



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

**Accreditation - (Cycle - 3)**

## **PEER TEAM REPORT ON** **INSTITUTIONAL ACCREDITATION OF** **SHRI DNYANESH MAHAVIDYALAYA**

**Nawargaon**  
**Maharashtra**  
**441223**

**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:	SHRI DNYANESH MAHAVIDYALAYA Nawargaon Maharashtra 441223	
2.Year of Establishment	1968	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:	5	
Departments/Centres:	11	
Programmes/Course offered:	24	
Permanent Faculty Members:	18	
Permanent Support Staff:	15	
Students:	835	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. A grant in aid affiliated college with 2(f) and 12(B) of UGC act catering the education. 2. Major Admission of Reserved Category 3. An Institution of higher learning situated in socio-economically backward area.	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 03-08-2021 To : 04-08-2021	
6.Composition of Peer Team which undertook the on site visit:		
	Name	Designation & Organisation Name
Chairperson	DR. MANOJ DIXIT	Vice Chancellor,DR RML AVADH UNIVERSITY FAIZABAD
Member Co-ordinator:	DR. PRAVEEN SINGH BISHT	Professor,KUMAUN UNIVERSITY S S J CAMPUS ALMORA
Member:	DR. PROF VISWANATHAIAH M	Principal,IFIM College
NAAC Co - ordinator:	Dr. N R Mohan	

## 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(QIM) in Criterion1)	
1.1	Curricular Planning and Implementation
1.1.1 QIM	<b>The Institution ensures effective curriculum delivery through a well planned and documented process</b>
1.1.2 QIM	<b>The institution adheres to the academic calendar including for the conduct of CIE</b>
1.2	Academic Flexibility
1.3	Curriculum Enrichment
1.3.1 QIM	<b>Institution integrates crosscutting issues relevant to Professional Ethics ,Gender, Human Values ,Environment and Sustainability into the Curriculum</b>
1.4	Feedback System

### Qualitative analysis of Criterion 1

As an affiliated College, the institution follows the curriculum designed and developed by the affiliating University (University, Gadchiroli). The college offers humanities and science U.G courses under CBCS system and post-Graduate courses in History, Political Science, Economics, Chemistry, Physics and Zoology. The Institution has the practice of Academic review meeting with the principal and teaching staff members before the commencement of each academic year to discuss and draft strategies for effective implementation of the academic schedules. The academic calendar drafted by the Institution is in line with the academic calendar notified by Gondwana University and includes Curricular, Co-Curricular and Extra-Curricular proposed by the institution. The faculty members prepare semester-wise teaching plan for theory and practical at the beginning of every term/semester. Each faculty maintains academic diary comprising timetable, workload, and academic delivery along with academic and administrative committee responsibilities. The college ensures effective curriculum delivery through a well-planned and documented process. To enhance the learning experience, the academic curriculum is integrated with various ICT tools, laboratory practical, unit tests, field projects, students' seminars, tutorials, home assignments, preliminary examinations, question bank, PPT bank, practical manuals, research projects, field survey etc. The institution organizes guest lectures by eminent academicians in and around to enhance knowledge assimilation and to instill skills and techniques/tools among learners. The central library of the institution supports the learning process with moderate collection of text/reference books, INFLIBNET, e-journals, Databases and Book Bank facility. The reading room is also furnished and accommodates good number of students. The campus is Wi-Fi enabled and in turn support for effective teaching and learning. The institution organises various Co-Curricular and Extra-Curricular activities such as Soil and Water Conservation, Blood Donation, Tree Plantation, Wild-life Conservation, Foeticide Awareness, Plastic Eradication Campaigns etc. The use of organic fertilizers is also observed. The Programs on Women Empowerment are organized in the institution. Workshops on 'Cyber Security and Safety Measures' and competition on 'Awareness of Legal Laws for Girls' are also organized. International Women's Day is observed. Internal Complaint Committee (ICC) has put a special complaint box in the hostel lodge any written complaint to avoid the nuisance. The campus is under CCTV surveillance and enables the safety of students. Sanitary Napkin Vending machine is also installed in the campus.

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 QIM	<b>The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners</b>
2.3	Teaching- Learning Process
2.3.1 QIM	<b>Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences</b>
2.3.2 QIM	<b>Teachers use ICT enabled tools for effective teaching-learning process.</b>
2.4	Teacher Profile and Quality
2.5	Evaluation Process and Reforms
2.5.1 QIM	<b>Mechanism of internal assessment is transparent and robust in terms of frequency and mode</b>
2.5.2 QIM	<b>Mechanism to deal with internal/external examination related grievances is transparent, time- bound and efficient</b>
2.6	Student Performance and Learning Outcomes
2.6.1 QIM	<b>Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.</b>
2.6.2 QIM	<b>Attainment of programme outcomes and course outcomes are evaluated by the institution.</b>
2.7	Student Satisfaction Survey

#### Qualitative analysis of Criterion 2

The vision and mission statements of the institution clearly state that it is serving devotedly in higher education for socio-economically backward strata of the society. Aligned with the mission, most of the students belong to the socio-economically disadvantaged sections of the society. There is a marginal gap between sanctioned strength and admitted strength. The institution provides a learner-centric environment and allows the students to explore, experience, and design their own perspective. The adaptation of Technology enables faculty to elaborate on difficult concepts in their local context. The faculty members identify slow and advanced learners and therefore initiate foundation/remedial sessions to bridge the gap. The Reservation policy of the state government is strictly implemented. The Choice Based Credit System (CBCS) system has been introduced. The Project and dissertation are mandatory for all PG courses of science and to final year UG students. The participation of students in various curricular and co- curricular activities is moderate. The co-curricular skills of students are identified through various cultural, social and sports programmes conducted by the NSS and sports units and college Students. The performance of students in various sports is impressive and they have won prizes at university level events. The performance of the students at the University examination is satisfactory. The College has evolved various methods of teaching to enhance the learning levels of the students in various courses. Many novel ways are being tried by faculty members while teaching to the students. To kindle innovation and creativity in learners, the faculty members have prompted various experiential techniques with-in and outside the classrooms. The representation of students from other states/country is nil. Despite being into education service for more than five decades, none of the college faculty have received any award given by any government agencies. The faculty accords personal attention to the students and conducts proficiency assessments to identify and nurture slow and advance learners. Remedial courses, self-study material is offered to support the slow learners and the advance learners are encouraged to participate in scholarly activities. For effective delivery of the curriculum faculty adapt the group discussions, seminars, quiz competitions etc. CIE (Continuous Internal Evaluation) are important

parameters of the teaching-learning process of any institution. In this institution, adaptation of ICT enabled classrooms, proctored tests and classroom seminars on the course syllabus are carried out in all the semesters to strengthen teaching learning process. The End Semester Examinations are conducted before the commencement of the university examination. Evaluation process is strictly followed as per the examination calendar of Gondwana University, Gadchiroli. There are considerable number of students benefitted in government jobs (Post offices, LIC, Forest, Police Force, Revenue department, etc) because of inculcation of course outcomes. Student satisfaction survey was conducted through a structured questionnaire. The data reveals that the students were satisfied with the teaching learning process.

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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	<b>Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge</b>
3.3	Research Publications and Awards
3.4	Extension Activities
3.4.1 QIM	<b>Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.</b>
3.5	Collaboration

#### Qualitative analysis of Criterion 3

Though the college is intended to establish a research centre, there is no provision for setting up research centres at level in the ordinances of the state government or the Gondwana University, Gadchiroli. The faculty members are encouraged to carryout research activities. To promote research culture among faculties they are given support in technology and information needs. The central library of the institution is having 21099 textbooks, 4591 reference books, 10000 e- journals, 25 journals, 25 CDs, a few rare books and Video. Notably, 06 faculty members have contributed to the publication of 19 books with ISBN numbers and chapters in books. The faculty are also encouraged to participate in refresher courses, seminars, conferences, and workshops etc. organized by various Institutions. The faculty also participate in service training programmes conducted by different government and other regulatory bodies. Some of the faculty members have rendered their services as resource persons in various training programmes. Faculty from the institution keep publishing research papers in national/international journals and conference proceedings. Despite offering UG and PG programmes the research contribution is significantly low. The institution can initiate necessary steps to establish research incubators to motivate students towards research. This will further lead to collaborative research. The institution organizes various activities under extracurricular activities and extension activities like NSS, Camps, Plantations, Flood Relief Rally, Gender Sensitization Awareness Rallies, Campaign, Health Check-up Camps, Blood Donation Camps, Bharat Swachhata Abhiyan, Corona Awareness, Masks Distribution, Fortnight Swachhata Abhiyan, AIDS Awareness etc. The institution also celebrates national and international days like Yoga Day, Ozone Layer Conservation Day, World Wetland Day, Women's Day, Youth Day, Mathematics Day, Science Day, Vaachan Prerna Diwas, Marathi Rajbhasha Din, Library Day, Sant Dnyaneshwar Jayanti, Sanjeevan Samadhi Sohala, and many more. The Institution organises field and educational trips to students and workshops in relevant topics.



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

#### Qualitative analysis of Criterion 4

The Institution has adequate infrastructural facilities to enhance teaching-learning experience. The College campus is spread over 7 acres. The college has fifteen well ventilated, spacious classrooms, in the main building out of them two are equipped with LCD projectors. There are 7 laboratories in the institution equipped with requisite instruments for UG and PG. There are 4 departments including Chemistry, Physics, Botany and Zoology attached to the labs and a separate department of Mathematics. The central library of the institution is well furnished with a collection of more than 29,000 books including textbooks, reference books, rare books, encyclopaedias, dictionaries, journals, periodicals, etc. The institution has 'Computer Centre' with 20 PCs equipped with internet facility for all the students. The Language Lab with 17 PCs having ETNL software for the students to improve their communication skills. There is a Botanical Garden with 50 plant species, which exhibit biodiversity within the premises of the institution. As per the instructions of Govt of India, the institution observes International Yoga Day every year. Yoga experts are invited to demonstrate various asanas and mudras. The college has substantial infrastructure for sports and other extracurricular activities including Indoor and Outdoor games. There is a gymnasium in the campus gives an opportunity to students to hit the gym in their free time and thus practice healthy set of habits. Apart from a canteen in the campus, the institution has adequate and uninterrupted water and power supply, water purifiers and a rainwater harvesting system. Three classrooms and four laboratories are well equipped with essential facilities like Internet broadband with the speed of 40 MBPS, LCD projectors, anti-virus for all computers, etc. The college has overall 72 computers and 3 laptops with access to internet through LAN that are updated with latest versions of essential software. There is a Girls Common Room in the college. To encourage hygiene amongst girl students, a sanitary napkin vending machine and an incinerator have been installed in the washroom. The college ensures optimal utilization of budget allocated for the maintenance and upkeep of the college infrastructure by holding regular meetings of various bodies / committees constituted to plan and monitor the projects to be taken up in a session.

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 QIM	<b>Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities following duly established processes and norms (student council, students representation on various bodies)</b>
5.4	Alumni Engagement
5.4.1 QIM	<b>There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services</b>

#### Qualitative analysis of Criterion 5

The faculty exhibited their commitment in fostering academic success and progression of the students. They have a strong relationship with the students and seem to understand the needs of the students at every step. The institution encourages students to participate in various academic, co-curricular, extra-curricular, sports and student council. The institution publishes yearly college magazine titled "DYANANKUR" for the past 10 years. The NSS activities play a significant role in shaping the personality of the students in the institution. Students are given wide scope in the organization of regular activities and annual special camp at the adopted village. The NSS executes social service programs where volunteers participate in all the activities. Students are equally encouraged to participate in sports and co-curricular activities so that qualities like teamwork, leadership, commitment, and sense of responsibility are inculcated in them. Some students were qualified in Joint Admission test to Masters (JAM) and other competitive exams in last few years. Weak students are assisted to benefit not only from the Government scholarships but also from the student Welfare Fund created voluntarily by the teachers at the college. The students belonging to SC/ST/OBC category and economically weaker sections are provided scholarships as per the government norms. An Alumni Association was set up by the college, and it has been registered Alumni Association under the Mumbai Public Trust Act, 1950 (BOM. XXIX of 1950) (Number in the register of Public Trusts F-0015087 (CDP)). The association is constituted with 11 members. Executive Committee and General Body comprising of 200 registered members. The students who have completed UG from the college are eligible to register as a member of the alumni association. The involvement in institution building is significant but their contribution towards placement is very minimal. The institution needs to involve alumni in nurturing students for job market. Most of the past students seem to have moved towards teaching.



Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrics(QIM) in Criterion6)	
6.1	Institutional Vision and Leadership
6.1.1 QIM	<b>The governance of the institution is reflective of and in tune with the vision and mission of the institution</b>
6.1.2 QIM	<b>The effective leadership is visible in various institutional practices such as decentralization and participative management</b>
6.2	Strategy Development and Deployment
6.2.1 QIM	<b>The institutional Strategic / Perspective plan is effectively deployed</b>
6.2.2 QIM	<b>The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.</b>
6.3	Faculty Empowerment Strategies
6.3.1 QIM	<b>The institution has effective welfare measures for teaching and non-teaching staff</b>
6.3.5 QIM	<b>Institutions Performance Appraisal System for teaching and non-teaching staff</b>
6.4	Financial Management and Resource Mobilization
6.4.1 QIM	<b>Institution conducts internal and external financial audits regularly</b>
6.4.3 QIM	<b>Institutional strategies for mobilisation of funds and the optimal utilisation of resources</b>
6.5	Internal Quality Assurance System
6.5.1 QIM	<b>Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes</b>
6.5.2 QIM	<p><b>The institution reviews its teaching learning process, structures &amp; methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities</b></p> <p><b>( For first cycle - Incremental improvements made for the preceding five years with regard to quality</b></p> <p><b>For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives )</b></p>

#### Qualitative analysis of Criterion 6

This is an institution in higher education in a socioeconomically backward rural and remote region of Eastern Vidarbha, which has been providing sufficiently good quality education to the young generation since inception. The Institution is 50 years old and attempts to bring academic excellence along with personality development to compete with the rest of the country. It also entrusts improvement in health care, promotes organic farming, environmental and social awareness, voters registration awareness drive, cleanliness etc. The principal of the Institution observes routine, financial, and micro-level management and its regular progress and development. Adequate representation of teaching, non-teaching staff, and students is ensured for effective governance. The head of the institution plays a significant role in organizing departmental curricular and co-curricular activities. All the staff members actively participate in implementing the policies, procedures, and frameworks. The leadership involves entire staff in the improvement of effectiveness and efficiency of the institutional process. College Development Committee (CDC) is constituted as per the norms

of the Maharashtra State University Act. Executive committee members, teachers, non-teaching staff members, and students are the members of the CDC. IQAC consists of the stakeholders. The institution consults IQAC and CDC for making key policy decisions and considering important proposals for the development of the institution. The most successful example of such implementation is the strategic planning done by IQAC with respect to creating resources for improving the teaching-learning environment and infrastructure. IQAC submitted the institutional development plan to various funding institutes such as RUSA, Department of Higher and Technical Education of Maharashtra State. A considerable autonomy, freedom, and support are provided to all stakeholders to create a useful teaching learning environment. All levels of administration and academic work are based on the principle of teamwork, collective responsibility, cooperation, freedom, and participation. The institution follows the rules and regulations of the UGC, Revised Maharashtra Public University Act: 2016, and Gondwana University, Gadchiroli for the recruitment and grievances redressal. The promotional policy of the institution is transparent and impartial. The promotional procedure for teaching faculty is based on PBAS recommended by UGC and the affiliated university. The IQAC monitors and co-operates in the process of the Career Advancement Scheme (CAS). The institution effectively provides several welfare schemes for all teaching, non-teaching staff and supporting staff. Completion of the probation period is the criteria to get benefits of these welfare schemes. For the betterment and advancement of the institution feedback is regularly taken from the students as well as other stakeholders of the Institute.

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	<b>Measures initiated by the Institution for the promotion of gender equity during the last five years.</b>
7.1.3 QIM	<b>Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)</b> <ul style="list-style-type: none"> <li>• Solid waste management</li> <li>• Liquid waste management</li> <li>• Biomedical waste management</li> <li>• E-waste management</li> <li>• Waste recycling system</li> <li>• Hazardous chemicals and radioactive waste management</li> </ul>
7.1.8 QIM	<b>Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).</b>
7.1.9 QIM	<b>Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).</b>
7.1.11 QIM	<b>Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).</b>
7.2	Best Practices
7.2.1 QIM	<b>Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.</b>
7.3	Institutional Distinctiveness
7.3.1 QIM	<b>Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words</b>

#### Qualitative analysis of Criterion 7

In addition to auxiliary functions, the college makes an extra effort to instil values in students through various extension activities. The best practice of the institution is to assist the students with economic help to backward, poor, and needy but good in performance. A significant number of Workshops and seminars like Gender Sensitization, Awareness of Legal Laws, Cyber Crime, etc. are conducted to sensitise the girl students. The special activity, 'Vayaat Yetana' (On the Threshold of Adolescence) for the female students is organized to make them aware about hormonal changes and their effects on the body. The institution has an operational vermin compost unit in which the biodegradable waste is collected and utilized. The Leaf litters from trees in the premises are left undisturbed for decomposition and vermin composting. After the vermin compost is ready in due course it is harvested and used for plants on the campus. Dry waste leaf litter is allowed to decompose systematically over a period. Wooden scraps found on campus are reused in mending damaged furniture. NSS regularly conducts campus cleaning drives, and also helps to segregate waste after college events. The college has installed a functional RWH Unit where rainwater is collected from the terrace of the buildings. The institution regularly organizes a variety of cultural activities for inculcating the values of tolerance, harmony towards cultural diversities in the region. The Institution organized a mega event 'Lokakala Mahotsav' to exhibit typical Zadiipatti art forms like Gon Dance, Zadya, Jatyawarchi Gani, Rownyachi Geete, Holichi Geete, etc. These activities have a very positive impact on Socio-cultural beliefs. The birth anniversaries of great national heroes are observed to inspire the students. National festivals, rallies, and government campaigns are regularly observed in the institution.

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

#### **Strength:**

##### **Institutional Strengths:**

The campus is spread over in 7 acres of lush green land. A good number of UG and PG Programs, with the Choice Based Credit System for all UG and PG programs. The Institution has acquired INFLIBNET and the campus is enabled with Wi-Fi with 40 Mbps speed. There is a registered and functional Alumni Association with the financial contribution of Rs. 118000. The Institution offers 02 certificate courses recognized by the university and 5 MoUs for student training and research. Considerable ICT facilities for the teaching-learning process. The campus is eco-friendly campus with green practices such as Roof Top Solar Panel of 2KW and Rainwater Harvesting Unit. The employee co-operative society needs to strengthen for timely needs of the employees. The Institution conducts Green Audit, Academic and Administrative Audit, Energy Audit, weather report. There is a greater average number of girl's students than boys in the campus.

##### **Institutional Weaknesses:**

The number of teaching, technical and support staff is less than required as per UGC norm. The mobilization of funds for research from UGC and other Bodies in the form of Minor research projects is achieved and need to focus on Major Projects under 2F and 12(B) or any other public or private funding agencies. The personal and collaborative research publication is less. The Placement cell is yet to be formed to guide the students. Limited financial and technical resources is a genuine problem and needs to focus on positioning the institution to overcome the same. Lack of vocational/ add on courses is a drawback. Suitable tapping of UGC/ Government funding is necessary.

##### **Institutional Opportunities:**

The College has completed 50 plus years and is located at a place that is quite convenient and accessible for the students from surrounding feeding areas, especially rural girls who are not allowed by the parents to travel to long distance. The College has a spacious campus with scope for further improvements in creation of infrastructure and other physical facilities. The college has a vast scope for the introduction of new courses in the areas of agriculture and forestry and other allied programs with potential of generating employment. In the era of information technology, the college has a better scope to access the research and learning resources to map its competency with local/global competitors. There is a scope for further extension.

##### **Institutional Challenges**

Considerable number of students belong to first generation college students from poor families, and they have negligible exposure to educational technology. Hence, it is really challenging to the Institution to instil strong digital and technical skills. Most of the teachers are also not tech-savvy and adds more to the problem. It significantly restricts the vision of the institution that it sets out to accomplish. As the NEP established a rapid shift towards professional and skill-oriented courses, it is really challenging to integrate these with the course curriculum, especially in the face of very little autonomy with respect to it. The faculty exchange programmes are needed to enrich the teaching learning environment. A Career counselling Cell needs to be established to guide the students towards job opportunities.

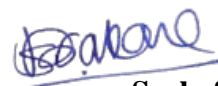
#### Section IV: Recommendations for Quality Enhancement of the Institution

(Please limit to **ten major ones** and use telegraphic language) (It is not necessary to indicate all the ten bullets)

- A Skill Development Centre (SDC) with the focus on honing technical skills that support local needs related to Agri / Food processing products.
- The faculty needs to focus on Research and there is a need for Research Incubation centre to instil problem solving techniques in students.
- The ERP need to be fully utilized to convert the campus as zero paper campus.
- The communicative and soft skills of the students need to be enhanced and the language lab must play a significant role in making this happen.
- Essential steps may be taken to open new PG courses in Mathematics, Botany and UG courses in Commerce, Home Science, and tourism.
- The ICT may be used effectively.
- The Interaction with local NGOs may be taken up in the form of consultancy.
- Design and deliver training programs to tourist guides in and around to enhance their presentation skills.
- The Institution can initiate steps to establish NCC centre in the campus.
- Need to enhance interaction with society and Industry to make them socially responsible and continuously employable.

**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**

Principal  
Shri Dnyanesh Mahavidyalaya  
Nawargaon, Dist. Chondrapur.



Sl.No	Name		Signature with date
1	DR. MANOJ DIXIT	Chairperson	
2	DR. PRAVEEN SINGH BISHT	Member Co-ordinator	
3	DR. PROF VISWANATHAIAH M	Member	
4	Dr. N R Mohan	NAAC Co - ordinator	

**Place** Nawargaon

**Date** 04/08/2021

NAAC