



INSTITUTIONAL ASSESSMENT AND ACCREDITATION
(Effective from July 2017)

Accreditation - (Cycle - 2)

PEER TEAM REPORT ON
INSTITUTIONAL ACCREDITATION OF
RASHTRASANT TUKDOJI COLLEGE CHIMUR
C-18665
Chimur
Maharashtra
442903

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
An Autonomous Institution of the University Grants Commission
P.O. Box No. 1075, Nagarbhavi, Bengaluru - 560 072, INDIA

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Section I: GENERAL INFORMATION

1.Name & Address of the institution:	RASHTRASANT TUKDOJI COLLEGE CHIMUR Chimur Maharashtra 442903	
2.Year of Establishment	1972	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:	2	
Departments/Centres:	10	
Programmes/Course offered:	6	
Permanent Faculty Members:	11	
Permanent Support Staff:	4	
Students:	1240	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. Good number of extra & co-curricular activities undertaken 2. Preference in Admission to the marginalized sections of society and Girl children. 3. Significant number of extension activities undertaken	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	Visit Date From : 30-10-2023 Visit Date To : 31-10-2023	
6.Composition of Peer Team which undertook the on site visit:		
	Name	Designation & Organisation Name
Chairperson	DR. BALACHANDRAN VISWANATHAN	Dean,CENTRAL UNIVERSITY OF KERALA
Member Co-ordinator:	DR. VISHWANATHA KALAI AH	Professor,MANGALORE UNIVERSITY
Member:	DR. HEMLA AGRAWAL	FormerPrincipal,GOVT COLLEGE FOR WOMEN PARADE JAMMU
NAAC Co - ordinator:	Dr. Devender S Kawday	

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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 I - Curricular Aspects (Key Indicator and Qualitative Metrics (QIM) in Criterion I)

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 I

The institute has effective curricular delivery through the university designed method including seminars, viva, unit test, project submission and regular attendance of students in addition to the addressing of crosscutting issues such as professional ethics and human values. Student's grievances are addressed as per the policies of the institution. Feedback is sought from different stakeholders.

The institution through IQAC is active in implementation of curriculum of Gondwana University through departmental meetings, adherence to time table and teaching plan, teachers daily diary are compulsory and moreover, each faculty members has a course file comprising of time – table, syllabi, teaching plan, assignments, internal exams and extra classes details. The achievements of course objectives and outcomes are checked. The issues of Gender, Climate Change, Environmental Education, Human Rights, etc., are included in the curriculum.

Critical thinking among faculty and students are promoted through a number of assignments and activities. Practical and project work are compulsory for Military Science, Economics and Commerce and together with the mandatory laboratory work.

The end examination for the laboratory and projects are conducted with internal and external examiner appointed from the other colleges as decided by the University.

The institute runs two graduate and four postgraduate programmes at present.

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Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrices(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	Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website
2.6.2 QIM	Attainment of POs and COs are evaluated. Explain with evidence in a maximum of 500 words
2.7	Student Satisfaction Survey

Qualitative analysis of Criterion 2

The institute has been adopting experiential learning, participative and problem solving methodologies. Students are engaged in community services. There are six PhD supervisors to guide the students. There are five projector ready Classrooms and a computer laboratory available for learners. Teachers use ICT enabled tools for teaching and learning. Methods of E-Learning used by teachers help them to outsmart the barriers imposed by the Covid-19. Online e-learning platforms were extensively used.

- Strict and mandatory adoption of the university decided criteria
- At the beginning of the semester, Students are apprised of the various conditions of internal assessment specific to their class or semester.
- Subject teachers along with the head of the concerned faculty monitor and evaluate the performance of students.
- Submission of assignment and other methods of internal assessment are strictly time-bound.
- The marks obtained by the students in internal assessment components are displayed on the notice board.
- In case of any grievances, students can approach to the Student Grievances Cell and their grievances are addressed accordingly.

Since programme outcomes and course outcomes are course specific, their successful evaluation depends on observance of the methods of internal as well as external analysis by departments and by the university. Course outcomes are not assessed by the statistical methods. The college should refer guidelines from the UGC website on evaluation reforms.

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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

Teachers publish their articles in various journal including the UGC CARE listed journals. They are attending regularly seminars, conferences, workshops, faculty development programmes. They have published few books, as well as articles as chapters in edited books. Their research is focussed on the local issues and problems of the people.

Students are sensitized to social issues and efforts are undertaken by the college to inculcate community development and civic responsibilities among the students through NSS, NCC programmes. The students of the institute actively engage themselves in varied awareness programmes like prevention of a sexual violence against women, no plastic use, water conservation, constitutional rights and duties and environmental aspects. The institute has many awards for extension activities. However, institution needs collaboration with industry to have conducive environment for promotion of research.

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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 institute has some limited infrastructure including classrooms, laboratories, ICT infrastructure and better demarcated ground for various sports activities, and some software are used in the office and the library. At present college campus is spread over 6.62 acres of land and the total built up area of the college is 2560.13 sq. mtr.

The institute has adopted certain policies and procedures for maintaining and utilizing physical, academic and student support facilities

Suggestions and feedback from the staff and students are collected and forwarded to the IQAC and Principal. The principal in turn discuss with the Management Committee and makes decisions. Feedback is also acquired from the various stakeholders. The institute provides free Wi-Fi facility to teachers and students.

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

The Scholarships and freeships, are extended to the students. The students' grievances redressal system is available. The few students are qualified in different State civil services and NET/SET examinations.

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The institute has recently formed and registered an alumni association with full-fledged office bearers. Institution may focus on financial assistance from the Alumni Association for infrastructural development.

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 institution has well designed organizational structure of management committee to take policy decisions and implementation. There is a college development committee headed by the President, Vice- President and Secretary and staff with the representation of students. The Committee plays an important role in the executing Management policies and allocation of resources for the development of the institute. The institute has annual performance system for both teaching and non-teaching staff. The institution follows from time to time the updated guidelines of the UGC, University and the Government in recruitment and the promotion of teachers and non-teaching staff.

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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
7.1.1 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

Best practices include the preparation of students for NCC B and C certificate examinations and engagement of Students through NSS in Community Oriented Services. The curriculum of Gondwana University, Gadechiroli focusing on values and ethics and gender equality. This is further supported by co-curricular and extra-curricular activities organized under NSS, NCC, Women's Cell, Students Welfare Association (Students Development Cell) from time to time. The college has a complaint box for submission of complaints by the students with time bound redressal. The institute is celebrating every year important days such as birth and death anniversaries of national heroes, Independence Day, Republic Day, Gandhi jayanthi along with Annual day function and cultural festivals. Institution provides inclusive environment towards cultural, regional, linguistic and socio-economic issues through sensitization of students and employees.

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

Overall Analysis

Strength:

The institute runs graduate and postgraduate courses and drives relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability.

Library with N-List facility for researchers & students

Efficient and dedicated teaching and non – teaching staff committed to the vision and mission of the institute

First preference to girls in admission to various courses run by the institute preventing their parents from marrying them at early age.

Teachers are getting their articles published in the UGC CARE listed journals and peer reviewed journals.

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31/10/23

Vijay Kumar
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Hemlata Aggarwal
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Good performance by students in extra-curricular and extension activities

NSS, NCC programmes and working with NGOs and GOs

Scholarships and freeships are extended to the students

Students qualifying in different civil services and NET/SET examinations.

Sports competitions are held to provide a platform for the hidden talents of students.

Promotion of the value of service to humanity is the biggest service of all as encapsulated in the motto of the institute, "Come to Learn, Go to Serve".

Weaknesses:

- Inadequate infrastructural facilities
- Computer and Students ratio is low
- Maximum number of students are from rural background with limited financial support from the families
- Lack of industry interaction
- No science stream and professional courses
- No recruitments allowed by the Government and hence services of part time and ad-hoc staff are utilised
- Absence of funding from different Agencies
- Limited exploration for revenue mobilization.

Opportunities:

- Introduction of skill based courses, professional courses, training to rural students in collaboration with the local tourism industry that can result in many jobs for students.
- Career opportunities for students in banking and civil services
- Introduction of research centre in the institute
- The institution development activities can be achieved by involving philanthropists, officers, public representatives, staff, students and donors, if any.
- Organization of intercollegiate and university level sports competitions
- Conducting FDPs in Core and Emerging areas.

Challenges:

- Challenges of NEP-2020 with special focus on quality skill based education
- Preparing students for inter-collegiate and inter-university competitions and fostering values and professional ethics among them.
- Financial constraints for additional building, Auditorium and Smart Class Rooms with interactive boards.

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Vijay Kumar
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- Exploring alternative sources of energy and adoption of e-learning methods and tools.

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)

- More value added and skill based short term courses in the emerging arrears may be started for better employability of the students.
- Industry-Institute Collaboration may be strengthened.
- Faculty members be motivated to improve /enhance their academic qualification, publish papers in indexed journals and obtain research projects sponsored by companies under CSR scheme and /or the various other national agencies.
- A dedicated training and placement cell may be established to prepare skilled students for better employability as well as competitive examinations.
- Efforts are required by alumni association for more enrolment with involvement for generation of resources.
- Efforts are needed for the holistic development of the student's personality, coaching, counseling and guidance cell.
- Steps to be initiated to enter into MoUs with industry/ business firms to enhance the varied skills of the students as per their requirement.
- Representation of the students should be given on academic and administrative bodies/ committees.
- Physical facilities to be provided, such as bus, girl's hostel, safety, security, ramps /alternative energy initiatives/ rain harvesting.
- IQAC office be strengthened to provide better contribution for over all development the institution.
- Regular funds to be allocated in budget for latest library book every year
- A five year perspective/ strategic plan be formulated to strengthen the overall institutional frame work.
- In addition to the above recommendations, the recommendations given by the PEER Team of the first cycle be implemented with letter and spirit.

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

Signature of the Head of the Institution

Hemant Aggarwal
31/10/23

Vinod
31/10/23



Shruti
31/10/23

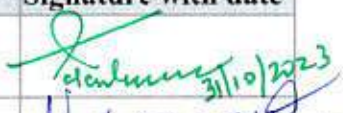
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Sahibzada Tahir College
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1	DR. BALACHANDRAN VISWANATHAN	Chairperson	 31/10/2023
2	DR. VISHWANATHA KALAIAH .	Member Co-ordinator	 31/10/2023
3	DR. HEMLA AGRAWAL	Member	 31/10/2023
4	Dr. Devender S Kawday	NAAC Co - ordinator	

Place

Chennai

Date

31/10/23

Hemla Aggarwal
31/10/23


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