



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

**Accreditation - (Cycle - 4)**

**PEER TEAM REPORT ON**

**INSTITUTIONAL ACCREDITATION OF**

**Arts, Science and Commerce College, Chikhaldara, District, Amravati (M. S.)  
C-42978**

**CHIKHALDARA**

**Maharashtra**

**444807**

**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:	Arts, Science and Commerce College, Chikhaldara, District, Amravati (M. S.) CHIKHALDARA Maharashtra 444807	
2.Year of Establishment	1996	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:	3	
Departments/Centres:	21	
Programmes/Course offered:	5	
Permanent Faculty Members:	33	
Permanent Support Staff:	10	
Students:	520	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. The college situated in tribal area 2. The college having qualified teaches with Ph.D 3. Conservation of rare and threatened medicinal plants	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 14-12-2023 To : 15-12-2023	
6.Composition of Peer Team which undertook the on site visit:		
	<b>Name</b>	<b>Designation &amp; Organisation Name</b>
Chairperson	DR. DAMODAR MISHRA	Vice Chancellor,HINDI UNIVERSITY Howrah
Member Co-ordinator:	DR. PROF NAGARAJA BC	Professor,Bangalore University
Member:	DR. EDWIN GNANADHAS	FormerPrincipal,St JOHNS COLLEGE OF ARTS AND SCIENCE
NAAC Co - ordinator:	Dr. Ruchi Tripathi	

## 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)

Criterion1 - Curricular Aspects (Key Indicator and Qualitative Metrics(QIM) in Criterion1)	
1.1	Curricular Planning and Implementation
1.1.1 QIM	<b>The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment</b>
1.2	Academic Flexibility
1.3	Curriculum Enrichment
1.3.1 QIM	<b><i>Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum</i></b>
1.4	Feedback System

### Qualitative analysis of Criterion 1

Arts, Science and Commerce college, Chikhaldara is located at an altitude of 1118m. The College follows the curriculum prescribed by the Sant Gadge Baba Amravati University, Amravati. The College is offering UG and PG programs that follow the CBCS curriculum. The college has 11 Ph.D programs. Implementation of the curriculum is planned through semester-wise departmental meetings, teaching plans, academic calendars, academic and administrative meetings, and conducting seminars, projects, fieldwork, extra revision classes, educational tours, and industrial visits. The college reviews the attainment of CO, PO, and PSO. Various student centric teaching methodologies are used for effective curriculum delivery. Co-curricular - and extracurricular activities are organized to supplement the curriculum in all the subjects. The teachers are encouraged to participate in training programs, refresher and orientation courses, FDP, summer schools, short-term courses, conferences, symposia, seminars, and workshops. College teachers contribute to the Design and Development of the University Curriculum as Members of the Board of Studies (BoS) of the parent University. The feedback regarding the design and review of the syllabus is collected every year from stakeholders - students, teachers, employers, and alumni, and takes the necessary measures for improvement. It is analyzed and action-taken reports are uploaded on the college website. The University designed curriculum and curriculum designed for various add-on and certificate courses including cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment, and Sustainability. The College also organizes various programs like awareness lecture series, poster making, rallies, webinars, etc. from time to time to sensitize and illuminate gender-based prejudices prevalent in our society. The college implements Environment Course for all streams, to make students aware of the importance and conservation of the environment. Students participating in the SWAYAM and MOOC courses are appreciated. E contents are developed by faculties of various department and uploaded in the college website.

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	<b>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</b>
2.4	Teacher Profile and Quality
2.5	Evaluation Process and Reforms
2.5.1 QIM	<b>Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient</b>
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

Student enrolment is done strictly by the guidelines provided by the state government and the university. The average percentage of full-time teachers against sanctioned posts is 85% and about 79% of full-time teachers have Ph.D. as their highest qualification. The faculties extensively carry out a variety of student-centric activities with the help of ICT-enabled tools such as computers, laptops, Google Classroom, tablets, Google Meet, YouTube, and Google spreadsheets, along with surveys, field visits, case studies, problem-based and inventive activities to enhance critical and creative thinking abilities of the students. The college & affiliating university has a Grievance Redressal Mechanism. Result Analysis is done every year and the results in external evaluation have been improving over the years. Attainment levels are well-mapped with POs, PSOs & COs. For the latest completed academic year, the pass percentage of final-year students stood at 75.80%. The mechanism of the internal assessment of the college is transparent and the grievance redressal system related to the internal examinations and assessment is time-bound and efficient functioning. All the examinations are conducted as per the guidelines given by the Parent University. The Programme Outcomes (POs) and the Course Outcomes (COs) for all courses offered by the college are identified and displayed on the college website. They are also communicated to all stakeholders of the college, particularly the staff and the students.

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	<b>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</b>
3.3	Research Publications and Awards
3.4	Extension Activities
3.4.1 QIM	<b>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.</b>
3.4.2 QIM	<b>Awards and recognitions received for extension activities from government / government recognised bodies</b>
3.5	Collaboration

Qualitative analysis of Criterion 3	
<p>The Research Committee provides guidelines to organize seminars, conferences, and workshops (including workshops on IPR and entrepreneurship). College is taking initiatives for the transfer of knowledge through the Center for Conservation and Propagation of Medicinal &amp; Aromatic Plants, Entrepreneurship Development and Industry Institute linkage Cell (EDIIL), Honey Processing Center, Research Club, Career Guidance Cell, Kho-kho Training Center and Library &amp; Information Center. 45 workshops/seminars/conferences on research methodology, Intellectual Property Rights (IPR), etc. conducted. 224 research papers in reputed Journals and 60 books/book chapters/papers in national/ international conference proceedings have been published. The Research Committee motivates them to participate in various science events organized by other institutions. Although the faculty members are making efforts to publish research articles and chapters in edited books, they should publish in high impact journal. The college has to take enormous steps in bringing in research culture among the students too. The college organizes various environmental awareness programs for protecting and conserving the environment. EDIIL organized certificate/add-on courses, workshops and training programs on the Making of Rakhi and Bomboo crafts. Entrepreneurship Development Workshop is also organized for women. Activities like Jagar Vivekachha, Mushroom Cultivation, Medical Check-up, Beekeeping Awareness, etc. are organized. 28 programmes under MoU/Collaborations/Linkage and field trips are conducted..During the last five years, the college has established Memorandums of Understanding (MoUs), links for internships, field trips, on-the-job training, research, and other academic activities with colleges and industries. The NSS engages in a wide range of extension activities to address issues of Gender, Environment, Save the Girl Child, Water Conservation, Blood Donation, Tree Plantation, Cleanliness, National Voter's Day Celebration, Voter's Awareness Rally, etc. The college shares its social responsibilities by organizing extension activities accordingly. One among the faculty Members is felicitated with two awards for contribution to wildlife conservation and is nominated in the Ecosensitive zone, Melghat Tiger Reserve, and Critical Tiger Habitat Management Committee. His two books are recommended for frontline staff for grassland management practices. Another teacher received the award from Manushybal Vikas Lokseva Akadami, Mumbai. Certain extension and outreach programs are recognized by KVIB (Maharashtra), local authorities, etc.</p>	

Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrics(QIM) in Criterion4)	
4.1	Physical Facilities
4.1.1 QIM	<p><b>The Institution has adequate infrastructure and other facilities for,</b></p> <ul style="list-style-type: none"> <li>• teaching – learning, viz., classrooms, laboratories, computing equipment etc</li> <li>• ICT – enabled facilities such as smart class, LMS etc.</li> </ul> <p><b>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.)</b></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><b>Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection</b></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	
<p>The institution is now existing in a rental building. As the campus situated in buffer zone of the Melghat Tiger reserve area, there are many obligations to be fulfilled to expand the infrastructure. The College strives to ensure adequate availability and optimal utilization of infrastructure. Funds required for upgrading the infrastructure are provided by the parent institution. The institution has 11.4 acres of land at Aladoh, a village near Chikhaldara. As for the college building (RCC structure) plan of construction is ready and efforts are going on to obtain several NOCs. The college has a fully automated library. The honey processing plant is operated on the campus. Women’s hostel, gym, and botanical garden are existing at Aladoh campus. Two power generators of 25 and 45 kVA and a portable one are in place as a standby power supply. An examination room, store room, underground water tank, an overhead tank with purifier for portable water, well-maintained toilet facilities, etc. are available. Olympic standard wrestling mats are available. On the college premises, an indoor table tennis room and chess facilities are available. MOUs have been signed with the neighboring Physical Education College through which their sports infrastructure like 200 meter Athletics track; Volleyball, Kabaddi, Kho-Kho courts, and Badminton hall are availed. The library is partially automated with KOHA open-source software with functions like Book Acquisition, Web OPAC, Circulation, Serial Control, MIS reports, etc. WINISIS is used to automate library services like Article Indexing and Digital Storage and retrieval. Besides this, the college has developed an E-Library Portal providing online free access to various Consortium, Digital Libraries, Institutional Repositories, Online Journals, Online Books, Gateway to Online Education, Online newspapers, Catalogues and databases, Special links for Marathi &amp; Hindi literature, Syllabus and Question Bank of affiliating university, etc.</p>	

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	<b>There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services</b>

#### Qualitative analysis of Criterion 5

The number of students progressing towards higher studies is 66.26 % of students who graduate each year. The number of students who benefited through scholarships offered by the institution even though increasing year-wise should be still further supported as most of the students belong to the remote villages of the District. The college has an effective student council. They can also be utilized in further development of the college in research. The number of students who benefited through the Career counseling and guidance cell is good in number. The institution can still make further efforts to make the students take up their competitive examinations. The placement activity of the students can be still strengthened. The number of students getting awards in sports and culture can be still enhanced. The College has a registered Alumni Association. The college has also ensured to give compressive representation from all the sectors in this Association for getting overall motivation, guidance, and support to current students in the college. The Association assures the financial support which enriches the academic and physical development of the college in general and the welfare of the students in particular. The alumni have provided financial assistance for the overall development of the college. College alumni prove to be a great help in admission to higher education drives. Alumni share their valuable views and experiences with college students which are very useful, motivational, and effective. This helps students to build confidence that they can also lead successful lives amidst their downtrodden economic background. Every year cash prizes of around 40 thousand rupees are given to the subject toppers.

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	<b>The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression</b>
6.4	Financial Management and Resource Mobilization
6.4.1 QIM	<b>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)</b>
6.5	Internal Quality Assurance System
6.5.1 QIM	<b>Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures &amp; methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities</b>

#### Qualitative analysis of Criterion 6

The institution has made all efforts to implement the suggestions put forth by the peer team during the first three cycles of accreditation. The college has a well-developed structure of Governance under the guidance of statutory bodies comprising of Governing Body, Finance Committee, and Academic Council, Board of Studies with participative management through decentralization. The management promotes transparency in the hierarchy, decision-making, and implementation of programs and policies. The administration involves all faculty and stakeholders at all levels of decision-making and implementation. Faculty development programs and welfare schemes are provided both to the teaching and non-teaching staff to enhance their knowledge and competency. The Management encourages the faculty to pursue quality research by providing financial support. It motivates the staff to actively participate in National and International Seminars/workshops and to publish papers. Self-appraisals of faculty are prepared to assess their knowledge, behavioral aspects, punctuality, work culture, and interpersonal relationships. The institution ensures transparency with a clear budgeting, auditing, and accounting system in financial management. It also conducts annual internal and external audits. Internal Quality Assurance Cell frames necessary policies to enhance quality in all academic aspects of the institution and prepares an action agenda based on the report of individual departments, adhering to the vision and mission of the college. IQAC collects feedback from stakeholders and evaluates the performance of the teaching and non-teaching staff as well as the amenities and infrastructure of the college. Every teacher is informed about the feedback, and action is taken smoothly to settle the matter. As soon as the results are declared IQAC holds a review meeting and analyses the results compared with the records and prepares a detailed report. This report shows the list of students along with the pass percentage of each subject lecturer-wise, subject-wise and department-wise. The IQAC has taken steps to strengthen student progression, consultancy activities, research, and mentor–mentoring system



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	<b>Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.</b>  <i>Describe the gender equity &amp; sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words</i>
7.1.4 QIM	<b>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)</b>
7.2	Best Practices
7.2.1 QIM	<b>Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual</b>
7.3	Institutional Distinctiveness
7.3.1 QIM	<b>Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words</b>

Qualitative analysis of Criterion 7	
<p>The college takes proper measures to safeguard the dignity and safety of the female students. Celebration of National Festivals and programs on culture and heritage promote National Integration. The celebration of days of eminent personalities and national festivals through NSS are organized for an inclusive environment. It helps to develop tolerance and harmony towards culture, region, languages, and communal, social, economic, and other diversities. Various 'Go Green' activities are conducted to sensitize students towards environmental consciousness and a green lifestyle. The College has installed CCTV cameras to maintain continuous surveillance. The college has an internal complaint committee that includes faculty members, representatives of the police department, local women representatives, and student representatives. The college has a separate discipline committee and anti-ragging committee to ensure the safety of students and teachers. The Eco-friendly initiatives are appreciable. The efforts taken to promote education among the tribal students are appreciated. The college can think of and implement practices that make it distinctive from others. The college having two best practice, one on "Eco-friendly practices" and another one on 'Encouragement of Tribal students in higher education'. The college distinctiveness is 'Nourishing the students for employment opportunities'.</p>	

<b>Section III:OVERALL ANALYSIS</b> based on Institutional strengths.Weaknesses,Opportunities & Challenges(SWOC)(up to 500 words)	
Overall Analysis	
<b>Strength:</b>	
All Programs are Permanently affiliated	
Eleven Research centres are available.	
Gender equity is encouraged on campus.	

Proper implementation of academic calendar and mapping of PO, PSO, and CO.

Green practices are strongly initiated.

Support from Alumni is notable.

Outreach activities are appreciable.

Ability enhancement programs are conducted in a systematic manner.

**Weaknesses:**

Tribal and remote regions with limited resources

Economically weaker background of students

Limited funds for research, sports, and infrastructure

Locational disadvantage for strengthening academia-industry linkages

**Opportunities:**

The college operates under the Government of Maharashtra, so comparatively, the fee structure is nominal. Thus, most of the students from economically backward families can utilize the opportunity for their individual growth.

Research activities can be strengthened

Additional PG programs can also be introduced.

Implementation of the New Education Policy (NEP)

**Challenges:**

Inadequate hostel facility for tribal and socially backward students

Financial and other resource mobilization

To obtain CSR funds for college development

Inadequate accessibility and connectivity in terms of conveyance and communication

Hyperintense weather

#### **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)

- Improvement in Gross Enrolment Ratio and Reduce drop out rate
- Construction of college building, student hostel and staff quarters shall be established in newly acquired 11.4 acre land
- Establishment of Incubation centre and Skill development centre
- Add-on courses/ Diploma/Certificate courses on Wildlife Naturalist, Bamboo craft, Apiculture and Medicinal Plant Conservation shall be initiated.
- Establishment of hostel facilities for students and staff quarters
- Start B.Sc. Zoology and M.Sc. Wildlife Management program shall be initiated in association with Forest Department.
- Construction of college building, student hostel and staff quarters newly acquired 11.4 acres land.
- Smart classrooms should be increased
- Transportation facilities need to be provided to improve GER
- Linkages with forest and Agri based industries

**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. DAMODAR MISHRA	Chairperson	
2	DR. PROF NAGARAJA BC	Member Co-ordinator	
3	DR. EDWIN GNANADHAS	Member	
4	Dr. Ruchi Tripathi	NAAC Co - ordinator	

Place

Date