



राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद

विश्वविद्यालय अनुदान आयोग का स्वायत्त संस्थान

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

An Autonomous Institution of the University Grants Commission

Certificate of Accreditation

*The Executive Committee of the
National Assessment and Accreditation Council
on the recommendation of the duly appointed
Peer Team is pleased to declare the*

Sushikshan Prasarak Mandal's

Bhausahab Lahane Dnyanprakash Arts College

Pinjar, Tal. Barshitakli, Dist. Akola

affiliated to Amravati University, Maharashtra as

Accredited

at the C level.

Date: February 28, 2005



*M. V. ...
Director*

- This certification is valid for a period of Five years with effect from February 28, 2005
- An institutional score (%) in the range of 55-60 denotes C grade, 60-65-C' grade, 65-70-C'' grade, 70-75- B grade, 75-80- B' grade, 80-85-B'' grade, 85-90- A grade, 90-95-A' grade, 95-100-A'' grade (upper limits exclusive)

An Autonomous Institution of the University Grants Commission
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NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL



29 - 30 January 2005

Maharashtra

Pinjar, Tal. Barshitaki, Dist. Akola

Bhausahab Lahane Dnyanprakash Arts & Science College

**REPORT ON
INSTITUTIONAL ACCREDITATION
OF**

**Assessment Report for Institutional
Accreditation of Bhausahab Lahane
Dnyanprakash Arts & Science College, Pinjar,
Dt. Akola (MS)**

Section I: Preface

Bhausahab Lahane Dnyanprakash Arts & Science College, Pinjar, Dt. Akola, M.S. (BLD College, Pinjar), volunteered to be assessed by the National Assessment and Accreditation Council (NAAC) and conducted the preliminary self-study. The Self-study Report (SSR) was submitted to NAAC by the institution. A Peer Team was constituted by NAAC to visit the institution and validate the SSR. The Peer Team, consisting of Dr. Y. Saraswathy Rao, Former Vice Chancellor, Krishnadevaraya University, Anantapur, as Chairperson, Fr. Francis Parmar, SJ, Principal, St. Xavier's College, Ahmedabad as Member-Coordinator and Prof. M. Govindalah, Principal, Vivekanand Degree College of Arts, Science, Commerce, Management and PG Studies, Bangalore, as member, visited the institution for two days – 29-30 January, 2005. Prof. L. Madhurnath was the internal coordinating officer of NAAC. BLD College, Pinjar, affiliated to Amravati University, was established in 1995. It is a grant-in-aid, rural, single faculty, UG Arts college, with a campus of 7 acres. It caters to 190 students (125 boys and 65 girls). Though it is called Arts & Science College, right from the inception it has been

only an Arts College. It does not have UGC recognition under 2f or 12B.

There are just 6 permanent members in the teaching faculty. There is a full time librarian, Physical Instructor and 8 administrative staff members. Central library, Meeting Hall, First-aid kit, Canteen shed and sports ground are the support services and facilities available in the College.

The Peer Team carefully perused and analysed the SSR submitted by the institution. During the institutional visit, the team went through all the relevant documents, visited departments, acquainted itself with the facilities and interacted with various constituents of the institution. The academic, co-curricular, extra-curricular, sports and extension facilities of the institution were taken note of during the visit. The Peer Team also interacted at length with the Governing Body, Head of the institution, faculty, administrative staff, students, their parents, and alumni-alumnae of the institution. Based on the above exercise, and keeping in mind the criteria identified by NAAC, the Peer Team has taken a value judgment. The assessment of the Institution under various criteria, the commendable features of the institution as well as the issues of concern are listed below.

Section 2: Criterion-wise Analysis

Criterion 1: Curricular Aspects

As an affiliated College, it does not have any freedom to set its syllabi. The subject choice is rather limited. The College offers six subjects, namely, Economics, English, History, Marathi (language & literature), Political Science and Sociology. The examination is under non-semester (annual) pattern.

The College aims at providing opportunities for higher education to the rural masses at their doorsteps. It has not introduced any new subjects or any vocational courses since its inception. Since it has no experience of introducing any new programs it cannot say how long it would take to do so.

Starting a college in this rural area is a laudable step. It is true that in an affiliating system, the University gives the syllabus. However, the College could actively contribute to syllabus formation if its faculty members were on the syllabus committees. It could also make efforts to make its needs known and suggest changes in the syllabus to meet these needs. The College could introduce modularity as well as multidisciplinary approach in teaching. This being a rural area, there is all the more need to introduce short-term job-oriented certificate courses.

Feedback on programs and interaction with academic peers & employers could help to become more relevant in the changing context. The College and the University could establish a formal system of feedback on programs and embark on regular interaction with academic peers.

Criterion II: Teaching - Learning and Evaluation

The College admits students based on their academic records. The cut off percentage for admissions is 35. The College has to admit all who have the minimum qualification since there are not enough takers. The success rate in the last two batches has been 69% and 25% respectively. Regular exams are the way of judging students' knowledge and skill for a particular program. Three of its staff members are involved in assessment work for the University.

One department runs a study circle. Students are provided opportunities for Public Speaking. Students are encouraged to write as well. A poem of one of the students is sent for publication. One department collects relevant articles on issues like Globalisation and makes them available to students.

Almost all the departments run with a single teaching staff member. At the start of each term, the teachers are advised to formulate their own teaching plan. Internal tests, question-answer sessions and home assignments are used as means of assessing students' knowledge and skills. The college has an average of 242 working days, of which 182 are teaching days. Full-time teachers do almost all the teaching.

The College needs to become more relevant in the changing context. It could think of introducing innovative teaching methods and methods using new technologies, computers etc.

Even though it is difficult to spare a teacher when the department has just one person, it is important to

expose the staff to the academic world at least at the national level. The College would do well to encourage its teachers to present/ publish papers as well as serve as resource persons at such seminars. Some financial arrangements could be made to employ some CHB teachers to ensure that the teaching work does not suffer.

Keeping in mind the needs of the fast changing world the College could introduce new, relevant, short-term courses. This being a rural area, there is a serious need to introduce bridge/remedial courses and thus help to improve the academic results of the students. Availing of faculty development programs, institution of teaching awards, more training for both teaching and administrative staff, introduction of teacher performance appraisal etc. would enhance the quality of education. To achieve all this, getting permanent affiliation to the parent-university and UGC recognition under 2f and 12B will be of great help. The College needs urgently to take steps in this direction.

Criterion III: Research, Consultancy and Extension

Three staff members have registered for Ph.D. and one publishes in popular magazines and newspapers. One has taught at the PG level.

The extension activities of the College are carried out through NSS. The broad areas of extension activities of the College are Social work, health & hygiene awareness, medical camp, Adult Education, Blood Donation Camps, and environment awareness. The students have planted 300 trees on campus. Self-help groups were established by the NSS but they did not survive for long. The College collects funds at the time of disasters. The College

organised a rally and collected funds for the Tsunami victims. One of its staff members donated his salary of one month for this.

The College could encourage the staff members to pursue further studies, present papers, publish them in academic journals and thus engage in research activity.

Due to its rural setting, with just one member in each department and lack of research facility, research activity may be hampered. However, precisely because it is a rural college, there is a serious need to do more appropriate extension work. These extension services could be carried out in collaboration with GOs and NGOs, active in the region. The College needs to generate funds for such extension services. Rather than doing developmental social work alone, the College could think in terms of utilising its expertise as an institution of higher learning in this rural area for all round development of the people and their locality.

The College could give merit certificates, cash awards, books, fee concession and other such incentives to students to participate in extension activities. The staff involved in extension activities could be recognised and honoured for their services.

Criterion IV: Infrastructure and Learning Resources

The College has a campus of 7 acres, donated by the founder president. The physical facilities include lecture rooms, central library, meeting hall, ladies' common room, first-aid box, canteen shed, sports grounds and some toilet facility. All departments have their own Cubicles/rooms. Optimum utilisation of the facilities is ensured through

allowing the local residents and institutions to use the College grounds, hall and building when they are free.

The library has 880 volumes. In the last two years, the College has added 777 textbooks at the cost of Rs. 77, 134 and 10 other books at the cost of Rs. 696. The Library subscribes to a couple of journals/periodicals. A few books are donated. A couple of staff members make their personal books available for the use of students.

The College has two computers. However, there is no competent person to handle them. One member of the administrative staff has begun familiarising himself with computers.

The College has grounds for various outdoor games. Six of its boxers participated at the University level sports. The sports director conducts Yoga exercises for students.

The College needs to develop its library. Because it is in a rural area, there is all the more need to interconnect with other libraries for inter-library borrowing. The College could make efforts to make this facility available to students for more hours and more days.

Introducing Computer education, encouraging much more participation in sports, establishment of formal grievance redressal cell etc. would help to enhance quality of education and services of the College.

Criterion V: Student Support and Progression

The pass percentage of the College in the last two years has been 69% and 25% respectively. The percentage of the last two batches of students appearing for the qualifying exams after the minimum period of studies is 22% and 14% respectively. Thus the dropout/failure rate is as high as 78% and 86%.

In the last two years, 190 and 294 students have received financial assistance from the Govt.

Indoor and outdoor games, cultural programmes and competitions like essay writing and debates are the recreational and leisure time activities available to students.

There is an alarming drop in the pass percent. The drop out rate too is alarmingly high. The College, in collaboration with parents of students, needs to look into the causes of these and remedy the same at the earliest. A system of feedback from all the stakeholders is another area the College could take care of. The College would do well to have a better system of documentation and keep more systematic record of students' progression to further study, employment and other data. The College needs to take steps to help students find employment avenues. There is an urgent need to have a competent Career Guidance and Employment Cell. Alumni Association needs to be formed. It could then chalk out plans for various activities and help the College in furthering its educational goals.

Criterion VI: Organisation and Management

The Principal coordinates the day to day running of the college. The governing body and the local management committee help the college with regard to policy matters.

A system of self-appraisal, student appraisal, confidential reports of both teaching and administrative staff are some of the methods that could be introduced for quality check. Ensuring professional development of both academic and administrative staff is another area that the college needs to look into. The College would do well to

have a systematic Grievance Redressal Cell for both staff and students.

Criterion VII: Healthy Practices

The Peer Team notes with appreciation the following healthy practices of the College:

The College is established in an interior rural area to provide opportunity of higher education at their doorstep to these dispossessed groups.

The founding president has donated 7 acres of land so that the College could have a decent campus. He also mobilised resources for the building.

All departments are provided with rooms/cubicles.

A common room is provided for girl-students.

Students make seminar presentations in class.

A complaint box is put up to take care of grievances of students.

A wall Paper is brought out to encourage students to write.



Section 3: Overall Analysis

After going through the SSR and after its visits to various academic and physical facilities, the Peer Team is somewhat satisfied by the progress of this College since its inception.

The Peer Team would like to commend the College for some of the positive features in its approach to quality assurance and standards and at the same time point out some of the issues of concerns to the College authorities for their consideration. The Peer Team would like to commend the Institution for the following aspects:

- Establishment of a College in this interior, rural area
- Donation of 7 acres of land and mobilisation of resources for construction of the building, by the founding president
- Three of its boxers reaching up to the University level in sports
- Preparation of sports ground and plantation taken up by the students

With the view to its further improvement and better service, the Peer Team would like to suggest the following to the Institution for its consideration:

- Identify the causes of drop in the results and remedy the same
- Identify the causes of alarmingly high drop out rate and take steps to reduce the same

- Encourage faculty members to pursue higher studies like M. Phil, PhD.
- Encourage staff to contribute in national level seminars, publish academic papers, in short, encourage research activity
- Establish systematic and formal interactions with outside academic community, academic peers, employers etc.
- Plan for use of new technologies, computer education and computerisation
- Introduce relevant, job-oriented short-term, certificate as well as long-term degree courses after due market study
- Strengthen support services by establishing health-centre, employment cell and systematise grievance redressal cell.
- Establish alumni association, keep their latest profile and use their services for the College development.
- Improve documentation and data keeping system.
- Strengthen formal mechanism to get feed-back from all the stake-holders and collaborators
- Ensure professional development of teaching faculty and administrative staff

The peer team is of the opinion that this exercise will be useful to the institution to initiate and sustain quality enhancement strategies towards further growth and development.

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The peer team is of the opinion that this exercise will be useful to the institution to initiate and sustain quality enhancement strategies towards further growth and development.

We wish them all the best in their pursuit of excellence in higher education.

Names and Signatures of the Peer Team Members


Dr. Y. Saraswathi Rao 30/1/05
Chairperson


Fr. Francis Parmar, SJ
Member-Coordinator


Prof. M. Govindaiah 30/1/05
Member

I agree with the observations and recommendations made by the Peer Team in this report.

Name & Signature of the Head of the Institution


Shri R.N. Gawande
Principal
Pinjar Dist - Akola
Date: 30 Jan, 2005