

**REPORT OF THE PEER TEAM**  
*Institutional Accreditation of*  
**Shrikrishnadas Jajoo Grammeen Sewa**  
**Mahavidyalaya, Pipri, Wardha, Maharashtra,**  
**Visit Dates : 10<sup>th</sup>-11<sup>th</sup> September 2003**

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**Section 1: Introduction**

Shrikrishanadas Jajoo Grameen Sewa Mahavidyalaya, Pipri, Wardha, started its career in 1961 as a Rural Institute many of which were launched in different parts of the country during the early sixties. Rural Institutes represented a different type of higher education centers mainly meant for the all-round development of the rural youth. New village-based, interdisciplinary courses were designed in these institutions to achieve the desired result. However, due to pressure of changing times only few Rural Institutes could survive in their original form. SJGS Mahavidyalaya itself is an example. Though it continues to conduct courses in rural services, the college underwent transformation twice during its 4-decade old existence - first becoming College of Rural Services and then assuming its present



structure and form. However, it has retained much of its original characteristics.

SJGS Mahavidyalaya is affiliated to Nagpur University and is truly rural in its location and intentions. It is a single-faculty, small institution with about 280 students and 10 regular faculty, one of which is a Ph. D. holder. In addition, there are 5 temporary teachers to cater to additional teaching needs. With nearly 70 acres of land, the campus is vast and the infrastructure already built up is adequate for the present needs. The college got UGC recognition under 2f in 1993 and under 12B in 2000. It can be said that the Mahavidyalaya is now all set to develop as an aided degree college in whatever direction it chooses to grow.

The Peer Team noted with pleasure that the authorities have recognized the unique status and history of their institution and the need to build it up further on the basis of their strong points and at the same time eliminate the weaknesses, both in-built and inherited in the course of time. That they welcome an impartial, academic assessment regarding the present functioning and future potential of the college is indeed a good sign. With an intense desire to march ahead in the new, dynamic national higher education panorama, the Mahavidyalaya prepared a self-study report and submitted it to National Assessment and Accreditation Council (NAAC) which then constituted a Peer Team for the assessment of the college. The Team consisted of the following:

Dr. A. N. P. Ummerkutty,  
Former Vice Chancellor of Calicut University,  
Temple Gate P. O., Thalassery, (Chairman)





Prof N. G. Sabhahit, Former Principal,  
Bangur Nagar Arts, Science and Commerce College,  
Dandeli, Karnataka, (Member) and

Dr. J. V. Dave  
Professor and Head, Dept of English,  
North Gujarat University, Patan,  
Gujarat (Member)

Shri Ganesh Hedge, Assistant Advisor, NAAC  
Co-ordinated the work of the Team very smoothly and efficiently.

The Peer Team visited the Mahavidyalaya on 10<sup>th</sup> and 11<sup>th</sup> September 2003. Before arriving at the institution, the team members thoroughly studied the self-study report and other documents sent to them. During their stay in the campus, they visited all the facilities available, including the classrooms, central library, sports amenities, guesthouse, gymnasium etc. They also held detailed discussions with the Principal, the Management, the faculty members, representatives of students and non-teaching staff alumni parents and others concerned. The team also perused documents displayed. Based upon all the above, the Peer Team has prepared the following report.

## Section 2: Criterion-wise Analysis

### Criterion I - Curricular Aspects

The college offers a single UG Programme, namely B.A. Rural Services. The course is of a unique nature based on "Rural Institute" concept envisaged in Dr. Radhakrishnan Commission's recommendations on Rural Universities and the subsequent DR. Shrimali Committee's Report.





Originally designed to suit the requirements of Community Development with Education, Research and Extension as the operating tools, the course is the only one of its kind in the entire Vidarbha Region and it reflects and fulfils to a large extent the vision and mission of the sponsoring management.

Multi-disciplinary subjects, field work, project work and study tours form integral parts of the course. Though the temporal plan of the academic work is Annual, continuous assessment and monitoring of the academic progress of the students are effectively done through a well-conceived and sound system of Internal Assessment. It is a matter of appreciation that the salient features of the Semestar system are goinfully gratted in to the Annual Plan.

The designing, reviewing and updating of the course curriculum are done by the University Board of studies taking into consideration the feedback obtained from the academic peers, experts and members of the Local Managing Committee. Recently Gandhian Rural Concept was incorporated in the core subject using such feedback.

The course as it stands now provides internal flexibility in the choice of core subjects but in the absence of concurrent subjects/courses it lacks horizontal mobility. As a teaching innovation the course contents have been split into well-defined units approximating to teaching modules. This also facilitates the monitoring of the teaching programme.

With a view to making the course more relevant, introduction of some more interdisciplinary subjects such as social work, Rural Economics Demography may be thought of as additional options. Attempts may also be made to introduce value-added, add-on courses of Certificate &



Diploma in need-based areas like Animal Husbandry, Soil Testing, Rain Water Harvesting, Cottage Village Industries and Reproductive Health Management. User feedback may be obtained from employers and rural organizations (GOs as well as NGOs) for the purpose of curricular review and revision. Diversification of options and introduction a new rural-based disciplines will greatly enhance the possibility of introduction P.G. Courses into concerned areas at a later stage. Time is also opportune to restructure the existing curriculum of B.A. (R. S.). The Peer Team suggests that a Curricular Development Cell be constituted which may have some brainstorming sessions and come up with the proposals for the new courses to be started.

#### **Criterion II - Teaching-Learning and Evaluation**

The institution has a transparent process of admission based on academic record of the students. There are also well-suited teaching programs catering to the individual differences and levels of learning. Remedial courses are conducted in English for disadvantaged learners. The academic progress of the students is monitored through a well defined mode of internal assessment even in the absence of semester system. Periodical unit tests, home assignments, seminars, discussions, project works and field works are other methods of academic monitoring. Interactive teaching learning methods are prevalent. The faculty recruitment is done through a transparent, time-tested process prescribed by the University/Government. Out of 14 teachers 1 holds Ph.D and 5 M.Phil. degree. The institution encourages faculty members to participate in refresher courses/orientation courses and 4 teachers have attended Refresher Courses in their areas of specialization. The institution encourages the teachers to make comprehensive teaching plans at the start





of the session and yearlong adherence to the same in teaching. While appreciating the practice, Daily Diary writing by the teachers it is suggested that the actual academic work done by the teacher be clearly mentioned and highlighted in the diary. Self-appraisal of academic performance by teachers is in vogue and the same is monitored by the Head of the Institution. It is appreciated that one Teacher has received State Award for literacy excellence.

The performance of the students in their final examinations has been consistently good. The institution may do well to explore the possibility of introducing the use of audio-visual aids and computer-assisted teaching and learning methods. It is suggested that all the members of the staff be provided basic knowledge of computers. Some In-formal computer training courses may also be offered to the students to make them P.C. literate. Faculty members may be encouraged to attend academic seminars/conferences and workshops in their respective field to keep abreast of the latest in their discipline. The possibility of introducing Teacher performance by students may be probed. The college may think of organizing some seminars and conferences inviting resource persons from outside. Linkages with similar institutions and Universities across the country are also suggested.

### **Criterion III - Research, Consultancy and Extension**

About 10% of the faculty members are engaged in research activities as part of their F.I.P. needs. The college has designated a teacher with the additional charge for extension activities such as Community Development, Aids awareness, Health & Hygiene and Environmental Awareness. Being a Rural Services College it has several outreach





programmes of community service. The Peer Team appreciates that the college is taking steps to establish " College-village linkage ".

Looking to the unique nature of this degree course and the seed concept at the genesis of the course, more emphasis is needed on Research and Extension activities. Efforts may be made to start a Research Cell in the college and the faculty members along with students may take up some minor research problems with reference to rural life. The college management may provide some financial support and the UGC & other finding agencies may be approached for financial assistance. Students may also be involved actively in research activities.

The college, being the centre of learning in the rural area, may start the much needed consultancy service to the village farmers and artisans and encourage villagers to avail of such services. Extension activities may be strengthened further with increased interaction with villagers. It is suggested that the expertise and experience available in the village may be tapped and some of the villagers be involved even in the teaching programmes thereby making the extension programme mutually beneficial and meaningful.

#### **Criterion - IV: Infrastructure and Learning Resources**

The master-plan of the college-campus shows a building which is adequate right now for its purposes. The campus of 69.75 acres has space enough for further development in future with the resources of the management itself and the U.G.C. grants. The infrastructure is maintained with the State-Government grants as also the fund raised by the management itself. The faculty members and the students reportedly



whitewash the college building when necessary, keep the playgrounds clean and do the work of tree-plantation. This certainty would make the campus pollution free and beautiful. It also would show how the institution values in actual practice the 'dignity of labour' as advocated by Mahatma Gandhi. The infrastructure is fully utilized. The Degree College functions from 7.30 a.m. to 1.30 p.m. and the Junior College functions during afternoon hours. There is a computer centre attached to the Junior College. But it is also used by the college.

The library is rich with its 14379 books in view of the fact that the college offers only one course [B.A. (R.S.)] with three core and two optional papers. New purchases every year enrich it further. The institution is wedded to the ideals of Gandhiji and Vinobaji, and naturally there is a rich section of the books by and on both. But it has also necessary number of text-books which the students primarily require, and the college is sensitive to the need to develop within the library a section for practically useful books for competitive examinations. The library remains open with its reading room from 7.30 to 3.00 p.m. About 33% students regularly borrow books from it. Even outside research scholars and students are welcome to it. A part of the library work is computerized. The remaining work is in the process of being completed. The catalogue should be computerized. There is Book-Bank facility in the library. Inter-library borrowing service, however, is not available. There are seven journals and several periodicals. The library should subscribe for a few more. It would be desirable if its reading-room could be kept open until late in the evening.



The college has playground for football, cricket, volleyball, kabbadi, hockey, basketball, kho-kho, ball-badminton. There are in addition also a gymnasium and indoor grounds for badminton and table tennis. They are all available to the students during morning and evening hours. There is enough for sports and gymnastics, and the students are encouraged to play. They participate in the games up to national level. In volleyball and fencing they have secured third place at the regional and state level. In fencing they secured third place at the national level. The college would do well to start and maintain the centres for yoga and karate.

The college very much needs a canteen. The cultivable land in the campus is being used for to teach practical demonstration the work of Community Development and Extension. There is regular medical examination of the students once in a year and also the health insurance scheme for them. The college has ladies room facility for girls which could be more spacious and we equipped.

#### **Criterion - V: Student Support and Progression**

Percentage of students appearing for the final examination after the minimum period of study is satisfactory. The small institution has produced teachers and administrative officers. But to produce position-holders is not the aim of the college. The aim is to inspire young persons to dedicate themselves to the task of rural community development and extension services, and to enlighten and equip them for the purpose. Then the list of the alumni who have dedicated themselves to these ends along with that of the office-holders would be welcome.



Compliance with five of the six suggestions of the feedback received from the students indicates sensitivity of the Principal and the College Management.

The college would do well to institute at least one merit scholarship for every class in addition to the financial aids available to the students from the State and Central Governments. Even if its amount is very small, it would prove to be an incentive for more fruitful work. Such scholarship is a sign of recognition and appreciation of merit by the institution.

The absence of overseas and other states students on the campus defines no limitations of the college as it is dedicated to the task of community development of the rural area of the particular region with its special needs. Recreational and leisure-time facilities are acceptably numerous and good. It is remarkable indeed that the staff raises fund to help economically backward students. The college has 'Information and Guidance Committee' in lieu of a regular 'Employment Cell', and Placement officer. The committee may motivate the students to seek self-employment.

#### **Criterion-VI Organisation and Management**

Co-ordinating and monitoring mechanism is sound enough. The Principal monitors and checks the work of the institution with the help of various committees formed by the Staff Council. The Local Management Committee assesses the overall working of the institution on the basis of the Principal's report. The College trains the non-teaching staff in collaboration with a sister institution run by the Shiksha Mandal.

The college carefully spends necessary amount of money for its academic and administrative needs and for maintaining its equipment.



The college provides financial help to needy students, awards prizes to those who distinguish themselves in various activities of the college, and conducts coaching classes even for preparing the interested for competitive examinations. The benefits of medical reimbursement, leave travel concession, home town concession, retirement, revision of pay scales, credit co-operative society, GPF and group saving linked insurance scheme, are available to its employees. Availability of various loans and eligibility criteria for the same, are as per rule. These are the welfare programmes of the college.

They have not yet started a Grievance Redressal Cell of permanent nature. The problems rarely arise, and are solved prompt when they do. The work of the Internal Quality Assurance Cell for the working of the institution is notable. A teacher acting as a Public Relations Officer to project the image of the institution, is an appreciable practice.

The local management committee of the college functions similar overall control of shiksha manadal, wardha, which also runs several other educational institutions. The management system is sound and coherent and extends adequate support, both financial and other wise to the college.

#### **Criterion VII: Healthy Practices**

Grasping the spirit of quality enhancement, the Mahavidyalaya has already formed an Internal Quality Assurance Cell (IQAC). Through this Cell, initiatives have been taken for imparting computer training course to the non-teaching staff of the college. Maintenance of daily diaries by the teaching and non-teaching staff ensures steady and continuous



performance. It is reported that the 'Parents - Teachers' meeting takes place once a year. Probably more frequent meetings will do good for the villagers have an instinct to cooperate with the authorities in imparting quality education to their children. More frequent meetings will give them an opportunity to interact freely with the teachers. Gathering suggestions from the students on improving institutional facilities and trying to implement them so far as possible is indeed a good practice. However, feedback from the students on academic matters including performance of the teachers can be obtained more regularly and systematically.

It is good to know that the college undertakes health awareness programmes and encourages activities conducive to national integration, secularism and humanistic values. These can be achieved more if seminars, conferences, discussions etc could be organized involving students of other nearby institutions so as to offer greater exposure and occasions for interaction between them. Teachers can also take initiatives in bringing in more conferences etc on relevant subjects to the college. Presence of experts and professors from other institutions can stimulate the entire academic community.

Display boards provided in each classroom offers opportunities to students to give expression to their creative urges. This novel method of encouraging students for free expression is laudable.

Tests of the scholars for their learning and for their general knowledge at regular intervals also is a healthy practice, when earnestness is the characteristic of both the teachers and the students.



### SECTION 3: OVERALL ANALYSIS

SJGS Mahavidyalaya presents an interesting case of a non-traditional type of higher education center getting converted into a traditional type and in that very process getting waylaid under the pressure of circumstances. The concept of Rural Institute was great. It was launched by the Central Government with much hope and was funded lavishly. However, at the end of stipulated period the Central assistance came to a halt and the institutions were taken over the respective State Govts. The Institutes were now treated on par with ordinary degree colleges, simultaneously removing the agricultural and technical components from their curricular contents. Thus, administratively and financially the institutions were salvaged, but academically they were left in uncertainty. As the Mahavidyalaya was located in a rural setting and as it was essentially conducting village-oriented degree courses, the crisis actually provided an opportunity to think and plan fresh lines of activities. Though such a blossoming did not take place at that time to the desired extent, with vast experience in running other higher education institutions, the Management (Shiksha Mandal, Wardha) is capable and competent of taking such initiatives. The present occasion, when they have undertaken a meaningful self-assessment voluntarily, provides an excellent chance to think and plan a more effective and more useful future for the college. This is facilitated all the more by the fact that a separate Board of Studies exists for B. A. Rural Services and that the college is well-represented in the Board. Diversification with a view to include various hitherto neglected aspects of village development in degree courses seems to be an urgent need of the hour. It is well accepted that a degree level education acts as a springboard for giving confidence to the youth and that it also offers opportunities for middle level jobs near their own homes. Recently the UGC have prepared and made available to the



Universities syllabi for a number of vocational and semi-vocational courses. These outline syllabi could be adapted with suitable modifications by institutions like the Mahavidyalaya.

The Peer Team noted that the Mahavidyalaya has maintained a number of worthy points despite stressful years it passed through. They are listed below as commendations. At the same time, the Peer Team has made some suggestions for consideration of the Management in their plans for the growth of the institution in the coming years. They are also listed separately.

### *Commendations*

- Retention of internal valuation at least to the extent of 20% of the total marks is most welcome.
- Field visits and project works are compulsory. Second year students visit villages to study various village problems in health, administration, economic and social life and so on. Final year students conduct independent project work. University experts evaluate both.
- Library has a good collection of Gandhian and Vinoba literature. That it is made use of by students and is made available to outsider scholars and researchers is laudable.
- Financial aid to poor students is made available out of funds raised by staff. About 40 students are benefited and the amount disbursed was about Rs. 25,000/.
- In line with the modern educational practice, an Internal Quality Assurance Cell has already been constituted in the college to keep a watch on the quality maintenance of the various programmes.





- Existence of a separate Board of Studies for rural Services is creditable. That the college is making attempts to introduce a restructured syllabus with many more optional subjects is also praiseworthy.

*The Peer Team suggests the following:*

1. Since the percentage of pass, particularly that of first class, is low (about 45% and 20% respectively), efforts may be undertaken to identify weaker students and to give them special coaching both in the subject and in language on a regular basis.
2. Diversification of courses is the essence of development in any degree institution. Since the Mahavidyalaya has not been able to introduce any new course during the last several years, top priority may be given to diversification with the available faculty and facilities.
3. In this connection, a Curricular Cell may be constituted in the college to constantly probe and identify new courses that can be introduced with the existing facilities. Experts from outside and faculty from sister institutions may be involved in the Cell. As there is a separate Board of Studies for Rural Services, it will not be difficult to get its approval for courses designed and formulated by the Curricular Cell.
4. Linkages with local bodies, small scale industries, cooperative societies, credit banks, business houses etc may be given immediate attention since all-round development of the students is the main concern of the institution. In fact, field projects could be more effectively carried out in association with such agencies, both public and private, if regular MOUs are signed with them.





5. Though it is not easy to run self-financing courses in rural areas, the college may seriously consider the matter and identify subjects that may be attractive to the students and may be supported by them.
6. Innumerable problems can be identified in rural India for serious studies and investigation, including sociological, economic, environmental, domestic issues of daily life. To identify relevant problems that could be taken up by the college, a Research Cell also could be constituted early. The Cell can include expert members from outside also. Peer Team means only modest programmes of research, which may also lead to diversification of courses.
7. The Management may also consider setting up of a reasonable corpus fund for giving seed money for preparing research projects to be submitted to the sponsoring or funding agencies.
8. Serious consideration may be given to early completion of computerization of the library and for extending the working hours beyond 3 pm by an hour or two.
9. Computer literacy has become an essential means for any upward mobility of young learners, all the more so in a rural setting and for commerce students. It is, therefore, desirable to set up at least a modest independent computer facility to impart computer literacy to all the students of the Mahavidyalaya.
10. Since the college has got a good number of books pertaining to competitive exams, organizing a regular coaching center for middle level competitive exams, with or without UGC assistance, may be considered early.
11. Regular counseling seems to be necessary since the students generally belong to backward segments of the society and since the exam results



are yet to be improved. If possible a separate male and female teacher may be designated for the purpose.

12. As the Rural Services is a special type of course requiring consistent monitoring, Nagpur University may be requested to introduce semester system for it even if the annual pattern continues for other courses. This would facilitate more frequent evaluation of the work done by the students and greater interaction between the students and the teachers. The project works can also be more cogent and diversified.
13. It is desirable that the Local Management Committee meets more frequently and regularly to plan and monitor the activities of the college. As a non-traditional type of work is involved, the college needs dynamic and continuous leadership and help.
14. In the criterion-wise Analysis of the self-study report, the Authorities have themselves provided a list of potential areas of development for the institution. The Management (Shiksha Mandal, Wardha), which consists of some very eminent personalities of the country, may give practical, time-bound framework for implementation of the same.
15. It may be considered whether an alumni association can be formed. Their meeting once or twice a year will be a boost to the morale of the rural college. Such a body can also be useful in maintaining a proper record of the progression of former students.
16. There is a rural University in Tamil Nadu. Some twinning programmes with such advance academic bodies can be advantageous to the college.

The Peer Team wishes to record its appreciation for the enormous amount of goodwill and co-operation extended by the institution during the visit.



The effort of the Management, Principal, Teaching and Non-teaching staff as well as students in fostering and maintaining an academic atmosphere in the college campus is well appreciated. The Peer Team appreciates the dynamic and visionary leadership of the management, and the able and inspiring administration of Principal and his co-ordinator, and hopes that the college will make further progress in the years to come. May this institution of higher education catering primarily to the rural students of this region grow from strength to strength in its pursuit of excellence.

*Name and signature of the peer team members*

1. Name of the Chairman : Prof. A. N. P. Ummerkutty

Signature:

2. Name of the Member : Prof. N. G. Sabhahit

Signature:

3. Name of the Member : Dr. J. V. Dave

Signature:

I agree with the observations and recommendations made by the peer team in this report.

*Name & Signature of the Head of the Institution*

Signature: 11.09.03.

Shri K. P. Dixit

Officiating Principal

**Officiating Principal,**

Shrikrishnadas Jajoo

Grameen Seva Mahavidyalaya,

PIPRI, (WARDHA)

Date : 11<sup>th</sup> September 2003

Place : Wardha, Maharashtra

