



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

Accreditation - (Cycle - 3)

**PEER TEAM REPORT ON
INSTITUTIONAL ACCREDITATION OF
BHARATIYA SHIKSHAN PRASARAK SANSTHA'S SHRI
SIDDHESHWAR MAHAVIDYALAYA
C-34440**

**Majalgaon
Maharashtra
431131**

**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:	BHARATIYA SHIKSHAN PRASARAK SANSTHA'S SHRI SIDDHESHWAR MAHAVIDYALAYA Majalgaon Maharashtra 431131	
2.Year of Establishment	1996	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:	3	
Departments/Centres:	19	
Programmes/Course offered:	3	
Permanent Faculty Members:	24	
Permanent Support Staff:	21	
Students:	811	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. Located in Rural Area 2. Imparts education to students coming from poor, weaker and downtrodden section of the society. 3. The Institutions has grown over the years and has strengthened its academic and infrastructure facilities.	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 29-08-2024 To : 30-08-2024	
6.Composition of Peer Team which undertook the on site visit:		
	Name	Designation & Organisation Name
Chairperson	DR. AJAYAKUMAR P P	FormerPro-Vice Chancellor,UNIVERSITY OF KERALA
Member Co-ordinator:	DR. MOHAN SINGH	Professor,University of Allahabad
Member:	MR. PROF. MUZAFAR AHMAD BHAT	Principal,Government Degree College Anantnag
NAAC Co - ordinator:	Dr. Vishnu Mahesh K R	

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 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

The institution demonstrates a creditable approach to curriculum planning and delivery, effectively adhering to university regulations. The mechanism for curriculum implementation is well-structured and involves key stakeholders, such as faculty and the Internal Quality Assurance Cell (IQAC). Regular faculty meetings ensure that academic calendars are meticulously planned, with a focus on efficient faculty workload distribution and syllabus completion. The IQAC's involvement further strengthens this process by organizing academic programs and assessing annual departmental reports, which contributes to continuous improvement. The institution demonstrates good academic flexibility by offering diverse subject combinations at the undergraduate level and adopting the Choice Based Credit Grading System (CBCGS). This flexibility is further enhanced by the introduction of 73 add-on, certificate, and value-added courses over the last five years, providing students with opportunities to tailor their education to their interests and career goals. It is pertinent to mention here that the college has started implementing NEP (2020) from 2023-2024 session. The institution committed to producing well-rounded graduates who are not only academically proficient but also socially responsible and ethical. To further enhance curriculum enrichment, the institution could incorporate more learning opportunities, such as workshops, community service projects, or case studies related to these cross-cutting issues. This would provide students with practical applications of the concepts learned in these courses. The institution could further encourage cross-departmental collaboration in curriculum delivery. Interdisciplinary projects or joint seminars could provide students with a broader perspective and help them connect different fields of study. Teaching in English medium particularly for arts students can further enhance the academic quality of the institution. The institution has a student feedback system in place.

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	
<p>Shri Siddheshwar Mahavidyalaya, Majalgaon, employs a student-centric teaching-learning process, utilizing experiential learning, participative learning, and problem-solving methodologies. These approaches enhance student engagement and comprehension by actively involving them in the learning process. The facility for PowerPoint presentations and video display is available in limited classrooms. The YouTube channel of the college ensures that learning materials are accessible and engaging for the students. The college is equipped with a computer lab with 33 computers. It supports practical learning to a certain extent. To further enhance the teaching-learning process, the college could introduce computers with higher RAM and storage capability and LCD/ interactive boards in all classrooms. The evaluation process in the institution is transparent and efficient. The institution's mechanism for internal and external assessments includes a variety of evaluative methods such as internal tests, quizzes, assignments, seminars, and projects. The effective use of ICT tools ensures that the Continuous Internal Evaluation (CIE) process is streamlined and accessible. Moreover, the grievance redressal system is designed to be time-bound and efficient, ensuring that student concerns regarding assessments are addressed promptly and fairly. While the evaluation process is robust, incorporating more formative assessments that provide continuous feedback could help students identify and address learning gaps in real-time. The institution is attempting to ensure that its students achieve the stated Programme Outcomes (POs) and Course Outcomes (COs) for all the programs offered. These outcomes are clearly articulated, displayed on the college website, and communicated to students at the beginning of each academic session, ensuring that learners are well aware of the expectations and goals of their respective programs.</p>	

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	
<p>The institution has developed a comprehensive ecosystem supporting innovations and the Indian Knowledge System (IKS). The institution organizes a range of conferences, seminars, and workshops on IPR, entrepreneurship, and research methodology. The college has achieved some outcomes, including publications and active participation in national and international research forums. Facilities such as the IPR cell and incubation center, along with initiatives like Avishkar competitions and Carrer Katta initiative along with various extension activities, underscore the college's commitment to fostering a culture of innovation, social responsibility, and academic excellence to a certain extent. To further enhance the innovation ecosystem, Shri Siddheshwar Mahavidyalaya could focus on strengthening industry partnerships to facilitate technology transfer and commercialization. Expanding mentorship programs for students and faculty involved in research could also provide additional support and guidance. The institution has actively engaged students in extension activities within the neighborhood community, sensitizing them to social issues and contributing to their holistic development. Over the last five years, initiatives such as blood donation camps, environmental awareness programs, and rural village adoption through the NSS have been conducted. These activities not only foster a sense of social responsibility among students but also create tangible benefits for the community. The college's consistent focus on issues like gender equality, health, and digital awareness reflects its commitment to comprehensive student development and community service.</p>	

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

Infrastructure and physical facilities viz., classrooms, laboratories, ICT facilities, cultural activities, sports facility, yoga centre etc. Are available in the institution. However, there is a need for upgraded facilities to meet the growing demands for better infrastructure and learning resources. Expanding the computer lab and upgrading existing systems will enhance students' access to technology, support advanced learning, and improve overall educational outcomes. The expansion and extension of classrooms, sports facilities, introduction of hostels for boys and girls will cater to the need of students in the present scenario. Library is partially automated using Integrated Library Management System (ILMS) It has more than 7000 titles and has subscription to e-resources. Though purchase of books, journals has been done every year there is need for allotting more money for the same. In order to further support students and faculty, there is a need to expand the collection with more up-to-date and specialized books. Increasing the variety and volume of resources will better serve the academic and research needs of the institution.

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 college offers financial assistance to students who have lost their parents and are economically weaker. Besides students belonging to weaker sections are permitted to pay fee in smaller instalments.

- **Career and Placement:** The college offers a range of support services including a Career Academy Centre, Earn and Learn Scheme, and a Training and Placement Cell. The placement rate is above 75%.
- **Grievance Redressal:** Services also include a Grievance Redressal Cell, Internal Complaint Committee, and Anti-Ragging Committee.
- **Competitive Exams and Counseling:** Around 100% of students receive guidance for competitive exams and career counseling.

There is a registered Alumni Association that contributes to the development of the institution.

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	
<p>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 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. The institution has effective welfare measures and Performance Appraisal System for teaching and non-teaching staff. Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ non-government organizations) and it conducts financial audits regularly (internal and external). 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.</p>	

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 institution has introduced Vidyasabha to facilitate inculcation of patriotism, skill and passion for Indian culture and thought among students. The institution has adopted a nearby village and introduced water conservation programme for the benefit of the villagers. In addition the institution has implemented zero waste generation policy by recycling the generated waste material in the college campus through vermicompost programme, a healthy step towards environmental restoration. The college has conducted green and energy audit by an external agency to ensure continuous improvement in the conservation of nature.

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

Overall Analysis

Strength:

- The institution ensures effective curriculum delivery through well-structured planning and enrichment activities.
- A wide range of significant activities focused on student development and engagement is in place.
- Promotion of overall student growth through diverse social and extension activities.
- Employment of skilled and competent faculty members.
- A committed workforce characterized by strong unity, discipline, and teamwork.
- A supportive management is facilitating the growth of the institution.

Weaknesses:

- The absence of hostel accommodations for both girls and boys.
- Issues related to transportation for students from remote rural areas.
- Limited financial assistance to the students by the institution.
- Limited space and infrastructure for future expansion

- Lack of upgradation of Computer Lab and Library facilities.

Opportunities:

- Introduction of PG programmes to facilitate the demands of the girls and boys belonging to the rural area.
- Starting of more Career oriented UG programmes to help students to find placement in the industry.
- Addition of English as a medium in Arts courses.
- Introduction of job oriented short term programmes.
- Faculty exchange with other colleges and nearby Universities.
- Outreach activities for supporting the rural population.

Challenges:

- Filling of vacant permanent faculty positions and creating new faculty positions for the new generation programmes.
- Expansion of land and infrastructure.
- Upliftment of the economically and socially disadvantaged students of the rural area.
- Qualitative and quantitative improvement in research and extension activities.
- Introduction of transportation facilities for students.
- Upgradation of proper sanitation facilities for boys and girls.

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)

- Design of Institutional Development Plan (IDP) for the future development of the institution.
- Systematic redistribution of spaces for different facilities like Library, Computer Lab, Canteen, Multipurpose sports activities, sanitation, waste disposal etc.
- Construction of a multipurpose building complex to house the canteen, conference hall, auditorium, labs and library.
- Hostel facilities for boys and girls.
- Transport facilities for students.
- Purchase of more relevant books for the library as per NEP 2020
- Upgradation of Computer Lab and Science Laboratories.
- Medical Room and First Aid facilities
- Upgradation of girls common room
- Orientation and Teaching Methodology courses for faculty members of the college
- Enhancement of remuneration of Hourly Based faculty at par with UGC guidelines.

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. AJAYAKUMAR P P	Chairperson	
2	DR. MOHAN SINGH	Member Co-ordinator	
3	MR. PROF. MUZAFAR AHMAD BHAT	Member	
4	Dr. Vishnu Mahesh K R	NAAC Co - ordinator	

Place

Date