are encouraged to innovate and modify teaching methods, and various resources are available, including magazines, journals, computers, and internet facilities, but there is a need to increase the facilities and usage.

Student performance is assessed through continuous internal evaluation (CIE), success in university exams and measures the attainment of pre-stated COs, PSOs, and POs. The faculty follows the CIE system, and the timetable for internal exams is displayed well in advance. The College uses digital platforms for online lectures and has some ICT facilities. Students are encouraged to participate in activities to enhance their soft skills, communication skills and problem-solving strategies. But it should be further strengthened.

The College follows the curriculum established by the Board of Studies of Savitribai Phule Pune University and communicates program outcomes to students through various modes. Assessments occur continuously throughout the semester and evaluate student knowledge, understanding, and consciousness. Personal counselling is available to help students choose the right programs. Hard copies of POs and COs should be displayed outdoors in all departments.

There are areas for improvement, including developing an integrated student management system, the need for more ICT-enabled classrooms, English communication courses and the introduction of computer related UG and some PG Programs.

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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 and has initiatives for creation and transfer of knowledge
3.3	Research Publications and Awards
3.4	Extension Activities
3.4.1 QIM	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 QIM	Awards and recognitions received for extension activities from government / government recognised bodies
3.5	Collaboration

Qualitative analysis of Criterion 3

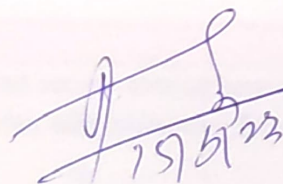
Only a few faculty members are involved in research and publication and the College has allocated limited funds for research activities to establish a research culture among students and teachers. The faculty has published three research papers on the UGC CARE list. Students have also participated in research competitions. The research eco-system has to be further strengthened.

The College actively participates in extension activities and outreach programs, collaborating with organizations such as NGOs and emphasizing the holistic development of students. The NSS and NCC units conduct extension activities that address local issues, and the College has focused on clean and green initiatives such as Swachh Bharat Abhiyan and increased tree plantation. The College has also conducted health, hygiene, and COVID protection awareness programs and adopted villages for regular and special camp activities. It provides opportunities for student volunteers to execute what they have learned in the curriculum related to sustainability.

The College has participated in the University Program and the University has granted permission for the establishment of innovation and start up cell. The College has participation in various activities among faculty and students, with the student welfare department organizing events and one faculty member has received the Best SDO award at the district level.

The College needs to improve in research and outreach programs. The College needs to develop a more relevant research publication culture among its teaching faculty, and more effort is required in order to improve the research culture. The College should continue prioritizing initiatives that promote sustainability and entrepreneurship and encourage innovation and active participation among faculty and students.

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Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrics(QIM) in Criterion4)	
4.1	Physical Facilities
4.1.1 QIM	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 QIM	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 QIM	Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection
4.4	Maintenance of Campus Infrastructure

Qualitative analysis of Criterion 4

The College has infrastructure and physical facilities for teaching, learning, and extracurricular activities. These facilities include classrooms, laboratories, seminar halls, multipurpose halls, library, computers, printers, LCDs, reprography, green boards, electric equipment, outdoor playgrounds, gymnasiums, fire extinguishers, CCTV cameras, water supply, toilets, ladies' common room and powerhouse. However, these facilities need improvement. The College has also constructed a girls' hostel, a partially automated library with a total collection of 13,611 books, a barcode system for book circulation with SOUL 3.0 software, and a digital library module for users to access syllabi, e-books, and newspaper clippings. However, more journals and magazines need to be subscribed.

The institution has updated its IT facilities yearly, and has central computer laboratory and supported by 100 Mbps internet connections. The campus has Wi-Fi coverage through nine routers at different locations. The College website offers academic support, easy access to information, and necessary links, and the College has an online admission process. The faculty members use ICT-enabled learning tools and the seminar hall is equipped with an LCD projector.

To promote a healthier environment, the College should encourage using more renewable energy sources, even though it has limited use of solar energy. Considering existing communication and transportation challenges, the construction of boys' hostels and staff quarters should be considered by the Management. The canteen facility needs improvement, and departmental libraries should be given special attention. Furthermore, developing a Book Bank facility will enhance academic resources.

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 College is dedicated to providing its students with a safe and secure atmosphere while promoting gender equality across all aspects of the institution, including admissions, administrative functionality, and academic

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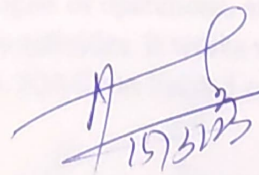
activities. To foster gender sensitivity, the College has implemented various measures, such as establishing an NCC wing to encourage female students and nominating an active female faculty member as in charge of the wing. Additionally, the NSS unit conducts numerous activities to promote gender sensitization and serve society. The College celebrates national commemorative days, events, and festivals to encourage unity, peace, love, and happiness among faculty, staff, and students.

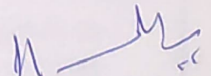
The College is committed to developing rural society and education with traditional values, as evidenced by various activities promoting ethical, cultural, and spiritual values among students and staff. The NCC and NSS units participate in social, cultural, and educational-related programs, while second-year undergraduate students are required to study environmental studies, and BA third-year students complete a project on local history and geography. Departments organize field studies and tours to visit industries within and outside the area. The students also organize cultural programs, showcasing state and national cultures, and learn about socio-cultural diversity during reciprocal visits. Some students have qualified for NCC "C" Certificates and a few NSS students have received awards.

Two of the College's best practices are Clean and Safe RO Drinking Water for Villagers and Green Campus. The College collaborated with the NGO 'Amhi Takalikar' to start a reverse osmosis (RO) water project, providing safe, pure, low-cost drinking water and reusing wastewater. The project also included digging water conservation CCT and KT wells and ponds to increase water storage. The College provides an average of four to five thousand litres of drinking RO water per day to the entire village at a rate of 50 Paisa/Litre. The Green Campus initiative is an eco-friendly program promoting sustainable development through environmentally-friendly practices and education. The practice involves the construction of botanical, lotus, cactus, and medicinal plant gardens, installing solar energy plants, water storage tanks, and rainwater harvesting projects. Students and faculty participate in activities such as tree plantation, vermiculture, ornamental flowering, medicinal plants, cactus plants and beekeeping courses.

The College has implemented alternate sources of energy and energy conservation measures such as a 15 KW Solar Energy Unit. Water conservation facilities include Rainwater Harvesting, Open-Well Recharge, Construction of Earthen Nala Bunds by NSS volunteers, and efficient maintenance of campus water bodies and distribution systems. The College has developed a Clean and Green Campus Policy Document to properly manage degradable and non-degradable wastes like Solid, E-Waste Liquid and Hazardous chemicals.

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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 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 QIM	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 QIM	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 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 College operates in accordance with its vision and mission, with governance and leadership that reflect its democratic principles and participative management. The institution has various committees responsible for decision-making, planning, and implementation of activities, comprising teachers, non-teaching staff, and students. However, the implementation strategy needs improvement. The College's focus on providing equal learning opportunities is evident in its efforts to increase library and e-resources, identify deprived students, and provide concessions for admission and examination fees.

The institution operates within government guidelines and pays annual affiliation fees for permanent and temporary courses. Various committees perform the College's functions, including the Executive Body, College Development Committee (CDC), and Internal Quality Assurance Cell (IQAC). The IQAC needs to be pro-active. The College's welfare measures for staff include various types of leave, medical reimbursement schemes, gratuities, pensions, provident funds, and loan facilities.

The institution has effective strategies for mobilizing and utilizing resources and funds from various sources, such as financial support from UGC and University for research projects and academic programs, grant in aid from the Government, fees collected from self-financing courses, endowments and scholarships, and contributions from the management. The institution ensures optimal utilization of resources by allocating financial resources to different heads and monitoring their utilization based on requirements.

The Internal Quality Assurance Cell (IQAC) is responsible for ensuring quality assurance in education. IQAC reviews the teaching-learning process, structures, and methodologies of operations, and learning outcomes at periodic intervals to record incremental improvements in various activities. It works with departments to improve policies, processes, and pedagogy for quality education. IQAC has limited contribution towards

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quality enhancement.

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	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 QIM	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 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

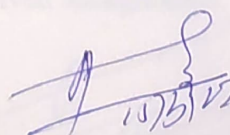
The overall atmosphere of the College is safe and secure for students in all respects. Students receive respect, equality, and opportunity in academic and management fields. The college campus is monitored 24 hours a day by CCTV surveillance. Installed fire extinguishers in necessary places such as offices and girls' hostel.

The College has been promoting gender equity in admissions, administrative functionality, and academic activities for the past five years. The institution has taken various measures to sensitize students and employees towards gender equality, such as creating an NCC wing to encourage girl students, and a women faculty member is nominated as in charge of the wing. Additionally, the NSS unit is conducting various activities to serve society and promote gender sensitization. The institution also celebrates national and international commemorative days, events, and festivals to promote unity, peace, love, and happiness among its faculty, staff, and students. Committees have been established to address grievances, prevent sexual harassment and ragging, and promote student well-being.

The College is committed to the development of rural society and education with traditional values. The College promotes an environment for ethical, cultural, and spiritual values among students and staff by organizing various activities. The College celebrates commemorative days to develop emotional and religious feelings and generate a sense of oneness and social harmony. Cultural and regional festivals such as teacher's day, rallies, oath, plantation, Youth Day, Women's day, Yoga day, local celebration day, and others are celebrated by the College and its faculty and staff. The NCC and NSS units of the College participate in various social, cultural, and educational-related programs. Second-year undergraduate students are required to study environmental studies, and BA third-year students complete a project on local issues of history and geography. Various departments organize field studies and tours to visit industries within and outside the area. The College's students organize cultural programs depicting State and National culture, and they also get the opportunity to know and understand the socio-cultural diversity during reciprocal visits.

Best Practice 1: Clean and Safe RO (Reverse Osmosis) Drinking Water for Villagers.

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The best practice discussed is implementing a clean and safe drinking water facility for villages in the Parner region of Maharashtra. Villages face water scarcity and often rely on wells, lakes, and bore wells for drinking water, which can contain harmful toxins and inorganic compounds. The College collaborated with the NGO 'Amhi Takalika' to start a reverse osmosis (RO) water project to provide safe, pure, and low-cost drinking water and reuse wastewater. The project also included digging water conservation CCT and KT wells and ponds to increase water storage. An average of four to five thousand liters of drinking RO water is provided per day to the entire village at a rate of 50 Paisa/Litre. The success of the project led to an increase in the groundwater level from 30% to 45% for agricultural purposes. The College also organizes cleanliness drives, health camps, tree plantations, and sports activities to create water conservation and management awareness.

Best Practice II: Green Campus

A Green Campus is an eco-friendly place that promotes sustainable development through environmentally-friendly practices and education. The objectives of a Green Campus are to provide a healthy and conducive learning environment, enhance the beauty of the campus, increase environmental awareness among stakeholders, and conserve trees during drought conditions. The practice involves the construction of botanical, lotus, cactus, and medicinal plant gardens, the installation of solar energy plants, water storage tanks, and rainwater harvesting projects. All stakeholders participate in various activities such as tree plantation, vermiculture, ornamental flowering, medicinal plants, and beekeeping courses. The evidence of success is the development of gardens, installation of solar projects, completion of the rainwater harvesting project, and the availability of shade for students to study and relax. The problems encountered are infertile soil, drought conditions, manpower, and water management. The resources required are a Green and Environmental Audit, plant sapling sales, and conservation and propagation of rare species. Despite these challenges, the practice has been successful in promoting sustainability and preserving flora and fauna on the College campus.

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

Overall Analysis

Strength:

- Visionary and supportive parent management.
- Support of experienced and well-established sister institutions.
- Neat, clean, green, and sound pollution-free environment.
- NCC, NSS, Earn and Learn, and other Students Welfare Schemes.
- Adequate library and infrastructure facilities.
- Internet connectivity of 100 mbps and wi-fi campus.
- Use of ICT by teaching faculty
- Green, hygienic campus with the maintenance of diversity of flora and fauna.
- Extension activities appreciated by affiliating University.
- Transparent admission policy
- Active NSS and NCC units.

Weaknesses:

- Students communication skills.
- Students and parents have a socially and financially deprived backgrounds.

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- The remote location from the city and fewer facilities in the village pose difficulties for staff and students.
- Temporary faculty is employed.
- Absence of Computer Science Programmes
- Inadequate Courses on Skill development, job-oriented and capacity enhancement courses.

Opportunities:

- Enhancement of career opportunities through alumni.
- The College can implement New Education Policy.
- Extension activities can be organized for the better social engagements.
- The institution can aim to achieve excellent performance in sports, co-curricular, and extracurricular activities.
- Faculty empowerment for research publications and projects.

Challenges:

- Students come from weaker socio-economic and rural backgrounds.
- Lack of government support for funding is a challenge.
- Strengthening the campus drive for placement.
- The curriculum needs to be designed for need, skill, and professional courses.
- Increasing the number of girl student admissions is a challenge.
- Lack of commuting facilities hampers regularities in teaching-learning.
- Financial stability, fee structure and maintenance expenses

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Signature of the Head of the Institution
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PRINCIPAL
Shri. Chanderkumar College
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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 start some PG Programs
- To strengthen Career Counselling and placement cell.
- Encourage faculty for higher qualification and to engage in research projects and publish papers.
- Increase job-oriented and need-based courses
- Career counselling and placement activities need to be strengthened
- Focus on enhancing students' communication skills and employability.
- Strengthen industry-academia connections for better job opportunities.
- Seek funding from agencies and industries to upgrade infrastructure and facilities
- Develop a comprehensive plan for the future development of the College.
- To conduct regular national/international academic events.

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

PRINCIPAL

Shri. Dhokeshwar College
Takali Dhokeshwar
Tal. Parner, Dist. Ahmednagar

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Sl.No	Name		Signature with date
1	DR. ANIL CHHILLAR	Chairperson	Chhillar 15/07/23
2	DR. SURESHRAMANA MAYYA	Member Co-ordinator	M
3	DR. ANIRUDHAN BHARGAVAN	Member	A 15/7/23
4	Dr. L. Manjunatha Rao	NAAC Co - ordinator	

Place

Date