



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

Accreditation - (Cycle - 3)

PEER TEAM REPORT ON

**INSTITUTIONAL ACCREDITATION OF
SAHYADRI PARISAR SHIKSHAN PRASARAK MANDAL'S SHRI
MANOHAR HARI KHAPANE COLLEGE OF ARTS AND COMMERCE,
PACHAL AT, PO RAYPATAN TAL -RAJAPUR, DIST - RATNAGIRI,
MAHARASHTRA**

C-33724

**Pachal
Maharashtra
416704**

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:	SAHYADRI PARISAR SHIKSHAN PRASARAK MANDAL'S SHRI MANOHAR HARI KHAPANE COLLEGE OF ARTS AND COMMERCE, PACHAL AT, PO RAYPATAN TAL -RAJAPUR, DIST - RATNAGIRI, MAHARASHTRA Pachal Maharashtra 416704	
2.Year of Establishment	1994	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:	2	
Departments/Centres:	4	
Programmes/Course offered:	4	
Permanent Faculty Members:	8	
Permanent Support Staff:	7	
Students:	232	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	<ol style="list-style-type: none">1. An affiliated coeducational college in a rural and hilly and economically backward region with commitment to social responsibility and rural upliftment2. Poor students from SC and ST category availing government scholarship and finding emphasis on holistic student development3. College operates amid lots of challenges such as weak internet connectivity, inadequate transport facilities, and limited local employment opportunities	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 27-09-2024 To : 28-09-2024	
6.Composition of Peer Team which undertook the on site visit:		
	Name	Designation & Organisation Name
Chairperson	DR. P SUBRAHMANYA YADAPADITHAYA	FormerVice Chancellor,Mangalore University
Member Co-ordinator:	DR. AJEYA K GUPTA	Professor,DEEN DAYAL UPADHAYA GORAKHPUR UNIVERSITY
Member:	DR. THIRUCHELVAM CHINNAIYAN	Principal,H H The Rajahs College
NAAC Co - ordinator:	Dr. Shyam Singh Inda	

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	The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment
1.3	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>

Qualitative analysis of Criterion 1

This is an affiliated college and hence follows the curricula of affiliating university, i.e., the University of Mumbai. It demonstrates effective curriculum planning and delivery through a structured process. It maintains an academic calendar, conducts orientation programs every year for newly admitted students to make them aware of the mechanism for curriculum delivery and implementation. The college prepares a master routine and circulates it to departments. Routine is prepared according to the number of credit points mentioned in the prescribed syllabus of each course offered by respective departments. The college ensures syllabus completion. The use of teaching plans and technology-aided instruction further strengthens the curriculum implementation. The institution effectively integrates cross-cutting issues related to Gender, Environment and Sustainability, Human Values, and Professional Ethics into its curriculum. This is achieved through a combination of dedicated courses, departmental discussions, and co-curricular activities, fostering holistic student development. The college promotes experiential learning through project work and field work with a significant percentage of students participating in these activities.

Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrics(QIM) in Criterion2)

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
2.5	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

Qualitative analysis of Criterion 2

The institution employs a range of student-centric teaching methods, including experiential, participative, and problem-solving approaches. It leverages ICT tools to enhance the learning experience, demonstrating a

commitment to innovative and effective pedagogy. Select audio visual clips and PPTs are collected for specific contents of the syllabi. The institution maintains transparency and robustness in its internal assessment mechanisms. A concrete schedule is displayed quite ahead of the beginning of session. It has established a grievance redressal system and various committees to address student concerns related to examinations, ensuring a fair and efficient evaluation process. The institution has displays Program Outcomes (POs) and Course Outcomes (COs) formulated by the affiliating university for all its programs. These are communicated to students and faculty; however, their attainment is not evaluated through statistical methods, that can promote a focus on enrichment of learning outcomes.

Criterion3 - Research, Innovations and Extension (Key Indicator and Qualitative Metrics(QIM) in Criterion3)	
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
3.4	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

Qualitative analysis of Criterion 3

Faculty members in almost all the departments have endeavored to do research and publish, especially in Marathi and Hindi departments. It has got four minor research projects in the last five years in the departments of History, Marathi, Commerce and Library Science. The institution is working towards creating an ecosystem for innovations and promoting the Indian Knowledge System (IKS). It plans to introduce courses and activities that focus on Indian languages, culture, and heritage, fostering an appreciation for indigenous knowledge. However, the college has not yet taken any step towards establishing the entrepreneurship and incubation cell. An initiation with the entrepreneurship cell and its perspective plan can be a good first step in this direction. The institution demonstrates a commitment to social responsibility through various extension activities organized by NSS, DLLE, and WDC. These activities address social, cultural, and environmental issues, contributing to the holistic development of students and the betterment of the local community. The institution's extension activities have been recognized and appreciated by various social bodies. The NSS unit has received some awards for its outstanding contributions, highlighting the institution's dedication to community engagement.

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>

Qualitative analysis of Criterion 4

The institution possesses adequate space and facilities to support teaching, learning, and extracurricular activities, however, its roofs are tin-shade and asbestos only that make it uncomfortable especially during summers. It has some well-equipped classrooms, and a library, reading spaces for students and staff. Although college has spaces for sports and cultural events to ensure a conducive learning environment, it needs upgradation in terms of qualitative ambience; especially the ceiling of the auditorium that is made of a tin-shade. The library is partially automated and offers a small collection of books, journals, and e-resources. It provides various services and even organizes events to promote a reading culture among students and faculty. The institution maintains an IT infrastructure, with internet connectivity in office, departments, classrooms, and the library. It updates its IT facilities also and provides wi fi internet, facilitating effective teaching learning process. However, repeated interruption of electric supply and slow internet is a critical bottleneck here, which need to be resolved through installation of solar panels and satellite internet mechanism. College has installed CCTV cameras at select places, that should be increased in number and operability for adequate security. It needs to redesign its ramps and other facilities for people with disability.

Criterion5 - Student Support and Progression (Key Indicator and Qualitative Metrics(QIM) in Criterion5)	
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

Although the Alumni Association just got registered (May 2024), after the submission of the SSR, it is in the process of being established. It need to conduct its election/ nomination of the office bearers soon. The institution recognizes the importance of alumni engagement and aims to leverage their support for its development in the future. Alumni also seem to be eager to assist the college all the way and conduct activities

for the development of its alma matter. There are some donations of equipments etc., from the alumni during the review period.

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's governance and leadership are aligned with its vision and mission. This is evident in its practices, such as its efforts towards NEP implementation, focus on sustained growth, and emphasis on decentralization and participatory decision-making. The institution has a perspective plan and it seems to effectively deploys it through its various bodies. It has clear policies, an organized administrative setup, and established procedures for appointments and service rules, ensuring efficient functioning. The institution has implemented government welfare measures and a performance appraisal system for its teaching and non-teaching staff, however it needs to add some more welfare plans and make the appraisal system robust. It also provides opportunities for career development and progression, demonstrating a commitment to faculty empowerment. The institution has strategies for resource mobilization and optimal utilization of funds. It conducts regular financial audits, ensuring transparency and accountability in its financial management. It does not have any assets as such that need regular AMC's. The Internal Quality Assurance Cell (IQAC) plays a crucial role in institutionalizing quality assurance strategies and processes. It regularly reviews teaching-learning processes, structures, methodologies, and sports and cultural activities, contributing to continuous qualitative improvement. However, it must increase the number of meetings, review of actions taken and a good maintenance of records and proceedings for a better outcome of the IQAC. Feedback system also need an elaborate analysis mechanism for an effective utilization of the feedback inputs received from various stakeholders.

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 demonstrates a commitment to gender equity and sensitization through various initiatives and facilities. It has conducted regular programs and activities for gender sensitization and established a Women Development Cell (WDC) to promote gender equality and empower female students. The WDC need to be restructured in such a manner as to increase the women and girl students representation. It also needs a systematic records maintenance.

The institution fosters an inclusive environment that promotes tolerance and harmony towards cultural, regional, linguistic, communal, and socioeconomic diversity. It also sensitizes students and employees to constitutional values, rights, duties, and responsibilities, contributing to responsible citizenship.

The institution has successfully implemented two best practices: the "Best Reader Competition" to promote a reading culture and "Women Empowerment" to foster gender equality and skill development among the girl students. Various programs related to girls overall development are organized on regular basis. These practices seem to have had a positive impact on student engagement, their creativity and overall development.

The institution's distinctiveness lies in its strong focus on extension activities and outreach programs. It actively contributes to the welfare of society through initiatives in areas such as social contribution, green initiatives, skill enhancement programs, environmental awareness campaigns, and academic extensions. A cordial and cooperative atmosphere prevailing in the campus is evident from various activities, committees, and constructive participation of the management. Overall, the institution showcases a commitment to quality education, holistic student development, and social responsibility fulfillment. It has implemented various

initiatives and best practices that align with its vision and mission, contributing to its distinctiveness and positive impact on the community it serves.

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

Overall Analysis

Strength:

- **Motivated Principal and committed staff**
- **Sufficient own land for further infrastructural development**
- **Clean, green and serene learning atmosphere**
- **NSS, DLLE, Woman Development Cell, which promote social responsibility among the students**

Weaknesses:

- **Hostel accommodation for girls**
- **Unsuitable transport facilities for students coming from rural areas**
- **Electricity supply problems**
- **Weak internet connectivity due to the hilly area**

Opportunities:

- **More scope to provide multidisciplinary higher education to rural students**
- **Possibility to increase innovation and research in rural areas**
- **Tie-up opportunities with various government organizations and NGOs**
- **Establishing add-on courses and self-employment training**

Challenges:

- **Migration of students to metro cities due to the non-availability of jobs**
- **Challenge of retaining qualified staff and infrastructural upgradation for self-funded or unaided courses**
- **Establishing incubation and research centers**
- **Lack of demand for Arts/ Humanities courses**

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)

- Number of books and journals along with e-resources in the library to be increased
- Construct a Girls Hostel to facilitate easy access to higher education for the girls in the rural area
- Set up Language laboratory and Business Laboratory to improve communication and entrepreneurial/business skills of the students
- Introduce multidisciplinary and skill oriented programs as per the need of the locality, employment and market demands.
- Expand the use of ICT in teaching and learning.
- Training for soft skills, computer skills and competitive examinations for entry into service.
- Encourage research culture amongst students and faculty .
- In order to get rid of the perennial electricity and internet problems, install solar panels and satellite internet
- Need to strengthen the Alumni Association

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. P SUBRAHMANYA YADAPADITHAYA	Chairperson	
2	DR. AJEYA K GUPTA	Member Co-ordinator	
3	DR. THIRUCHELVAM CHINNAIYAN	Member	
4	Dr. Shyam Singh Inda	NAAC Co - ordinator	

Place

Date