



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

**Accreditation - (Cycle - 1)**

**PEER TEAM REPORT ON  
INSTITUTIONAL ACCREDITATION OF  
VIDYASAGAR KALA MAHAVIDYALAYA**

**Khairi Ramtek  
Maharashtra  
441106**

**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:   | VIDYASAGAR KALA MAHAVIDYALAYA<br>Khairi Ramtek<br>Maharashtra<br>441106  |  |
| 2.Year of Establishment  | 1999   |  |
| 3.Current Academic Activities at the Institution(Numbers):                                 |  |  |
| Faculties/Schools:   |  |  |
| Departments/Centres:   | 6  |  |
| Programmes/Course offered:   | 1  |  |
| Permanent Faculty Members:   | 10   |  |
| Permanent Support Staff:   | 8  |  |
| Students:  | 464  |  |
| 4.Three major features in the institutional Context (Asperceived by the Peer Team):        | 1. Providing higher education to the tribal and rural population in and around Ramtek<br>2. Offers skill oriented and certificate courses in communication skills and personality development<br>3. College encourages girls' education where more than 80% of students are female |  |
| 5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure): | From : 25-04-2018<br>To : 26-04-2018   |  |
| 6.Composition of Peer Team which undertook the on site visit:                              |  |  |
|  | <b>Name</b>  | <b>Designation &amp; Organisation Name</b> |
| Chairperson  | DR. PROF ROHINI PRASAD   | Vice Chancellor                            |
| Member Co-ordinator:   | DR. MARY PRISTILLA RINA<br>LYNGDOH   | FormerPrincipal,Shillong College           |
| Member:  | DR. CHAUDHARY SHASHANK<br>SHEKHAR THAKUR   | Dean                                       |
| NAAC Co - ordinator:   | MR. B.S. PONMUDIRAJ  |  |

## Section II: CRITERION WISE ANALYSIS

Observations (Strengths and/or Weaknesses) on each qualitative metrics of the key Indicator under the respective criterion (This will be a qualitative analysis of descriptive nature aimed at critical analysis presenting strength and weakness of HEI under each criteria)

| Criterion 1 - Curricular Aspects (Key Indicator and Qualitative Metrics(QIM) in Criterion 1) |  |
|--|--|
| 1.1  | Curricular Planning and Implementation   |
| 1.1.1<br>QIM   | The institution ensures effective curriculum delivery through a well planned and documented process  |
| 1.2  | Academic Flexibility   |
| 1.3  | Curriculum Enrichment  |
| 1.3.1<br>QIM   | Institution integrates cross-cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum |
| 1.4  | Feedback System  |

### Qualitative analysis of Criterion 1

The College is a leading institution at Ramtek and caters to the need for higher education of the tribal and rural population of the area. The institution follows the curriculum designed and developed by the affiliating University. The College has taken initiatives to ensure effective implementation of the curriculum. A Curriculum Monitoring Committee is constituted to monitor the completion of the course and other activities. Continuous and comprehensive evaluation of the syllabus taught is done through monthly test, terminal examinations, assignments and viva voce tests. In order to make the teaching learning process more student friendly and effective, various audio visual aids are used in the classroom. Besides, regular seminars, workshops, guest lectures and interactive sessions are held. Extra classes and tutorials are also conducted if needed. The institution also offers Certificate courses in Communication Skills, Personality Development, Yoga and Meditation. A course on Environmental Studies is mandatory for all students at the Undergraduate level. A Nature Club is constituted by the College, and students who are interested in various issues related to environment can become members. Various programmes like tree plantation, water conservation through rain water harvesting, protection of saplings, awareness programme have been organized by the Club. A Women Cell is constituted in the College to create awareness on gender issues, gender equality and gender discrimination. The Cell consists of senior teachers, a woman social activist, a lady doctor and other well known people. Various programmes are organized to create awareness on women's rights, safety, health care, personal hygiene and gender equality. The feedback system is in place and feedback is collected from teachers, parents, students and alumni. The feedback is analysed, report is prepared and action taken. The various programmes organized by the College on cross cutting issues supplement and enrich the curriculum.

| Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrics(QIM) in Criterion2) |   |
|--|---|
| 2.1  | Student Enrollment and Profile  |
| 2.2  | Catering to Student Diversity   |
| 2.2.1<br>QIM   | The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners                                      |
| 2.3  | Teaching- Learning Process  |
| 2.3.1<br>QIM   | Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences                              |
| 2.3.4<br>QIM   | Innovation and creativity in teaching-learning  |
| 2.4  | Teacher Profile and Quality   |
| 2.5  | Evaluation Process and Reforms  |
| 2.5.1<br>QIM   | Reforms in Continuous Internal Evaluation(CIE) system at the institutional level  |
| 2.5.2<br>QIM   | Mechanism of internal assessment is transparent and robust in terms of frequency and variety  |
| 2.5.3<br>QIM   | Mechanism to deal with examination related grievances is transparent, time-bound and efficient  |
| 2.5.4<br>QIM   | The institution adheres to the academic calendar for the conduct of CIE   |
| 2.6  | Student Performance and Learning Outcomes   |
| 2.6.1<br>QIM   | Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students |
| 2.6.2<br>QIM   | Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution  |
| 2.7  | Student Satisfaction Survey   |

#### Qualitative analysis of Criterion 2

The College is situated in a rural and notified tribal area. Most of the students are from educationally, economically and socially backward families from diverse backgrounds. To bridge the gap inside the classrooms, the College devises its own special programme which is a challenge for the teachers and administration. Induction programme is organized to welcome the new students and gives them a chance to familiarize with the new College. Based on data analysis, slow, medium and advanced learners are identified and special programmes are organized for advanced as well as slow learners. The institution has shifted from traditional method of teaching to modern method with the use of ICT. About 70% of the teachers are using ICT, therefore the classrooms are student centric and conducive for learning purpose. Adoption of Semester pattern and Continuous Internal Evaluation (CIE), the teaching learning process has become more participatory in nature and ensures active participation of learners. There are 08 teachers with Ph.D qualification and 05 are NET / SET qualified. The institution has adopted the semester pattern as prescribed by R.T.M. Nagpur University. Evaluation process framed by the affiliating University is followed by the College. Continuous Evaluation and 20% of internal assessment is in practice. Institutional level evaluation consists of Unit tests, terminal examinations, home assignments and oral examinations. The institution has a single programme B.A. General Degree at Undergraduate level The College has a mechanism of communicating the course outcomes (CO) and Programme Specific Outcome (PSO) through the institutional website which is an easy communication for both students and teachers. About 20-25% of the passed out students pursued higher education, 10-15% get employment in Government, semi-government, teaching and private sectors and about 20-30% are self employed in sectors like agriculture, business, transportation and others.

| 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<br>QIM  | Institution has created an ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge                        |
| 3.3   | Research Publications and Awards   |
| 3.4   | Extension Activities   |
| 3.4.1<br>QIM  | Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years |
| 3.5   | Collaboration  |

#### Qualitative analysis of Criterion 3

The Institution is trying to make the Institution an incubation Centre for discussing and understanding universal human values mainly contained in the subjects taught. The Centre for literature studies is in place where modern trends and experiments in Marathi and English literature is discussed. The faculty members and students through ICT enabled methods collect information regarding Government funded projects in rural development from various sources. The data is compiled and submitted to the local governing body that is the Gram Panchayat. Programmes are organized in the adjoining villages to pass the information collected. The Research done by teachers in their particular field is also used to spread the importance of critical inquiry and universal human values which form the basis for social transformation and nation building. Some publications, 8 to 10 per year are made by the faculty members. Major extension activities are organized by the NSS volunteers of the College. Programmes on important social issues such as gender equality, cleanliness, protection of the environment, water conservation, eradication of superstitions, health and family planning, Girls' education, computer literacy, digital revolution, yoga and meditation, road safety, child care and mortality, sexual harassment of women in educational institutions and work place, crime against women, domestic violence and others. These programmes are helpful in creating social awareness and sensitizing the students and the neighbourhood on these various issues. The Institution also helps to promote, various Government schemes and programmes like Swacch Bharat, Digital India and Sarvashiksha Abhiyan and others. The Institution has a functional MOU with ECOBIO Herb Pvt. Ltd, and Balaji Bio Remedies Ramtek for students training and internship. The College also has a linkage with M.G. Arts and Commerce College, Parseoni, for faculty exchange programme.

| Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrics(QIM) in Criterion4) |  |
|---|--|
| 4.1   | Physical Facilities  |
| 4.1.1<br>QIM  | The institution has adequate facilities for teaching- learning. viz., classrooms, laboratories, computing equipment, etc.  |
| 4.1.2<br>QIM  | The institution has adequate facilities for sports, games (indoor, outdoor),gymnasium, yoga centre etc., and cultural activities   |
| 4.2   | Library as a Learning Resource   |
| 4.2.1<br>QIM  | Library is automated using Integrated Library Management System (ILMS)   |
| 4.2.2<br>QIM  | Collection of rare books, manuscripts, special reports or any other knowledge resources for library enrichment   |
| 4.3   | IT Infrastructure  |
| 4.3.1<br>QIM  | Institution frequently updates its IT facilities including Wi-Fi   |
| 4.4   | Maintenance of Campus Infrastructure   |
| 4.4.2<br>QIM  | There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. |

#### Qualitative analysis of Criterion 4

The Institution has a sprawling campus of 3-5 acres and a newly constructed building to accommodate a single faculty Arts College. There are four classrooms, and out of these, three classrooms are ICT enabled with projectors and screen. The Library is furnished with sufficient number of books, journals, periodicals and newspapers. The Library has been upgraded with computers, internet connectivity, reprographic and Wi-Fi facilities. Students have access to unlimited e-resources for learning through N-List program. INFLIBNET. There are fifteen computers in the College out of which ten computers are in the College. Library for teachers and students and two Laptops are used by teachers as teaching tools. All computers are connected to the LAN. All the teachers are registered with the National Digital Library (NDL), a collaborative project of the MHRD and IIT Kharagpur, which give an opportunity to access an unlimited number of books in any subject. Separate hostel facilities for girls is not available. Institution has limited facilities for sports, games and cultural activities. The College engages the local agencies for regular maintenance of the building and IT infrastructure as per requirements. The College also hire local technicians for maintenance of water purifier, electrical and plumbing works. Presently, the Institution does not have an established system of maintaining physical, academic and support facilities, however, it has a separate procedure for maintaining and utilizing various support facilities.



| 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   |
| 5.3.2<br>QIM  | Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution   |
| 5.4   | Alumni Engagement  |
| 5.4.1<br>QIM  | The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years |

#### Qualitative analysis of Criterion 5

The Institution has a Students Council, Grievance Redressal Cell, Anti Ragging Cell, Committee for SC, ST, OBC and Minorities, Women's Cell, Career Guidance, Remedial Coaching and others. These bodies serve as support mechanism to help the students. About 90% of the students are benefitted by the various scholarships and freeships provided by the Government. The Institution regularly publishes students' magazine and organizes many programs and various cultural and sports activities. The College has a functional Alumni Association and recently it has initiated an Alumni Scholarship to help the needy students. The Institution continuously felicitates the meritorious students and ensures maximum participation of students in all the activities of the College. The College has an active Students' Council. The Council identifies student related issues and thus help the College administration and ensures participation of students in academic and administrative bodies. About 120 students are benefitted annually by guidance for competitive examinations and career counseling. Few students have got placement during the last five years. About 32 passed out students of the last batch 2016-2017 are pursuing higher education in different institutions. For the last five years none of the students have qualified in State/National/International level examination e.g., NET/SLET/GATE/GMAT/CAT/GRE/TOFEL/CIVIL SERVICES/STATE GOVERNMENT EXAMINATIONS

| Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrics(QIM) in Criterion6) |  |
|---|--|
| 6.1   | Institutional Vision and Leadership  |
| 6.1.1<br>QIM  | The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the institution  |
| 6.1.2<br>QIM  | The institution practices decentralization and participative management  |
| 6.2   | Strategy Development and Deployment  |
| 6.2.1<br>QIM  | Perspective/Strategic plan and Deployment documents are available in the institution   |
| 6.2.2<br>QIM  | Organizational structure of the institution including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism |
| 6.2.4<br>QIM  | Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions  |
| 6.3   | Faculty Empowerment Strategies   |
| 6.3.1<br>QIM  | The institution has effective welfare measures for teaching and non-teaching staff   |
| 6.3.5<br>QIM  | Institution has Performance Appraisal System for teaching and non-teaching staff   |
| 6.4   | Financial Management and Resource Mobilization   |
| 6.4.1<br>QIM  | Institution conducts internal and external financial audits regularly  |
| 6.4.3<br>QIM  | Institutional strategies for mobilisation of funds and the optimal utilisation of resources  |
| 6.5   | Internal Quality Assurance System  |
| 6.5.1<br>QIM  | Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes   |
| 6.5.2<br>QIM  | The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms   |
| 6.5.5<br>QIM  | Incremental improvements made during the preceding five years ( <i>in case of first cycle</i> )<br><br>Post accreditation quality initiatives ( <i>second and subsequent cycles</i> )  |

#### Qualitative analysis of Criterion 6

The Institution has an effective leadership for fulfillment of its vision and mission. The Management body is at the top of the organizational structure of the Institution for running the academic and administrative functioning of the Institution. It functions in a democratic principle based on decentralization and participative management, where three teachers and one non-teaching staff are members. The College has constituted a College Development Council (CDC) where three teachers re elected by the teachers and one non-teaching staff elected by the non-teaching staff are members of the Committee. The CDC prepares a perspective plan of the Institution regarding the academic, administrative and infrastructural growth. The College has constituted IQAC, Steering Committee and other smaller Committees. The Steering Committee of the IQAC has monitored the preparation of the SSR and completed within a short span of time. The organization of the Institution includes the Governing body, Administrative set up and functions of various Committees. The effectiveness of the various bodies is seen in the minutes of the meetings and implementation of their resolutions. The Institution is committed to the welfare of its teaching and non-teaching staff. The Institution



supports the needy members to avail loans from banks and other financial institutions and the different Insurance schemes available for their benefits. The system of performance appraisal for the performance of teaching and non-teaching staff is in place. The Institution conducts external and internal audits regularly by the Chartered Accountant PVR Associates, Nagpur and by the Office of the Joint Director, Nagpur Division. The Institution has not received any development assistance from the UGC and other funding agencies and being located in the rural area, it has a little scope for mobilization of funds. However, some funds received from the local MLA and MP were used for providing computers and projectors and has upgraded the IT infrastructure. The Institution has made many incremental improvements in the academic and administrative areas during the last five years. Quantitative analysis of these improvements of the last preceding five years will help in decision making for improvement.

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| Criterion7 - Institutional Values and Best Practices (Key Indicator and Qualitative Metrics(QIM) in Criterion7) |  |
|---|--|
| 7.1   | Institutional Values and Social Responsibilities   |
| 7.1.2<br>QIM  | <p>1. Institution shows gender sensitivity in providing facilities such as:</p> <ol style="list-style-type: none"> <li>1. Safety and Security</li> <li>2. Counselling</li> <li>3. Common Room</li> </ol>   |
| 7.1.5<br>QIM  | <p>Waste Management steps including:</p> <ul style="list-style-type: none"> <li>• Solid waste management</li> <li>• Liquid waste management</li> <li>• E-waste management</li> </ul>   |
| 7.1.6<br>QIM  | Rain water harvesting structures and utilization in the campus   |
| 7.1.7<br>QIM  | <p>Green Practices</p> <ul style="list-style-type: none"> <li>• Students, staff using <ol style="list-style-type: none"> <li>a) Bicycles</li> <li>b) Public Transport</li> <li>c) Pedestrian friendly roads</li> </ol> </li> <li>• Plastic-free campus</li> <li>• Paperless office</li> <li>• Green landscaping with trees and plants</li> </ul> |
| 7.1.18<br>QIM   | Institution organizes national festivals and birth / death anniversaries of the great Indian personalities   |
| 7.1.19<br>QIM   | The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions   |
| 7.2   | Best Practices   |
| 7.2.1<br>QIM  | Describe at least two institutional best practices (as per NAAC Format)  |
| 7.3   | Institutional Distinctiveness  |
| 7.3.1<br>QIM  | Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust   |

#### Qualitative analysis of Criterion 7

The Institution has facilities to ensure safety and security of female students inside the campus. Programmes on gender equality and counseling, economic empowerment and personal health and hygiene for girl students are organized. A Women Cell is in place, which is headed by a female teacher and girl students as members. The Women Cell organizes awareness programmes for girls in girl related issues like self defence, equal opportunities with boys, early marriage, pre marriage counseling, domestic violence and others. A separate common room for girls is being provided. An Internal Complaint Committee (ICC) was constituted in 2016 as

per guidelines of the UGC. The College has developed an effective system of waste management. Dustbins are placed in every classroom to put the solid waste, big garbage bins are placed in the campus to collect solid waste. The Institution has proper drainage system to manage and use liquid waste. There is no specific rain water harvesting structure constructed in the campus. The College has green practices, to protect the environment. More than 90% of the students use public transport system or bicycles to come to College. The students and staff are encouraged not to use plastic bags, plastic containers and polythene bags to make the campus plastic free. The College has a Nature Club with a slogan GREEN CAMPUS CLEAN CAMPUS, initiatives are being taken to beautify the campus by planting trees and plants. The Institution celebrates Independence Day and Republic Day and in addition also celebrates the birthdays of great personalities like Mahatma Gandhi, Dr. S. Radhakrishnan, Dr. B. R. Ambedkar, Swami Vivekananda and others. The College maintains transparency in financial, academic and administrative matters. The College takes initiatives to engage with the local communities and contribute towards the community through various social activities. The Institution also stress on value based education which will enable both the teachers and students to lead an ethical life. Two best practices of the Institution are, felicitation of meritorious students and its efforts to inculcate human values among the students.

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

**Strength**

**Strength**

1. Consistent increase in the number of girl students
2. Academic consistency, as indicated by the increasing number of students receiving medals and prizes in the University Examinations
3. Committed and supportive management
4. Providing higher education to the tribals and students of the rural areas
5. Effective student support mechanism

**Weakness**

1. Lack of financial resources
2. Having only Arts stream
3. Inadequate infrastructure
4. Located in the socially, economically and educationally deprived area
5. Lack of job-oriented education to cater to the rural and tribal students

**Opportunities**

1. Scope for introduction of skill and job-oriented education, innovative add on courses
2. Facilities to develop sports and games and other activities
3. Opportunities for extra rural funding schemes for infrastructural development
4. Scope for introduction of PG courses
5. Opportunity to develop a green campus

**Challenges**

1. Inadequate financial resources to meet the aspiration of the Institution
2. Increasing drop-outs particularly female students
3. Lack of job opportunities and employability of students
4. Lack of competitiveness among the students being a rural area
5. Diversity in economic, social and educational background

#### **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)

- Relevant and need based job oriented courses in emerging areas may be introduced
- PG courses in relevant subjects may be started
- More awareness programmes be organized for changing the mindset of the society for innovation and change
- Measures be taken to develop communication skills and computer literacy of students to meet global competition
- Perspective plan and strategy development of the Institution may be prepared, Efforts to generate funds may be made
- Computerization of all the administrative works of the College is recommended
- Augmenting the Library with more books, journals, periodicals, newspapers, E-resources and automation of the Library
- Students amenities including Canteen, Health Centre, Sports and Infrastructural facilities be improved including the major demand of students, Auditorium and Hostel for girls.
- Teachers be encouraged to attend Orientation/Refresher courses and to participate and organize Conferences, Seminars, Workshops and other faculty development programmes
- Teacher be encouraged to avail of UGC funded Minor/major Research Projects and from other funding agencies

**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. PROF ROHINI PRASAD                   | Chairperson         |                     |
| 2     | DR. MARY PRISTILLA RINA<br>LYNGDOH       | Member Co-ordinator |                     |
| 3     | DR. CHAUDHARY SHASHANK<br>SHEKHAR THAKUR | Member              |                     |
| 4     | MR. B.S. PONMUDIRAJ                      | NAAC Co - ordinator |                     |

Place

Date

NAAC