



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

**Accreditation - (Cycle - 1)**

**PEER TEAM REPORT ON**  
**INSTITUTIONAL ACCREDITATION OF**  
**Shri Ganesh Kala Mahavidyalaya**  
**C-43223**

**Kumbhari Akola**  
**Maharashtra**  
**444104**

**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:	Shri Ganesh Kala Mahavidyalaya Kumbhari Akola Maharashtra 444104	
2.Year of Establishment	2000	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:	1	
Departments/Centres:	6	
Programmes/Course offered:	8	
Permanent Faculty Members:	15	
Permanent Support Staff:	7	
Students:	218	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. Situated in rural area 2. Caters to socially and economical weaker sections of society 3. Upholds institutional values fulfilling social responsibilities	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 12-06-2023 To : 13-06-2023	
6.Composition of Peer Team which undertook the on site visit:		
	Name	Designation & Organisation Name
Chairperson	DR. SUGAM ANAND	Professor,Dr Bhimrao Ambedkar University Agra
Member Co-ordinator:	DR. AJAY SAKSENA	FormerPrincipal,DAV PG COLLEGE DEHRADUN
NAAC Co - ordinator:	Dr. Jagannath Patil	

## 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>Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum</b>
1.4	Feedback System

### Qualitative analysis of Criterion 1

Shri Ganesh Kala Mahavidyalaya, Kumbhari, Dist. Akola, Maharashtra upholds strong institutional values and demonstrates a deep sense of social responsibility. Being in rural area it has challenges at every step. Still the college promotes inclusivity, diversity, and respect for all individuals, fostering a harmonious campus atmosphere. It is making optimal use of available resources. The institution actively engages with the local community, organizing awareness campaigns, and social outreach programs. The college encourages students to actively participate in community service activities, nurturing their sense of social responsibility. The institution also incorporates ethical and value-based education in its curriculum, emphasizing the importance of integrity and ethical behaviour. The college encourages such activities that contribute to societal development and addresses social challenges.

The infrastructure and learning resources provided are conducive to effective teaching and learning despite its rural backdrop. The governance, leadership, and management practices of the college are efficient and effective. Lastly, the institution upholds institutional values and actively fulfills its social responsibility. The college's efforts to provide good education and contribute to society deserve appreciation.

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 using ICT tools</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	<b>Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website and attainment of POs and COs are evaluated</b>
2.7	Student Satisfaction Survey

### Qualitative analysis of Criterion 2

For enhancing the learning experience, the college has adopted mentoring systems for students. This way learners meet, discuss, clarify and share various problems which are sometimes even personal apart from mostly academic. Initiatives to teach the slow and advance learners are there for the overall development of learners. In the curriculum delivery the College ensures the inculcation of cross cutting issues like Professional Ethics, Gender, Human values and Environmental sustainability. The paper of Environment Studies is taught as a subject at class BA 2nd year compulsorily.

To address the gender issues, the college organizes programs like save girl child and me too. Experts working in the field of women empowerment are intentionally invited to create gender awareness among the college students. The special counseling programs for girl students are organized with the consultation of senior women faculties of the college. The programs of celebrating the birth and death anniversaries of great philosophers and social reformers of India who sacrificed personal interest for the sake of humanism. Their work to build the society based on the values in life is the power organized. To inculcate environmental awareness, the college conducts activities like green campus initiatives through tree plantation programmes. The college takes active part in government's go green activities.

### 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 and has initiatives for creation and transfer of knowledge</b>
3.3	Research Publications and Awards
3.4	Extension Activities
3.4.1 QIM	<b>Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.</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

While the college is primarily focused on undergraduate teaching, there are some encouraging initiatives in research and extension activities. The College has constituted internal academic research committee. The faculty members have published research papers in reputed journals and participated in national and international conferences. No major research grant was received by College in last five years. However, there is scope for further strengthening the research culture in the college by promoting research collaborations, encouraging faculty members to pursue higher studies, and providing incentives for research productivity. The students of this College are from underprivileged rural lower class section of the society. The college is not much research oriented at undergraduate level.

The college has also initiated extension activities to connect with the local community. The college has also collaborated with local NGOs and government agencies to implement community development projects.

Students are exposed to the socio-economic issues faced by the under-paid, unprivileged rural lower class

section of the society. The major activities have been carried out through NSS unit. The first was to create an environment conscious attitude in students. They maintain a plastic free zone. They work for a clean and green campus. They conduct paper bag making activity. Sensitization programme was conducted in collaboration with The Maharashtra Pollution Control Board. An E-waste corner is being created. Use of green and blue waste-bins to segregate dry and wet waste is done. The students sensitize slum dwellers too. The students were involved in cleaning the campus under Swachhta Abhiyan. The annual residential camp of 50 students in the nearby village through the NSS unit is done every year. The college has four MoUs with Rotary Club and other colleges.

**Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrics(QIM) in Criterion4)**

4.1	Physical Facilities
4.1.1 QIM	<b>Availability of adequate infrastructure and physical facilities viz., classrooms, laboratories, ICT facilities, cultural activities, gymnasium, yoga centre etc. in the institution</b>
4.2	Library as a Learning Resource
4.2.1 QIM	<b>Library is automated using Integrated Library Management System (ILMS), subscription to e-resources, amount spent on purchase of books, journals and per day usage of library</b>
4.3	IT Infrastructure
4.3.1 QIM	<b>Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection</b>
4.4	Maintenance of Campus Infrastructure

**Qualitative analysis of Criterion 4**

The institution possesses modest infrastructure and learning resources. It has five fully functional classrooms. The college campus is well maintained, providing a conducive environment for learners. The auditorium is equipped with audio-visual aids, facilitating interactive teaching methodology. The College auditorium can accommodate 300 students.

The college also provides separate language labs for Marathi and English Language, which are adequately equipped to support practical learning. The college has a music department with six teachers and music instruments and the students take part in cultural activities. The presence of an auditorium and sports facilities like gym and playground further enhance the overall infrastructure of the college. There is scope for improvement in the infrastructure and learning resources of the college.

The college has a modest library, which houses a diverse collection of 2411 books, many journals, and digital resources. N - List facility of INFLIBNET is available for students and teachers. Developed by Dotcom InfoTech PVT LTD. Amravati. LMS (Library Management System Version 5.2) is installed in the library to make library automated. Subscription to Nlist has been done. Per day usage by students and teachers is almost 20.

**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 teaching-learning process in the college is student-centred and focuses on active engagement and participatory learning. The faculty members employ a variety of teaching methods, including lectures, group discussions, case studies, and audiovisual aids.

The admission is given in the college on first cum first basis. The College adopts students centric approach such as group assignments , projects , internships, newspaper readings, quizzes and presentations by the students. It is basically an Arts faculty college and possesses modest infrastructure and learning resources. The college campus provides a conducive environment for learning. The college has library, which houses a diverse collection of 2411 books, journals, and digital resources. The College is equipped with high-speed internet connectivity. The college also provides one language lab. The mentor-mentee relationship exists between teachers and students. It helps the slow learners to reach the minimum qualifying level and the advanced learners excel.

Regular classes start in the month of July every year. Within two months Class-Tests are scheduled to be held by each of the subject teacher on the course completed. The schedule continues till the end of each of semester. The students are provided with the corrected answer-scripts of their performance. The questions and the topic on which such questions were set are discussed in the lecture-hour by the faculty member. The students write the answers to the same questions as home assignments. The internal assessment score sheet record of students on the basis of their class test and assignment, group discussion are prepared towards the semester end final examination conducted by the University.

Parent-Teacher Meetings are arranged by the Departments after the display of result. The Semester end final examination is conducted by the SGBAU University of Amravati. There is a redressal mechanism related to internal examination which are solved by the Grievance Redressal Committee. The same complaint committee deal with the internal complaints of students regarding teaching learning and evaluation. No record of any formal complaint lodged by the students was found.

Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrics(QIM) in Criterion6)	
6.1	Institutional Vision and Leadership
6.1.1 QIM	<b>The governance and leadership is in accordance with vision and mission of the institution and it is visible in various institutional practices such as decentralization and participation in the institutional governance</b>
6.2	Strategy Development and Deployment
6.2.1 QIM	<b>The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, deployment of institutional Strategic/ perspective/development plan etc</b>
6.3	Faculty Empowerment Strategies
6.3.1 QIM	<b>The institution has effective welfare measures and Performance Appraisal System for teaching and non-teaching staff</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 governance and leadership is in accordance with vision and mission of the institution and it is visible in various institutional practices such as decentralization and participation in the institutional governance. The approach of the management, administration and faculty develop and implement the quality policy and prepare a plan of action to uphold the mission and vision of the college. The Governing Body of the college works in tune with the basic requirement of the college, administration to regulate and maintain an amicable environment. The Principal as the Head of the Institution along with the faculty members of different departments, and non-teaching staff implements the decisions and policies of the management to bring about holistic development of students. The Principal governs the college on the principle of participatory governance. Various committees of teachers and students help in governance like Admission committee, College Development committee, Discipline committee, Grievance Redressal committee, IQAC and Website Development and Maintenance committee.

The appointments of the staff are done by the management of the college in consultation with and proper sanctions and permission of the state government and UGC's rules and regulations. The services of the staff are governed by the government rules with regards to superannuation and pension schemes. The college abides by the government rules, both administrative and financial. The policies for governance are decided by government rules. The Managing Committee, headed by the Chairman governs the college. Day to day administration is the responsibility of the Principal who administers with the help of HoDs and other teachers.



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>Measures initiated by the Institution for the promotion of gender equity and Institutional initiatives to celebrate / organize national and international commemorative days, events and festivals during the last five years</b>
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 diversity 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

The teachers deal with the issues relating to promote gender equality in the society. Besides, the college conducts programs to promote gender equity like annual cultural program, participation in Youth Festival, programs for girls counselling of self-defence and the women empowerment project. The NSS unit arranged camps in the adopted village in which many program throw light on promotion of gender equity, Program on save girl child was conducted. Safety and security of all the students, teachers, non-teaching staff and the visitors to the college is ensured. Security guards have been employed. Fire extinguisher placed in the campus building,. Gender equity promotion programs and mechanism organized in the college: World Women's Day celebrated.

The college celebrate birth anniversaries of national leaders whose life and works has the message to follow and even they themselves taught values of national integrity irrespective of caste, class, creed and culture barriers. The college organizes a special program to celebrate Gandhi Jayanti each year. The college also celebrates Birth Anniversary of Bharat Ratna, Dr Babasaheb Ambedkar on 14th April, and "Mahaparinarvan Din" on 6th December of every year. The Republic Day, Environment day, Constitution Day and Independence Day of India are also celebrated.

The first best practice is the establishment of Oxygen Park by planting different types of Neem trees and other trees.

The second practice is the digging up of "A Big Earthen Water Tank- called Water Reservoir" to store the rain water. Its area is around 85×40 Square fts and 10 fts deep with the capacity 75,000 litres of water capacity. This helped to store flowing water during rainy season and making the water available in the winter. This helped increase ground water level.

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

##### Overall Analysis

##### Strength:



- Catering to the needs of socially and economically backward students.
- Fully qualified full time faculties in all Departments.
- Active NSS unit to serve the society
- 10 acre campus which can be developed as big sports ground

**Weaknesses:**

- Moderate infrastructural facilities.
- Inadequate research facilities for teachers.
- Dropout rate is high and students intake progression is big concern.
- No courses to increase employability.

**Opportunities:**

- Job oriented skill development programs, add-on courses.
- To sensitize students to adopt ways of self-employment.
- Collaborative work with government, industries and NGOs.
- To enhance the academic performance through IQAC.

**Challenges:**

- To keep pace with the rapid changes in higher education. to sustain quality along with access.
- To provide resources for marginalized students
- Retaining dropout students
- Improving Communication Skill.

#### **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. The College should work for proper road connectivity.
- 2. The College has about 10 acres of leased land. A mini stadium with proper infrastructural sports facilities should be developed for the students.
- 3. The college building should be renovated and new class rooms should be constructed.
- 4. Library and reading room facilities should be augmented.
- 5. Separate clean toilets should be constructed for girls students. Sanitary Pad Vending Machine should be installed.
- 6. Vocational courses and Job oriented courses should be introduced in the College. Industry-academia partnership should be done to increase employability and fulfil local needs.
- 7. UG courses in Economics and psychology and PG courses in Political Science, History and English should be opened.
- 8. Language lab should be augmented. Soft skill courses should be introduced.
- 9. Use of ICT should be increased.
- 10. Parking stand and Cycle stand should be built in the campus
- 11. Facility of canteen should be provided to the students.
- 12. Student progression should be effectively monitored and Placement Cell should be established.

**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. SUGAM ANAND	Chairperson	
2	DR. AJAY SAKSENA	Member Co-ordinator	
3	Dr. Jagannath Patil	NAAC Co - ordinator	

Place

Date