Certificate of Accreditation

The Executive Committee of the
National Assessment and Accreditation Council
is pleased to declare

Bhausaheb Lahane Dnyanprakasha Arts College

Pinjar, Tal. Barshitakali, Dist. Akola,
affiliated to Sant Gadge Baba Amravati University, Maharashtra as

Accredited

with CGPA of 2.07 on four point scale

at B grade

valid up to April 24, 2029

Date : April 25, 2024

Director

EC(SC)/196/4ᵗʰ Cycle/MHCOGN12260

INSTITUTIONAL ASSESSMENT AND ACCREDITATION
(Effective from July 2017)

Accreditation - (Cycle - 4)

PEER TEAM REPORT ON

INSTITUTIONAL ACCREDITATION OF
BHAUSAHEB LAHANE DNYANPRAKASHA ARTS COLLEGE
C-42893

Akola
Maharashtra
444407

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Section I:GENERAL INFORMATION

1.Name & Address of the institution:	BHAUSAHEB LAHANE DNYANPRAKASHA ARTS COLLEGE Akola Maharashtra 444407
2.Year of Establishment	1995
3.Current Academic Activities at the Institution(Numbers):	
Faculties/Schools:	1
Departments/Centres:	7
Programmes/Course offered:	2
Permanent Faculty Members:	7
Permanent Support Staff:	9
Students:	345
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. Located in backward rural region 2. Having a registered Alumni Association 3. Research Centre of University with PhD program in Economics
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	Visit Date From : 15-04-2024 Visit Date To : 16-04-2024
6.Composition of Peer Team which undertook the on site visit:	

	Name	Designation & Organisation Name
Chairperson	DR. NIGAMANANDA DAS	Professor,NAGALAND UNIVERSITY
Member Co-ordinator:	DR. A JAGAN MOHAN REDDY	Professor,Symbiosis Institute of Business Management, SIU
Member:	DR. SURINDER KAUR	Principal,Khalsa College for Women Amritsar
NAAC Co - ordinator:	Dr. Priya N	

Section II: CRITERION WISE ANALYSIS

Observations (Strengths and/or Weaknesses) on each qualitative metrices 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 Metrices(QlM) in Criterion1)	
1.1	Curricular Planning and Implementation
1.1.1 QlM	**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 QlM	*Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum*
1.4	Feedback System

Qualitative analysis of Criterion 1
The college needs to add more UG and PG programs along with contemporary skill oriented and value added courses. Facilities for internship should be augmented. Field trips and practical exposures should be arranged. Relevant issues relating to gender, environment and sustainability, human values and professional ethics should be interwoven with the existing curriculum. NCC wing needs to be opened. Workshops, seminars, conference and other cocurricular activities should be organized to integrate crosscutting issues, relevant to various aspects. Corrective actions must be taken on feedback analysis and report must be uploaded on the college website

Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrices(QlM) in Criterion2)	
2.1	Student Enrollment and Profile
2.2	Student Teacher Ratio
2.3	Teaching- Learning Process
2.3.1 QlM	**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 QlM	**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 QlM	*Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website*
2.6.2 QlM	*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
Teaching learning environment needs to be strengthened and more UG and PG level programmes alongwith

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contemporary skill oriented and add on courses like Home science, Cosmetology, Digital Marketing, Stiching and Tailoring, Web Designing, Bee Keeping and other relevant agri-based Skill oriented courses fulfilling local needs should be offered to the students for their holistic development. Some affordable Self financing Courses also be offerred. To improve learning experience of the students,student centric techniques like experiential learning, participatory learning and problem solving techniques are to be implemented.Systematic mapping of POs, COs, and PSOs should be done. There should be a provision of smart classrooms and ICT tools to enhance teaching learning comptence. Continuos Internal evaluation should be conducted.Steps must be taken to ensure regular attendance of the students. They must be motivated strongly to attend the classes and to participate in learning and cocurricular activities. Feedback is only collected but necessary steps should be taken to properly analyse and implement the corrective measures.

Criterion3 - Research, Innovations and Extension (Key Indicator and Qualitative Metrices(QlM) in Criterion3)	
3.1	Resource Mobilization for Research
3.2	Innovation Ecosystem
3.2.1 QlM	**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 QlM	**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 QlM	**Awards and recognitions received for extension activities from government / government recognised bodies**
3.5	Collaboration

Qualitative analysis of Criterion 3
Very few publications by the faculty members have appeared in UGC CARE listed journals. The institution has only 2 functional MOUs. The college has a recognised research centre and 2 faculty members are recognized as Ph.D. supervisors and 2 Ph.D. scholars are already registered from Department of Economics. All the faculty members are Ph.D. The institution should create an ecosystem for innovations, Indian knowledge system with an IPR cell for creation and transfer of knowledge and technology. Though the extension activities are encouraging, there should be more such activities organised.

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Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrices(QlM) in Criterion4)	
4.1	Physical Facilities
4.1.1 QlM	**The Institution has adequate infrastructure and other facilities for,** • **teaching – learning, viz., classrooms, laboratories, computing equipment etc** • **ICT – enabled facilities such as smart class, LMS etc.** **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.)**
4.2	Library as a Learning Resource
4.2.1 QlM	*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*
4.3	IT Infrastructure
4.3.1 QlM	**Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection** *Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words*
4.4	Maintenance of Campus Infrastructure

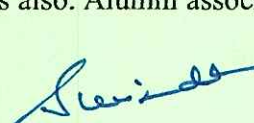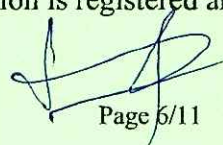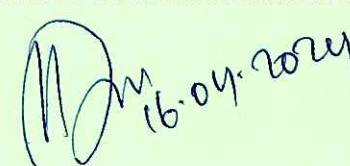| Qualitative analysis of Criterion 4 |
|---|
| The institution has 4 classrooms, a reading table inside library, 1 playground, 1 computer lab and a room for yoga with administrative setup. There should be more infrastructure for extension of facilities both for academic and administrative necessities.

The wi-fi facility should be upgraded. More books and journals needs to be added as the institution is running a Ph. D. programme.Library should be automated with latest software.The canteen facility is not available.The common rooms for boys and girls are not there. The toilets need to be maintained properly and separate toilets for boys, girls and staff should be built with sufficient water supply and also drinking water arrangements should be made for all. Campus should be secured with CCTV surveillance. |

Criterion5 - Student Support and Progression (Key Indicator and Qualitative Metrices(QlM) in Criterion5)	
5.1	Student Support
5.2	Student Progression
5.3	Student Participation and Activities
5.4	Alumni Engagement
5.4.1 QlM	**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 organizes yoga classes and lectures on health and hygiene awareness..There is a need to provide more career counselling to the students. Workshops on career counselling should be organized frequently. Campus placements should be strengthened. The institution should provide guidance for competitive tests also. Alumni association is registered and active. All alumni must be involved in

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Qualitative analysis of Criterion 2
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strenthening the infrastrure of the college though the present alumni provide funds to college for the needy students and for infrastructural growth to some extent.

Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrices(QlM) in Criterion6)	
6.1	Institutional Vision and Leadership
6.1.1 QlM	*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.*
6.2	Strategy Development and Deployment
6.2.1 QlM	*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*
6.3	Faculty Empowerment Strategies
6.3.1 QlM	**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 QlM	**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 QlM	**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 Principal is assisted by the HODs. The IQAC prepares perspective plan for the institute. Decentralisation is ensured by delegating powers to departmental heads. The performance appraisal of each faculty member is assessed through Performance Based Appraisal System (PBAS). Promotions are completely based on performance. All types of leaves and benefits are given to teaching and non-teaching staff. The college maintains transparency in administrative and academic system but e-governance in financial and student support and Admission needs to be upgraded. The institution should conduct academic and administrative audit, green audit on regular basis. It should regularly participate in NIRF.

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Criterion7 - Institutional Values and Best Practices (Key Indicator and Qualitative Metrices(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.** *Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words*
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 taken some steps for the promotion of gender equity by organizing gender sensitization programmes. A safe and secured environment is provided to all. Important national days are celebrated. NSS unit conduct voters' awareness rally, cultural programmes and celebration of birth anniversaries of visionary leaders. The best practices of the college include Needy's Assistance Oath and Constitutional Awareness programme. Under Needy's Assistance Oath, the institution adopted a poor widow woman who has the responsibility of bringing up and educating her two daughters after the demise of her husband who was the only financial support in the house. Second, the institution donated as financial help Rs. 21000/- to flood stricken people at Kohlapur district. Under Constitutional Awareness programme, the institution organized special programmes in the name of constitutional Awareness programme in the nearby villages.

Section III: OVERALL ANALYSIS based on Institutional strengths. Weaknesses, Opportunities & Challenges (SWOC)(up to 500 words)
Overall Analysis
Strength: Providing education to rural masses

Actively working registered alumni association

Research centre

Weaknesses:

Lack of proper infrastructure

Lack of initiatives for the implementation of NEP 2020.

Inadequate ICT facilities and gadgets

Less number of Scopus and CARE listed publications

No student registered in MOOCs, SWAYAM online add on courses.

Institution only collects the feedback on academic performance from different stakeholders.

No MOUs for on the job training and internship.

No Academic and Administrative Audit

No Green and Environment Audit

No Management for degradable and non-degradable waste

No grants for seminars from various granting agencies

Opportunities:

Introduce multidisciplinary innovative Skill based Courses under NEP 2020

More MOUs

Encourage students to join online MOOCs and Swayam courses

Inclusion of faculty as experts in SWAYAM/MOOC

Improve Student Support Services

Challenges:

Less no. of admissions due to rural population

Financial constraints

Upgradation of resources

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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)

- Plan for the implementation of NEP 2020.

- Introduction of skill based courses

- Introduction of PG programmes.

- Increase ICT facilities and gadgets

- Encourage students to get registered in MOOCs, SWAYAM online add on courses.

- Classroom infrastructure needs to be strengthened

- Initiate Green and Environment Audit

- Efforts should be made to procure funds under CSR

- To open a Corpus Fund by arranging financial support from various sources for all round development of the institution.

- To introduce affordable self financing courses to cater to the local needs for promoting employability and to help reducing unemployment of the educated youth.

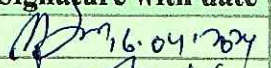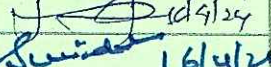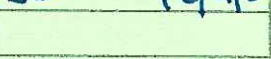**I have gone through the observations of the Peer Team as mentioned in this report** 16/04/2024

Signature of the Head of the Institution
Principal,
Bhausaheb Lahane
Dnyanprakash Arts College,
PINJAR, Dist.Akola
Seal of the Institution

16.04.2024

Sl.No	Name		Signature with date
1	DR. NIGAMANANDA DAS	Chairperson	16.04.2024
2	DR. A JAGAN MOHAN REDDY	Member Co-ordinator	16/4/24
3	DR. SURINDER KAUR	Member	16/4/24
4	Dr. Priya N	NAAC Co - ordinator	

Place   PINJAR

Date   16.04.2024