



INSTITUTIONAL ASSESSMENT AND ACCREDITATION
(Effective from July 2017)

Accreditation - (Cycle - 1)

PEER TEAM REPORT ON
INSTITUTIONAL ACCREDITATION OF
SHRI. DHABEKAR KALA MAHAVIDHAYALAYA,KAHDKI,AKOLA
C-42849

Akola
Maharashtra
444004

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. DHABEKAR KALA MAHAVIDHAYALAYA,KAHDKI,AKOLA Akola Maharashtra 444004	
2.Year of Establishment	2000	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:	1	
Departments/Centres:	1	
Programmes/Course offered:	1	
Permanent Faculty Members:	8	
Permanent Support Staff:	7	
Students:	232	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. Located in Rural area 2. 90 percent students belong to marginal section 3. College offers one UG programme in Arts and social science	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 09-12-2024 To : 10-12-2024	
6.Composition of Peer Team which undertook the on site visit:		
	Name	Designation & Organisation Name
Chairperson	DR. PRAVAKAR RATH	Pro-Vice Chancellor,Mizoram University
Member Co-ordinator:	DR. RAGHAVA REDDY CHANDRI	Professor,University of Hyderabad
Member:	DR. ANUNGLA AIER	FormerPrincipal,KOHIMA SCIENCE COLLEGE
NAAC Co - ordinator:	Dr. N R Mohan	

Section II:Metric and Criterion 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	<p>The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment</p> <p>The college is affiliated to Sant Gadge Baba Amravati University, Amravati (MS) and adopts the curriculum framed by the university. The academic calendar is also given by the university. Internal exams for both theory and practical are conducted by the college. End semester exams are conducted by the university as per the guidelines.</p>
1.3	Curriculum Enrichment
1.3.1 QIM	<p><i>Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum</i></p> <p>The college offers six value added/certificate courses like Gender sensitisation, yoga and meditation, etc.</p> <p>The college has to follow the university stipulated curriculum and hence has limited scope for integrating the issues highlighted here. However, the college faculty provides feedback to the university when the curriculum is revised.</p>

Qualitative analysis of Criterion 1

Shri Dhabekar Kala Mahavidyalaya, Khadki -Akola is affiliated to Sant Gadge Baba Amravati University, Amravati (MS). It was established in 2000 to serve the educational needs of the rural poor students in the region.

The institution offers a Bachelor of Arts course at the Under Graduation level. It also offers 42 certificate courses which were introduced in the last five academic years. The college prepares its annual academic calendar in line with the university calendar.

It has adopted ICT in teaching. It has established a library and partially automated it. The college is striving hard towards providing experiential learning for students. It conducts educational tours, industrial visits, etc.

Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrics(QIM) in Criterion2)	
2.3	Teaching- Learning Process
2.3.1 QIM	<p>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</p> <p>The college provides Wifi facility to access internet and online resources for thier academic development and teaching.</p>
2.5	Evaluation Process and Reforms
2.5.1 QIM	<p>Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient</p> <p>Internal assessment for both theory and practical is handled by the college. Semester end exams are conducted by the University.</p> <p>Grievance redressal is followed as per the affiliating university norms and guidelines.</p>
2.6	Student Performance and Learning Outcomes
2.6.1 QIM	<p><i>Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website</i></p> <p>The programme outcomes and Course outcomes for the course are prepared by the faculty in the college. They are stated but not avaialabe in the website.</p>
2.6.2 QIM	<p><i>Attainment of POs and COs are evaluated.</i></p> <p>Explain with evidence in a maximum of 500 words</p> <p>POs and COs are prepared by the faculty and reflected in the curriculum and syllabus. The POs and COs are evaluated by the Principal of the college.</p>

Qualitative analysis of Criterion 2

The admission committee of the college looks after the admission process. The students are admitted into the first year of the programme every year. The admission process is in the dual mode as both offline and online are followed. The college maintains transparency in the admission process as it strictly adheres to the eligibility criteria laid down by Sant Gadge Baba Amravati University, Amravati. The college follows the reservation policy of the government of Maharashtra in filling up the reserved seats in the admission process.

The average percentage of enrolled students is more than 96.9% during the assessment period. Average percentage of seats filled against seats reserved for various categories of students is 100% in the assessment period.

Teachers adopt different techniques in teaching like experiential learning, participative learning and problem solving methods, field work study and industrial visits, practical work to enhance the learning experiences of students.

Criterion3 - Research, Innovations and Extension (Key Indicator and Qualitative Metrics(QIM) in Criterion3)	
3.2	Innovation Ecosystem
3.2.1 QIM	<p>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</p> <p>The college has only one undergraduate programme in Arts and Social Sciences with limited human and infrastrucutral resources. The college provides six value added courses to supplement the main courses.</p>
3.4	Extension Activities
3.4.1 QIM	<p>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.</p> <p>There are many social issues undertaken by the NSS such as Health check-up, women empowerment, Road Safety and Awareness in the near by villages.</p>
3.4.2 QIM	<p>Awards and recognitions received for extension activities from government / government recognised bodies</p> <p>University awarded certificate of appreciation for the work on cleaniliness and awareness.</p> <p>The college recieved award from the Chief Minister for awareness for Road safety.</p> <p>Besides, the college recieved many univeristy and national level sports medals (near about 100).</p>

Qualitative analysis of Criterion 3

Six teachers hold doctorate degrees and three teachers have been recognized by the SGBAU, Amravati to supervise the doctoral students' research. In the assessment period teachers have published 97 research papers. Also, faculty members published twenty (20) book chapters, and authored six (6) books. During the assessment period one national conference, two national workshops and 30 college workshops were organized.

The college conducted a good number of extension activities by NSS, Sports, and Library. The activities include community development, communal harmony, environment, water conservation, health-hygiene and awareness programs.

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> <p>It has adequate facilities in terms of class room, wifi enabled campus and modest ICT infrastrucutre for meeting the needs of the students and teachers.</p>
4.2	Library as a Learning Resource
4.2.1 QIM	<p><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></p> <p>Library has implemented SARAL software and a fulltime regural Librarian has been appointed to carry out the smooth functioning of the librbarry.</p> <p>The library also provides access to online e-resources.</p>
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 updatation, available internet bandwidth within a maximum of 500 words</i></p> <p>The college provides wifi of 100MBPS bandwidth. It was updated in October 2024.</p>

Qualitative analysis of Criterion 4

The college is spread over a total land area of 8000 sq. feet and the total built up area is 6000 sq. ft. The classrooms, staff room, washrooms, offices, library and lab along with space for NSS, etc are housed in the G+1 building. The college has sufficient parking facility.

There are four class rooms and three computers are available in the library to access library. There is an ICT cum Seminar hall with LCD projector. The college has a playground for sports like kabbadi, volley ball, long jump, high jump, discus, shotput, javelin, hammer throw, etc. The college also has a canteen, library, reading room, girls' common room, administrative office. The college has music room with instruments. It has provided fire safety system.

The college maintains the college website <https://www.dkmkhadkiakola.edu.in> which provides current information to parents, students and alumni. College has Wi-Fi facility.

Criterion5 - Student Support and Progression (Key Indicator and Qualitative Metrics(QIM) in Criterion5)	
5.4	Alumni Engagement
5.4.1 QIM	<p>There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services</p> <p>The alumni association is registered.</p>

Qualitative analysis of Criterion 5	
Majority of the students are from near by rural areas and belong to marginal sections of society. They are guided well by the teachers for their career development. Teachers encourage the students to pursue higher education in near by colleges and University. The students are encouraged to participate in sports and cultural activities at the district and state level.	

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> NEP is implemented from 2024-25 academic session.
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> The college strictly follows the instruction and guidelines from time to time given by the affiliating University.
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 The college follows performance appraisal system as prescribed by the university. Teachers have promotional avenues through CAS for which a committee is constituted by the university. The teachers are encouraged to go for refresher/orientation programmes and other disciplinary and interdisciplinary courses/workshops.
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) The affiliating university conducts financial audits regularly. There is very limited scope for internal and external resource mobilization.
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 IQAC is actively functioning with limited resources.

Qualitative analysis of Criterion 6	
The executive members of the governing body, the principal and the faculty members have an active participation in College Development Committee (CDC), IQAC, College Council, Purchase Committee,	

Library Committee and UGC Interface Committee. The college is implementing the E-governance in all administrative and academic matters.

The college has established student's feedback system. The college encourages faculty members to participate in Faculty Development Programs (Online/ Offline). The college has adopted welfare schemes for teaching and non-teaching staff. Self-performance appraisal forms are considered for faculty's assessment and career advancement.

It has a functional IQAC which has members from management, teachers, students, non-teaching staff, external experts and alumni. The academic audit is conducted on regular basis

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	<p>Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.</p> <p><i>Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words</i></p> <p>The college gives importance in admission to girl students from nearby rural areas and provide minimum facilities in the college.</p>
7.1.4 QIM	<p>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)</p> <p>The students come from rural area and belong to marginal sections. The college admissions reflect that the college follows reservations in the admission process.</p>
7.2	Best Practices
7.2.1 QIM	<p>Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual</p> <p>Road safety awareness</p> <p>Women empowerment</p>
7.3	Institutional Distinctiveness
7.3.1 QIM	<p>Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words</p> <p>College is working for the educational, social and economic development of students from rural areas for last 24 years. The college is located in rural area and most students are children of the rural farmers and it is trying to bring them into the main stream of education.</p> <p>It's priority is for achieving the goal of imparting quality education and providing facilities for acquisition of knowledge to all the strata of the society.</p> <p>The college prioritises excellence in teaching. It promotes values, inclusiveness of all diversities, extension and outreach activities, through a wide range of extension works by NSS and other outreach programmes.</p> <p>The college provides minimum infrastructure facilities to support teaching and learning.</p>

Qualitative analysis of Criterion 7

The institution has taken up initiatives for the promotion of gender equity such as sensitization campaigns, training, workshops, programs etc. It is striving hard to provide a safe and secured environment to all. Water conservation facilities are also available in the institution.

Use of renewable energy, water harvesting, check dam construction in the villages adopted by NSS unit, efforts for carbon neutrality, plantation and waste management are undertaken.

Quality audits on environment and energy are done from time to time. The college campus is green with lawns and Botanical garden. The institution has a barrier free environment by providing ramps, and washrooms. The NSS unit conducts awareness rallies, cultural programmes, and celebration of birth anniversaries of visionary leaders.

Section III: Overall Analysis based on Institutional strengths, Weaknesses, Opportunities & Challenges (SWOC)

Overall Analysis

Strength:

1. Education to rural people
2. Own building with adequate space
3. Easy access
4. Qualified and competent faculty members
5. Wifi campus

Weaknesses:

1. Lack of research facilities
2. Lack academia-industry linkage
3. lack of government financial support

Opportunities:

1. Potential for expansion of college buildings and other infrastructural facilities
2. Starting PG and other Undergraduate programmes
3. Starting vocational and skill development courses

Challenges:

1. Lack of financial support from government
2. Limited scope for internal and external resource mobilization
3. Strengthening physical and ICT infrastrucutre in the college.

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)

- The approach road to the college need to be constructed for easy access and the college should be surrounded by a compound wall
- There is an absolute need of an auditorium with at least 150 capacity to conduct different programmes of the college.
- The college should plan to open PG courses in Marathi and English literature.
- Vocational courses for boys and girls need to be planned and implemented
- There should be provision for Girls and Boys hostel.
- Library should procure more books in Marathi language and reference books for all subjects
- More sports facilities should be provided to the students including a Gym

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. PRAVAKAR RATH	Chairperson	
2	DR. RAGHAVA REDDY CHANDRI	Member Co-ordinator	
3	DR. ANUNGLA AIER	Member	
4	Dr. N R Mohan	NAAC Co - ordinator	

Place

Date