



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

Accreditation - (Cycle - 4)

PEER TEAM REPORT ON

**INSTITUTIONAL ACCREDITATION OF
SHRIKRISHNADAS JAJOO GRAMEEN SEVA MAHAVIDYALAYA
C-18352**

**Wardha
Maharashtra
442001**

**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:	SHRIKRISHNADAS JAJOO GRAMEEN SEVA MAHAVIDYALAYA Wardha Maharashtra 442001	
2.Year of Establishment	1961	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:	1	
Departments/Centres:	1	
Programmes/Course offered:	1	
Permanent Faculty Members:	9	
Permanent Support Staff:	4	
Students:	255	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. • Pioneer institution in the introduction of Rural Services Education. 2. • Co-ed college catering to underprivileged and socio-economic backwardness. 3. • Experienced and committed faculty	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 31-10-2023 To : 01-11-2023	
6.Composition of Peer Team which undertook the on site visit:		
	Name	Designation & Organisation Name
Chairperson	DR. PROF LINGARAJA GANDHI	Vice Chancellor,Bengaluru City University
Member Co-ordinator:	DR. RAJASEKARAN BALASUBRAMANIAN	FormerProfessor,MANONMANI AM SUNDARANAR UNIVERSITY
Member:	DR. KAMAL KINGER	Professor,PUNJABI UNIVERSITY PATIALA
NAAC Co - ordinator:	Prof. Prashant P Parhad	

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	The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment
1.2	Academic Flexibility
1.3	Curriculum Enrichment
1.3.1 QIM	<i>Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum</i>
1.4	Feedback System

Qualitative analysis of Criterion 1

Established in the year 1961, with a vision of preparing students for rural service, the institution belongs to 2 (f) and 12 (B) and is located on 69 acres of land along with other institutions run by the Shiksha Mandal – society of the college.

The College is affiliated to Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur and follows the curriculum designed by the University. Academic calendar is prepared for effective implementation and delivery of the curriculum. There is a Timetable committee which prepares timetable as per workload for the academic session. Since the programme (Rural Service), is unique, offered only by this institution, the teachers from the college represent in the Board of Studies of RTMN University, Nagpur. Therefore, there is much scope to bring in innovation and evolve more robust testing and evaluation methods to make the programme more relevant to society, industry, employment and economy.

The teachers are maintaining an Academic Diary, which consists of schedule of lectures, tutorials and practical. Every year, the newly admitted students are given orientation regarding academic and infrastructural facilities, welfare schemes, code of conduct and discipline.

The College integrates the cross cutting issues through the courses offered in the curriculum and the programmes organised by the various committees and cells in the college. The college also offers five add-on certificate courses.

Feedback is taken - both offline and online – on curriculum from various stakeholders and quality related issues and is analysed and action taken is made available on the college website. However, the college needs to develop a robust mechanism for feedback system.

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

Qualitative analysis of Criterion 2

The college has implemented student-centric methods to enhance the learning experience. The Experiential method is adopted through field visits to progressive farmers' fields, primary health centres, primary schools, Gram Panchayats and Panchayat Samitis. Also the Participative Learning is followed during Classroom interactions, group discussions, and seminars.

The Problem-Solving is used to develop the students' analytical and decision-making abilities through a problem-solving approach. The project-based learning, which the college follows, encourages independent research, critical thinking, and the practical application of theoretical knowledge to real-world scenarios. The College implements the cooperative learning approach which enhances the students' problem-solving abilities, teamwork, and collaboration skills.

The institution has supplemented integration of ICT tools into the teaching-learning process for enhancing learning experiences of the students. However, the use of ICT and online platforms should be made more effective and additional digital infrastructure may be created.

The college has defined internal assessment system with weightage as per university norms. However, the programme offered by the college is unique and the BoS consists of the college faculty only, the college should utilize the freedom to develop a sound mechanism for formative and summative examinations with more weightage for experiential/ hands on learning. The Internal assessment is conducted as per the schedule and the marks are dispatched to the university in time. The college has implemented Continuous Internal Evaluation (CIE) system. The college has established a system to address students' grievances related to internal assessments on time. There is an Internal Assessment Examination Committee (IAEC) to monitor the conduct of internal assessment and to assess the students' performance. There is an Exam Grievance Committee to solve the grievances of the students related to examinations.

Program Outcomes (POs), Program Specific Outcomes (PSOs) and Course Outcomes (COs) for all the programs are displayed on the college website as well as the on the notice boards of the respective

departments. The students have been explained about POs, PSOs and COs at the time of orientation programme and at the beginning of each semester.

The attainment of POs and COs are evaluated by using direct and indirect methods. However, these methods need to be formalised and strengthened for the realisation of the objectives of the programme.

Criterion3 - Research, Innovations and Extension (Key Indicator and Qualitative Metrics(QIM) in Criterion3)

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

Qualitative analysis of Criterion 3

The college offers only the UG programme in a single discipline. However, three members of the faculty have been recognised research supervisors by the university. A few members of the faculty have published papers in UGC CARE and Peer Reviewed journals. However, the research publications of the teachers in peer reviewed journals and periodical need to be substantially increased. The college needs to organise the seminars/webinars to disseminate research culture and teachers need to be incentivised by the management for publications and seminar presentations.

Since the college offers a specialised rural service, the publications in the teacher should engage in publishing articles in the local, regional newspapers and magazines and also reach out the rural population through social media and mass media.

The Research Cell, established in this college should be made more functional and effective and promote research culture among students and staff. Also the teachers should be encouraged to apply for research projects to government and non-government funding agencies for grant.

The college has very active NSS unit which is engaged in a good number of extension activities for which the college has received recognition by the university.

The college undertakes Vermi-compost project and Kitchen Garden Project in college campus under the

Department of Community Development and Extension. The College carries out counselling and psycho-analysis of students. Skill development workshops are conducted on pickle, Jam-jelly preparation.

The teachers of this college should more actively engage in extension activities and community outreach activities to develop the strong linkages between the institution and community and rural industry.

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

Qualitative analysis of Criterion 4

The College has 14 class rooms, out of which three classrooms are ICT enabled with DLP and internet facility. There is a seminar hall with DLP enabled and an auditorium. The College has a separate hall namely 'Prarthanabhavan' and 'Rangmanch' for cultural activities. The College also has a good sports infrastructure with facilities for indoor and outdoor sports. There is well established gymnasium hall and yoga center. There is also an NSS Bhavan. The college infrastructure includes among others Girls' common room, solar water heaters, solar street lights, solar distill water plant, ramps facility, fire extinguisher, generators, CCTV cameras etc.

The College has English language lab with Licensed English Language software "Zybro" and software 'Orell Talk'. There are 85 computers for academic and administration purpose.

Under LMS, college has Master soft and Tally for proper management of academic and administration work.

The College has a separate library building with an area of 336.62 sqm with NRC facility for students and staff. Library has more than 26000 books and a good number of periodicals, journals and e-resources (N-List), CDs, DVDs, rare books and 1336 back volumes of the periodicals for faculties, students, alumni and outside researchers. Library has special sections on rural development, competitive examinations, Gandhi-Vinoba literature, Transfer of Power volumes and rare encyclopaedia. Reprographic service and Book Bank facility

available. The institution has established Network Resource Centre (NRC). The library is automated through Integrated Library management Systems (ILMS) known as SOFTLIB (library Software).

Electricity Power backup and Wi-Fi are available in the library. There is a spacious reading hall in the library. There is a regular and qualified librarian. The measures should be taken to digitalize the rare books available in the library as well as to fully automate the library with RFID. More number of e –resources be procured. There shall be an increased budgetary allocation.

The college has converted the VPN BSNL plan to high speed Optic Fibre Broadband plan which has 100 mbps speed. “Tally” licensed office administration software was updated with Mastersoft. The English language licensed software “Zybro” was updated with “Orell Talk”. However, the IT infrastructure could be further strengthened.

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	
<p>The college has an Alumni Association. The Alumni meetings have been held wherein the experiences of the former students have been shared. Some of the former students have connected with the college in supporting and guiding sports and curricular activities. The alumni of the college are represented in CDC, IQAC, ICC, Magazine Committee, NSS committee, Grievance Redressal Committee, Sports Committee, Cultural Committee, women cell. etc. However, the measures are to be taken to register the alumni association. The regular meetings be held to guide and support the college in its all round development. The alumni-college ties be further strengthened.</p>	

Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrics(QIM) in Criterion6)	
6.1	Institutional Vision and Leadership
6.1.1 QIM	<i>The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.</i>
6.2	Strategy Development and Deployment
6.2.1 QIM	<i>The institutional perspective plan is effectively deployed and functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc</i>
6.3	Faculty Empowerment Strategies
6.3.1 QIM	The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression
6.4	Financial Management and Resource Mobilization
6.4.1 QIM	Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)
6.5	Internal Quality Assurance System
6.5.1 QIM	Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities

Qualitative analysis of Criterion 6

The mother institute, 'Shiksha Mandal' is the top Governing Body of the college management and it coordinates all the activities of the college through well defined organisational structure. In line with the stated policy of the mother institute, the college follows the principle of value based quality education at an affordable cost. At college level, Principal is the administrative and academic head. The College has an effective leadership which helps in achieving the broader institutional vision and mission.

The Principal is vested with the responsibility of overall management of the institution. The College has College Development Committee, which has a balanced representation of all stakeholders. Apart from CDC and IQAC, college constituted various committees /cells/units headed by conveners/ coordinators (faculty members) for implementation of policy decisions.

The college follows the rules, regulations and procedures laid down by the university/UGC/government. Teachers are recruited as per University and Maharashtra Government rules. The College gives time bound promotions of the teaching faculties on the basis of Academic Performance Indicator (API) Score based on PBAS are processed through IQAC and time bound promotion to Non-teaching staff as per the rules and regulations of Government of Maharashtra.

The college management encourages by providing a modest amount for the faculty who undertake research publications. However, the amount should be substantially increased to encourage the faculty in research and publications. The faculty needs to proactively engage in publications seminar presentations and organising seminars/webinars to achieve academic excellence. A few members of the staff have attended faculty development programmes. The College provides all possible measures for encouragement of the

teaching and non-teaching staff. The college has established credit cooperative society for its staff. The college has insured the teaching and non-teaching staff.

The college management ensures the use of financial resources by the college and has set up a proper auditing mechanism. The College has internal and external audit mechanism. The internal audit is carried out regularly by the Registered Chartered Accountant, appointed by the management. The external audit is carried out by office of Joint Director of Higher Education, Nagpur Division.

The IQAC has been instrumental in promoting quality in all aspects of the institution. It prepares the perspective plans and deployment of these perspective plans is handled by Coordinators /Conveners of the cells/committees with the help of IQAC. The IQAC of this college prepares academic calendar every year; collects the feedback from all stakeholders, analyses and uploads its report on college website; encourages for use of ICT in classroom teaching; conducts training/ workshops for teaching and non-teaching staff; forwards the Research Proposals submitted to ICSSR funding agency; introduces scheme for mentoring the students; and prepares Perspective Plan, Self-Study Reports for accreditation bodies (NAAC, NIRF, AISHE etc.), Performance Based Appraisal System (PBAS) for CAS, Academic and Administrative Audit, Energy, Green and Gender Audit, AQARs etc. The IQAC has been pro active in conducting orientation, quality awareness workshops, and special lecture programmes for teaching, non-teaching staff and students.

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

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

Qualitative analysis of Criterion 7

The college has a 'Women Development Cell' which has conducted a good number of activities in an effort to sensitise gender equity issues not only for students but also in some of the villages nearby areas. All the national days have been observed and the college regularly plays national anthem on daily basis to promote and inculcate the values of integrity, unity, patriotism and a sense of oneness.

The College has implemented Village Development Scheme named as 'Amcha Goan Amcha Vikas'. Its

objective is to stay connected with the villages with students and address rural issues by powering subject matter specialists. The College has adopted the village Pandharkawda and has done various developmental works in this village.

The second best practice is Kitchen Garden, which imparts knowledge and skills about cultivation of different vegetables and fruits in kitchen garden.

The College motto is “Dhnyanoddharam Gramoddharam” (Knowledge development leads to village development).It imparts higher education to rural youth; carry extension activities in the rural area; and undertakes primary level research to contribute a small share for development of community.

The College trains the students in social, economic, health & hygiene, farming, education, cooperative, leadership, administrative / Panchayat issues and makes their way wide for their village development as Extension Worker / Change Maker.

The College distinctiveness reflects in students’ social survey, study of working of Panchayat Raj Institutions, village schools, Primary Health Centre, Cooperative Societies, KrishiVigyan Kendra and Project Reports embedded in regular programme.

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

Overall Analysis

Strength:

1. Inherits the legacy of value based education inspired by the ideals of Mahatma Gandhi, Vinoba Bhave, Jamnalal Bajaj, Kamalnayan Bajaj.
2. Pioneer in introducing and successfully running a unique B.A. (Rural Services) course in RTM Nagpur University.
3. Experienced, committed and PhD Qualified dedicated Staff.
4. Strong extension and community engagement out-reach activities through NSS.
5. Strong vibrant rural student community with excellent track record of Sports achievements.

Weaknesses:

1. A mono - discipline programme.
2. Declining student strength.
3. Lack of institutional and industry linkages.
4. Non-availability of PG and research programmes.
5. Restriction on new permanent appointment of faculties and staff.

Opportunities:

1. Collaborative research with research institutions and agro-based industries.
2. Research addressing to local, social and need based issues in the field of Rural Development.
3. Strengthening and promotion of more community-oriented outreach programmes.
4. Increased funding opportunities for research projects from generating from govt agencies, Alumni and NGOs.

5. Introduction of multi-disciplinary programmes and sharing of resources through cluster system.

Challenges:

1. Classroom attendance, dropout rate and punctuality issues due to poor economic background.
2. Keeping pace with the rapid changes in higher education system.
3. Funds crunch for research.
4. Balancing between traditional and career oriented programs.
5. Filling up of vacant posts of teaching and non-teaching staff.

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)

- 1. Introducing more UG programmes.
- 2. Introducing PG programmes, research and consultancy.
- 3. Strengthening institution and industrial collaboration.
- 4. Introduction of self-financing add on courses.
- 5. Introduction of skill based employment oriented diploma courses.
- 6. Strengthening career guidance and placement cell by conducting training and coaching.
- 7. Strengthening college - alumni network.
- 8. Sharing of resources and facilities with the sister institutions of `Shiksha Mandal`.
- 9. Digitalisation of rare books and complete automation of the library.
- 10. Introduction of NCC programmes.
- more UG programmes.
- 2. Introducing PG programmes, research and consultancy.
- institution and industrial collaboration.
- Introduction of self financing add on courses.
- Introduction of skill based employment oriented diploma courses.
- Strengthening career guidance and placement cell by conducting training and coaching.
- 7. Strengthening college alumni network.
- Sharing of resources and facilities with the sister institutions of Shiksha Mandal
- Digitalization of rare books and complete automation of the library.
- Introduction of NCC programmes.

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

Signature of the Head of the Institution

Sl.No	Name		Signature with date
1	DR. PROF LINGARAJA GANDHI	Chairperson	
2	DR. RAJASEKARAN BALASUBRAMANIAN	Member Co-ordinator	
3	DR. KAMAL KINGER	Member	
4	Prof. Prashant P Parhad	NAAC Co - ordinator	

Place

Date