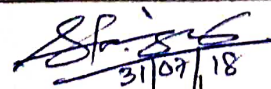
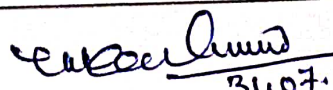


**PEER TEAM REPORT ON
INSTITUTIONAL ACCREDITATION OF SAAS&C COLLEGE
Place : Chikhaldara Pin: 444807 State: Maharashtra**

Section I: GENERAL	Information
1. Name & Address of the Institution:	Sipna Shikshan Prasarak Mandal's Amravati Arts, Science & Commerce College, Upper Plateau, Near Government Garden, Chikhaldara, Amravati District, Maharashtra, India - 444807.
2. Year of Establishment:	1996
3. Current Academic Activities at the Institution (Numbers):	
• Departments/ Centres:	19
• Programmes/ Courses offered:	UG - 03 PG - 01
• Permanent Faculty Members:	33
• Permanent Support Staff:	11
• Students:	585
4. Three major features in the institutional Context (As perceived by the Peer Team):	<ol style="list-style-type: none"> 1. Catering to the needs of rural/tribal students in remote border and mountainous area 2. Propagation and conservation of medicinal and aromatic plants 3. Providing skills by way of training entrepreneurial skills to the students and local public
5. Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	30 th and 31 st July, 2018
6. Composition of the Peer Team which undertook the on- site visit:	
Chairman:	Prof. (Dr.) Vijaya Laxmi Pandit Pro Vice Chancellor Delhi.
Member Co-ordinator :	Prof. Sumpam Tangjang Professor, Department of Botany, Rajiv Gandhi University, Rono Hills-791112, Doimukh, Aruncachal Pradesh.
Member :	Dr. Ch. Masthanaiah Principal, D.K. Govt. College for Women(A), Nellore-524001 Andhra Pradesh.
NAAC Co-ordinator	Dr. Devender Kawday, Dy. Adviser, NAAC, Bangalore, Karnataka

Chairman
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 (SUMPAM TANGJANG)
 MEMBER COORDINATOR


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 (DR. CH. MASTHANAIH)
 Member

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 (Q₁M) in Criterion I)**

1.1.	Curricular Planning and Implementation :
1.1.1 Q₁M	The institution ensures effective curriculum delivery through a well planned and documented process
1.2	Academic Flexibility:
1.3	Curriculum Enrichment:
1.3.1 Q₁M	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 I (300 to 500 words)

Being an affiliated college, it has to follow the syllabus designed by the University. Exercise is being done by the teachers in the preparation of Curricular plans for the effective delivery of allotted curriculum within the specified time limits. Teachers are maintaining Teaching diaries and they are periodically checked by the Principal. Feedback is also taken from the students. Thus, the recommendation of the Peer Team in its visit in 2012 is implemented by the institution. Though the college has no autonomy in designing the syllabus, some teachers are participating in the process in the capacity of members on Boards of Studies. As a part of the curriculum, the teachers are conducting student seminars, group discussions; quiz programmes for the benefit of the students. Slow learners are taken care of properly by offering remedial coaching. The advanced learners are also encouraged by assigning project works to satisfy their thrust for learning. Nearly 40% of the teachers are recognised as research supervisors. The institution is in the habit of arranging industrial visits and field works for better understanding and visualisation of the subjects by the students. The Environmental studies as a core course and ethno-botany as a certificate course offered by the college creates awareness on Biodiversity, pollution-free environment among the students. Being in Hill station, it has been maintaining Ethno-Botanical garden for endangered and medicinal plants. The institution has been celebrating various days of national and international importance to inculcate values, leadership qualities, patriotism and unity among the students. It has Women Empowerment & Grievance Redressal Cell to resolve the issues relating to gender disparity. The institution has conducted One week Course only on Personality Development to focus on professional ethics for 139 students in 2017-18. It has not initiated any course to impart human value on a continuous basis. The activities organised by the Women Empowerment Cell are limited only to the students of the institution and not extended to the local communities. Self-defence training and legal awareness programs are not conducted by the Women Empowerment Cell. The College has not introduced any new course during the last 5 years.

**Criterion 2 – Teaching-Learning and Evaluation
(Key Indicator and Qualitative Metrics (Q₁M) in Criterion II)**

2.2	Catering to Student Diversity:
2.2.1 Q₁M	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:

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2.3.1 Q ₁ M	Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences
2.3.4 Q ₁ M	Innovation and creativity in teaching-learning
2.4	Teacher Profile and Quality:
2.5	Evaluation Process and Reforms:
2.5.1 Q ₁ M	Reforms in Continuous Internal Evaluation(CIE) system at the institutional level
2.5.2 Q ₁ M	Mechanism of internal assessment is transparent and robust in terms of frequency and variety
2.5.3 Q ₁ M	Mechanism to deal with examination related grievances is transparent, time-bound and efficient
2.5.4 Q ₁ M	The institution adheres to the academic calendar for the conduct of CIE
2.6	Student Performance and Learning Outcomes:
2.6.1 Q ₁ M	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 Q ₁ M	Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution
2.7	Student Satisfaction Survey:

Qualitative analysis of Criterion II (300 to 500 words)

The newly enrolled students are addressed by the Principal creating awareness on teaching, learning, evaluation process and various student support services offered in the college. Through the Entry Level Test, slow and advanced learners are identified and the teacher-mentor under 'Palak Yojana' will take special efforts to bridge the gaps. Advanced learners are encouraged to realise their full potential by way of providing them extra reading material and guiding them to browse e-resources. Some departments have introduced MOODLE for e-learning. In spite of the low connectivity problem, the institution has Wi-fi enabled departments and allowing the students to access e-resources. Allotment of Project works and establishment of Research Laboratories ignite research aptitude among the students. English language lab and ethno-botanical garden in the college also help the students in enhancing their learning skills. Majority of the teachers are Doctorates and they are allowed to update their knowledge by attending to various courses. The college has 4 ICT enabled class rooms and all the teachers are using ICT for effective teaching. The College magazine 'PAHAT' provides platform to the students to exhibit creativity and expression of ideas. Visit to rural areas, farms, tribal villages are arranged for the visualisation of the socio-economic conditions they have learnt in the class rooms. Continuous Internal Evaluation system in the form of written tests, library notes, short quizzes, extension works, assignments, field works etc., is followed as per the time schedule specified in the Annual Curricular Plans. There is periodic monitoring of the students on their overall progress through Parent-Teacher Association. The students are well informed about the examination and evaluation criteria. The evaluated papers, assignments, project works are shown to students and grievances if any are rectified by the Grievance Redressal Cell. The students can get a photocopy of the answer sheet for revaluation purpose. The students informed about the Programme, Specific Programme and Course Outcomes as they are displayed on the notice board and website. The attainment of the course outcomes is evaluated on the basis of University results. With regard to the revaluation, there is no analysis, to know the percentage of dissatisfaction among the students on the method of evaluation. Programme outcomes lead the students to go for higher education and sometimes for employment. Such type of evaluation is not being done by the institution.

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Criterion 3 – Research, Innovations and Extension (Key Indicator and Qualitative Metrics (Q₁M) in Criterion III)	
3.1	Resource Mobilization for Research
3.2	Innovation Ecosystem
3.2.1 Q ₁ M	Institution has created an eco system 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 Q ₁ M	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	Collaborations:

Qualitative analysis of Criterion III (300 to 500 words)
<p>The college is located in a beautiful hill station where rare species of medicinal and aromatic plants are available. It has a Centre for Conservation and propagation of these plants with an objective of their identification, collection and preservation. The management is encouraging research attitude among the students by providing fund to the tune of Rs.10,000 per project. Honey Bee Keeping and Processing Centre maintained by the institution provide training to the local aspirants and create awareness on conservation of forest and environment. The institution is providing a platform for the transfer of knowledge from college to industry and in turn organising skill development training by entrepreneurs for the benefit of the students and local public. The institution's extension activity 'Say No to Plastic bags' guided the local authorities to declare ban on the usage of plastic bags in the town. The college NSS unit apart from its regular activities conducted residential camps to familiarise the life-style and culture of tribal habitants and to help the community by way of creating awareness on cleanliness and mal-effects of open defecation. The institution is maintaining Weather Observatory giving information to 21 beneficiary institutions. The college has been helping the local community by providing them knowledge on latest methods of honey collection and processing in most scientific way. Construction of water bunds in rivulets, development of Grass meadows by Department of Environmental Studies and processing honey at minimal cost by the Department of Apiculture, organisation of Yoga and Medication camps on regular basis are examples of Community development by the college.</p>

Criterion 4 – Infrastructure and Learning Resources (Key Indicator and Qualitative Metrics (Q₁M) in Criterion IV)	
4.1	Physical Facilities:
4.1.1 Q ₁ M	The institution has adequate facilities for teaching - learning viz., classrooms, laboratories, computing equipment, etc
4.1.2 Q ₁ M	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 Q ₁ M	Library is automated using Integrated Library Management System (ILMS)
4.2.2 Q ₁ M	Collection of rare books, manuscripts, special reports or any other knowledge resource for library enrichment
4.3	IT Infrastructure:
4.3.1 Q ₁ M	Institution frequently updates its IT facilities including Wi-Fi

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4.4	Maintenance of Campus Infrastructure:
4.4.2 Q ₁ M	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 IV (300 to 500 words)

There is good support from the parent institution for the extension and modification of infrastructure. The college is providing hostel facility for girl students in its own building constructed in its own land. It has sufficient infrastructure for accommodating class work, laboratories and faculty. Common rooms are maintained for boys and girls separately. The common room for girls' is provided with the vending machines for maintaining hygiene. The college is encouraging students by providing facilities for indoor games viz., Table Tennis and Chess. Courts are laid down for outdoor games viz., Kabaddi, Volley ball and Kho-Kho. It has been making use of the playgrounds of Some Government Departments in addition to its own playground. One Hall with Audio and Video facility is available for conducting cultural activities. The library has been automated since 2012-13 academic year by using WINISIS and LIBMAN LMS software for Article indexing, Bar coding, Digital storage and Retrieval etc. The institution is providing access to students to browse books, e-journals under N-List. The college has been upgrading its IT facilities including Wi-Fi periodically. It has been provided with sufficient number of computers by its parent institution. AMC is arranged for proper maintenance of IT facilities. The institution is equipped with two generators of 25 and 42 KV respectively in order to overcome the difficulties of frequent Power Cuts. IQAC is playing a pivotal role in the development of infrastructure. Various committees are constituted to give feedback to IQAC to take necessary decisions for the proper upkeep of infrastructure and equipment available in the institution. Though the College was established in 1996, still it is continuing in rented premises. Rare Books and manuscripts of any importance are not available in the library. Indoor games facilities are not provided in the girls' common room.

**Criterion 5 - Student Support and Progression
(Key Indicator and Qualitative Metrics (Q₁M) in Criterion V)**

5.1	Student Support
5.2	Student Progression
5.3	Student Participation and Activities:
5.3.2 Q ₁ M	Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution
5.4	Alumni Engagement:
5.4.1 Q ₁ M	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 V (300 to 500 words)

Student Council is constituted with meritorious students. But students are nominated to various committees. The students participate in the organisation of functions on various occasions. The college has a registered Alumni Association. Students are benefited by the alumni in the form of career guidance, books and sponsorship prizes. Alumni members also guide the students as resource persons. The enrolment of alumni in the association is very less and the attendance at the meetings is also poor. The role of Alumni is very nominal and no concrete works are being undertaken by it. Construction of Alumni house is appearing in the objectives of every meet but it is not yet materialised. Financial assistance is also negligible. But its accounts are being audited ensuring transparency.

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Criterion 6 – Governance, Leadership and Management (Key Indicator and Qualitative Metrics (Q_iM) in Criterion VI)	
6.1	<i>Institutional Vision and Leadership:</i>
6.1.1 Q_iM	The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the Institution
6.1.2 Q_iM	The institution practices decentralization and participative management
6.2	<i>Strategy Development and Deployment:</i>
6.2.1 Q_iM	Perspective/Strategic plan and deployment documents are available in the institution
6.2.2 Q_iM	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 Q_iM	Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions
6.3	<i>Faculty Empowerment Strategies:</i>
6.3.1 Q_iM	The institution has effective welfare measures for teaching and non-teaching staff
6.3.5 Q_iM	Institution has Performance Appraisal System for teaching and non-teaching staff
6.4	<i>Financial Management and Resource Mobilization:</i>
6.4.1 Q_iM	Institution conducts internal and external financial audits regularly
6.4.3 Q_iM	Institutional strategies for mobilisation of funds and the optimal utilisation of resources
6.5	<i>Internal Quality Assurance System:</i>
6.5.1 Q_iM	Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes
6.5.2 Q_iM	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 Q_iM	Incremental improvements made during the preceding five years (in case of first cycle) Post accreditation quality initiatives (second and subsequent cycles)

Qualitative analysis of Criterion VI (300 to 500 words)

College Development Committee, IQAC, Staff council works for the achievement of the goals of the institution under the apex governing body i.e., Sipna Shikshan Prasarak Mandal, Amravati. Along with the faculty, students, representatives of the parent institution, the local elite are also given opportunity to be the members of the above said committees in the realisation of institution's vision. Necessary authority is given to the respective committees for the implementation of assigned tasks. Well defined procedures are being followed in the institution for the implementation of decisions. The stakeholders are given due importance in making decisions. The college could complete so many activities but the documents on perspective strategic plan are not available. The efforts of the college for the enhancement of enrolment are praiseworthy. The institution has well defined organisation structure with Board of Directors, College Development Committee, Principal, Staff Council and IQAC. The service rules, procedures regarding recruitment, promotion are governed by the State Government rules of Maharashtra and directions of UGC, New Delhi. The institution has also

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taken care of the redressal of the grievances of staff, students and women in a structured way. IQAC is given top priority in making decisions relating to expansion and up gradation of infrastructure in the institution. In addition to the implementation of welfare schemes which are mandatory as per Government rules, the college operates cooperative store for the benefit of staff and students. It is also maintaining Credit Cooperative Society to provide monetary help to the staff on need basis. The institution is following Academic Performance Indicator system developed on the basis of UGC guidelines. The performance is reviewed in terms of teaching abilities, research aptitude of the teachers and proper motivation is given to them by IQAC. External audit is conducted by a registered Chartered Accountant annually for the past 5 years. The College has been receiving funds from State Government for salaries and student scholarships, from UGC for infrastructure augmentation. IQAC has been playing a predominant role in the development of infrastructure and in conducting workshops for the benefits of staff as well as students. The IQAC has a system of periodical review of academic and administrative matters with the Faculty Coordinators nominated from the three streams, i.e., Arts, Science and Commerce. MOODLE is introduced as reform in the teaching learning process in the academic year 2017-18. With the efforts of IQAC, English Language Lab, Wi-Fi enabled campus are made available to the staff and students. More number of teachers is awarded Doctorate Degrees. Entrepreneurship Development and Industry linkage Cell has been established. But there is no Performance Appraisal System for non-teaching staff. The college has not instituted any internal audit system to check the procedures. No efforts are initiated by the institution to mobilise funds from outside agencies other than UGC. The institution has not participated in NIRF ranking.

Criterion 7 – Institutional Values and Best Practices (Key Indicator and Qualitative Metrics (Q_iM) in Criterion VII)	
7.1	<i>Institutional Values and Social Responsibilities:</i>
	<i>Gender Equity</i>
7.1.2 Q_iM	Institution shows gender sensitivity in providing facilities such as: a) Safety and Security b) Counselling c) Common Room
	<i>Environmental Consciousness and Sustainability</i>
7.1.5 Q_iM	Waste Management steps including: • Solid waste management • Liquid waste management • E-waste management
7.1.6 Q_iM	Rain water harvesting structures and utilization in the campus
7.1.7 Q_iM	Green Practices • Students, staff using a) Bicycles b) Public Transport c) Pedestrian Friendly roads • Plastic-free campus • Paperless office • Green landscaping with trees and plants.
	<i>Differently abled (Divyangjan) friendliness</i>
	<i>Inclusion and Situatedness</i>
	<i>Human Values and Professional Ethics</i>
7.1.18	Institution organizes national festivals and birth / death anniversaries of the great

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Q ₁ M	Indian personalities.
7.1.19 Q ₁ M	The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions
7.2	Best Practices:
7.2.1 Q ₁ M	Describe at least two institutional best practices (as per NAAC format)
7.3	Institutional Distinctiveness:
7.3.1 Q ₁ M	Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

Qualitative analysis of Criterion VII (300 to 500 words)

The college is protected by chain-link fencing. Boys and girls have separate common rooms. Sanitary Napkin Vending machines are installed in the Girls' common room. Counselling is done at the time of admissions. Management of solid and liquid waste is done with the help of local bodies. Waste furniture is used for remaking. E-waste is disposed off through Government authorised agencies. Rainwater harvesting system is installed with a capacity of 3.5 lac litres of water. The water is being used for hostel purpose and for watering the plants. Grass Meadow Development an outreach activity makes efforts for the increase and upkeep of plantation in the forest regions. The initiative of 'Say No to Plastic' by the college resulted into a ban on the use of plastic bags in Chikhaldara. Making of cloth bags with the collected old clothes to avoid use of plastic bags by the local public and tourists is noteworthy. E-office is not practised in the institution. The institution is celebrating national festivals and organising activities on the birthdays and death anniversaries of great leaders. To increase the enrolment, the practice of visiting the junior colleges well in advance creating awareness among the students and their parents about higher education with the help of present and old students is showing good results. Institution of Best Student Award to ignite competitive spirit is also a good practice. The practice of carrying out field surveys, identification of medicinal and aromatic plants in the forest regions, training forest field staff for grasslands management shows the institution's concern for protection of biodiversity in the region of Melghat. Participating Paryatan Mahotsava every year to create awareness on energy conservation and use of non-conventional energy sources is also a good initiative by the institution. Training on Bamboo crafts, Conducting workshops on LED Lamp fabrication in collaboration with local NGO and affiliating university respectively, training on Honey bee keeping and providing honey processing services are skilling initiatives to enable the students to become entrepreneurs without much difficulty.

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Section III: OVERALL ANALYSIS based on *Institutional Strengths, Weaknesses, Opportunities & Challenges (SWOC) (300 to 500 words)*

<p>Strength</p>	<ol style="list-style-type: none"> 1. Strong support from the parent institution. 2. Committed and resourceful teaching faculty with a good number of teachers with Doctorate degrees 3. The participation of the students in National and International events in spite of inadequate sports infrastructure 4. Location of college in the place where a wide range of florals can be available in abundance 5. Team work with good morale is apparent in the institution 6. Good teacher-students relationship under 'Palak Yojna' system 7. Well maintained library equipped with LMS giving access to the students for E-learning resources.
<p>Weakness</p>	<ol style="list-style-type: none"> 1. Rented accommodation even after 22 years of its inception 2. High rate of drop-outs 3. Inadequate sports infrastructure 4. No transportation facility 5. Meagre participation of girls' students in sports activities
<p>Opportunities</p>	<ol style="list-style-type: none"> 1. Research can be extended to all the departments 2. Funds can be mobilised from state government under SC/ST sub-plans and other funding agencies other than UGC. 3. Students may be provided with coaching for competitive examinations and other Common Entrance Test to go for higher education. 4. Introduction of new PG programs in Apiculture and M.Com to enable the students complete their post-graduation.

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Challenges	<ol style="list-style-type: none"> 1. The attitude and superstition of the tribal population 2. The rules and restrictions laid down by CIDCO for the construction of college buildings 3. Hostel facilities for boys 4. Less number of feeder colleges in the Tehsil. 5. Adverse weather and climatic conditions
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Section IV: Recommendations for Quality Enhancement of the Institution
(Please limit to <i>ten major ones</i> and use telegraphic language) (It is not necessary to indicate all the ten bullets)
<ul style="list-style-type: none"> • Bridge Programs must be conducted to fill the knowledge gaps of the students • Student-centric teaching methodology must be adopted to draw the attention of the students thereby reducing the drop-out rate • Efforts should be made for installation of solar energy • Gym equipment should be procured and installed in the building meant for the purpose. • The parent institution should expedite efforts to get permission from CIDCO for the construction of buildings in their own campus • The institution is advised to register for NIRF (National Institution for Ranking Framework) • Evaluation of program outcome should be done on the basis of students going for higher education as well as going for self and other employments and not only on the basis of results • The institution is advised to apply to the various funding agencies other than UGC • The institution should make efforts to encourage the students to come up with more innovative ideas using the locally available medicinal and aromatic plants leading to opportunities for start-ups.

I have gone through the observations of the Peer Team as mentioned in this report.



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Signature of the Head of the Institution
 PRINCIPAL
 Art, Science & Commerce
 College, Chikhaldera
 Seal of the Institution

Signatures of the Peer Team Members:

Sl. No	Name		Signature with date
1	Prof. Dr. Vijay Lakshmi Pansit	Chairperson	 31.7.18
2	Prof. SUMPAM TANKIJIJI	Member Co-ordinator	 31/7/18
3	Prof. CH. MASTHANAH	Member	 31.07.18
4	Dr.	NAAC Co-ordinator	

Place: Chikhaldera

Date: 31.07.2018