



INSTITUTIONAL ASSESSMENT AND ACCREDITATION
(Effective from July 2017)

Accreditation - (Cycle - 1)

PEER TEAM REPORT ON
INSTITUTIONAL ACCREDITATION OF
Smt. Dhaklubai Dhondu Thakare Samajik and Shaikshanik Sanstha's
Mahendra Laxman Mhatre Vyavsayik Mahavidyalay
C-33940

AT RANJNOLI
Maharashtra
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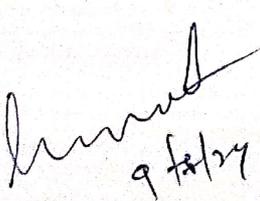
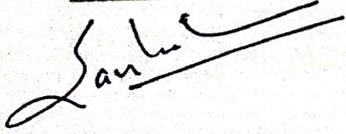
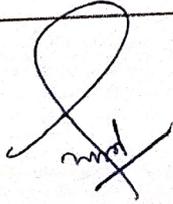
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1/c Principal
Smt. D.D. Thakare Samajik & Shaikshanik Sanstha's
Mahendra Laxman Mhatre Vyavsayik Mahavidyalay
At-Ranjnoli, Tal.Bhiwandi, Dist.Thane.

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:	Smt. Dhaklubai Dhondu Thakare Samajik and Shaikshanik Sanstha's Mahendra Laxman Mhatre Vyavsayik Mahavidyalay AT RANJNOLI Maharashtra 421302	
2. Year of Establishment	2010	
3. Current Academic Activities at the Institution (Numbers):		
Faculties/Schools:	3	
Departments/Centres:	5	
Programmes/Course offered:	5	
Permanent Faculty Members:	21	
Permanent Support Staff:	7	
Students:	628	
4. Three major features in the institutional Context (Asperceived by the Peer Team):	1. The college is located in the small town of Bhiwandi and attracts students from weaker sections of society of nearby regions. 2. The college offers traditional and professional undergraduate programs, and graduates have the potential to find employment in the nearby industrial and business centers. 3. The college is co-educational, and the male-to-female student ratio is almost equal.	
5. Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	Visit Date From : 08-07-2024 Visit Date To : 09-07-2024	
6. Composition of Peer Team which undertook the on site visit:		
	Name	Designation & Organisation Name
Chairperson	DR. SANTOSH KUMAR	Professor, KUMAUN UNIVERSITY
Member Co-ordinator:	DR. VISHWANATHA KALAI AH	Professor, MANGALORE UNIVERSITY
Member:	DR. SANGJA KHANDU	Principal, GOVT COLLEGE BOMDILA ARUNACHAL PRADESH
NAAC Co - ordinator:	Dr. Ruchi Tripathi	


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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

Mahendra Laxman Mhatre Vyavsayik Mahavidyalay is affiliated with the University of Mumbai. The institution adheres to the curriculum designed by the University of Mumbai. The college ensures curriculum delivery and maintains documentation as per the university's guidelines. Value-added courses and other activities are also conducted as per the university guidelines. The state of Maharashtra does not implement NEP 2020, but it is planned for the current academic session 2024-25, as informed by the college administration. Students undertake project work and internships as an integral part of the curricula. Feedback is obtained from the students and teachers providing the questionnaire, and no analysis mechanism exists. However, the college has followed up on the feedback from the students and teachers.

Criterion 2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrics(QIM) in Criterion 2)	
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

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Qualitative analysis of Criterion 2

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The academic calendar is prepared and communicated to all stakeholders by being displayed on the website and the notice board. It is prepared in line with the Academic Calendar of the affiliating University. The timetable is ready, and regular classes are scheduled and conducted accordingly. Teaching learning plans are prepared to ensure the effective delivery of the curriculum. Timely completion of the syllabus is ensured, followed by revision lectures. Meetings are conducted regularly by the college, and an academic calendar provided by Mumbai University is followed. Teachers use the traditional method of chalk and board coupled with PowerPoint. Only two projection systems are available. During the pandemic, regular online classes were conducted through Google Meet & Zoom to prepare students for final-year University examinations. The faculty provides study materials and useful links to the students. Practicals are conducted in the classroom for practical-oriented subjects. During the pandemic, practicals were conducted on virtual platforms. Examinations are conducted as per the norms of the University of Mumbai. Results are analysed, and remedial measures are adopted wherever necessary. The institution also organises an intercollegiate festival and an Annual Sports Day. Internal evaluation is conducted as per University norms. The schedule is prepared to ensure timely assessment following the guidelines of the affiliating university. Semester-end examinations are conducted in adherence to the University guidelines. The evaluation process is undertaken per University guidelines, and results are displayed within the prescribed period. The mid-semester break offered by the University of Mumbai is provided for faculty and students. The college manages the internal examination. The university offers examination question papers online on the day of the examination.

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

Of 22 teachers, only 03 are PhD, and 03 are NET/SLET qualified. The workload is allotted as per UGC norms. There are no research facilities available in the college. Only seven research papers are published during the assessment period. A few teachers have participated in the national seminars and conferences. No internal research grant is provided to the teachers. There are no extra-mural research grants awarded to teachers. There is no innovation and incubation centre in the college. The college conducts extension activities through NSS and other environmental committees. The college organises camps in the adopted village and conducts community-based awareness activities.

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Mahendra Laxman Mhatre Vyasayik Mahavidyalaya
At-Ranjanchi, Tal-Bhamburda, Dist-Mano.

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	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 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

The college is Wi-Fi enabled. The classrooms are adequate but are relatively small in size. Two computer labs with a total of 24 PCs exist that are being utilised by the students. The examination room with the required computer and printing equipment facilities is available. The institution has a fitness centre but needs the desired equipment and exercise platform. The library has more than 2400 textbooks and E-books; however, the college does not subscribe to periodicals except for a few E-journals. A book bank scheme is operational for the benefit of needy students. Two libraries on different floors have a total seating capacity of 100 students. Annual maintenance contracts exist for the maintenance of hardware and software. Broadband connections of 60MBps and 20MBps are provided as internet facilities. The institutional infrastructure includes water purifiers, fire extinguishers, printers, scanners, xerox machines, and two projectors. The academic year budget is allocated to maintain physical and educational support facilities.

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 provides freships to students. Scholarships are offered under government schemes such as MAHA-DBT, and non-government agencies like trusts deliver the necessary student benefits. The administrative and teaching staff guides students in availing of the benefits. Counselling facilities are provided

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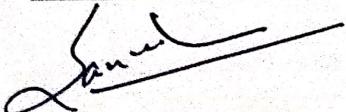
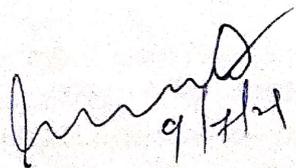
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to the students. Committees such as the Grievances Redressal Committee, Anti-Ragging Committee, and Internal Complaints Cell timely address the grievances of the students. The college publishes its annual magazine, Vidya Sankalp, which highlights all the activities. The institution organizes and encourages student participation in various sports and cultural activities, including annual sports days. Following the University of Mumbai guidelines, a Students' Council is formed. Currently, there is no registered Alumni Association.

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 college has an organogram comprising management, the governing body, the principal, the teaching staff, the non-teaching staff, and the students. The college follows an administrative set-up as per the trust rules and regulations and the University of Mumbai. The administrative and finance documents are maintained, and the CA performs periodic auditing. The documents are in place. Welfare measures are not adequate for teaching and non-teaching staff. Faculty development programmes, training and development, and support facilities need to be intensified. Teachers are provided meagre financial support to attend conferences and workshops to update their professional knowledge and expertise. Teaching and Non-teaching staff do not frequently participate in faculty and professional development programmes. The IQAC was established in 2023, and two meetings of IQAC have been held since then. The IQAC has not yet focused on assuring the quality of the teaching-learning process, structures, operations methodologies, and learning outcomes at periodic intervals. Resource mobilisation is done and managed per the trust policy and regulation guidelines. No financial support has been received from government bodies and NGOs.


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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 college has taken steps to promote gender equity through various committees, including the Women Development Cell. It organises programs to raise awareness about important issues such as gender equity, environmental conservation, energy consumption, waste management, water conservation, and other ecological problems. The college conducts audits on the environment and energy and encourages a clean and green campus. Environmental promotional activities are carried out in the adopted village. The institution also promotes inclusiveness, tolerance, and harmony on various issues, sensitises students to constitutional obligations, and celebrates national and international commemorative days, events, and festivals. Two best practices successfully implemented by the institution are as follows: 1. Cultivating cultural and value-based education for the overall growth of the students. 2. Recognizing outstanding performances of students and teachers through Appreciation Awards (MHATRE GAURAV PURSKAR).

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

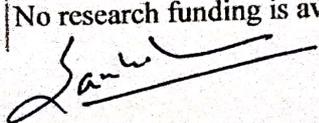
Overall Analysis

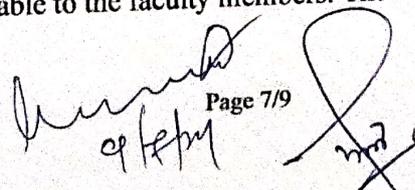
Strength:

Preferential options are available for young students from underprivileged backgrounds. The college offers various curriculum-based, employment-oriented skill development programs in line with the Skill India Initiative of the Government of India to improve student employability. A confluence of value-based systems along with Arts, Commerce and IT education exists in the college.

Weaknesses:

Space constraints lead to a lack of open space and playgrounds. There are also a large number of students per class in undergraduate programmes. A limitation on the designing of the syllabus as the college is affiliated. No research funding is available to the faculty members. The faculty members cannot apply for extra-mural



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research grants, as most of them are non-PhD.

Opportunities:

Enhancing the linkages with industries will make the students competent for the competitive market, as there are many business and industrial units that exist and are coming up in the nearby regions.

Challenges:

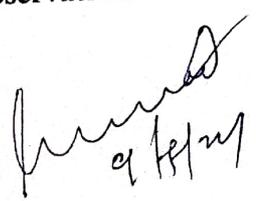
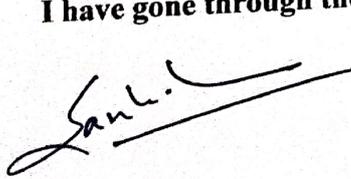
Resource mobilisation and attracting well-qualified teachers appear to be big challenges for the college. The trust and college administration have a paucity of funds. With the available space, it would not be possible to open new courses and post-graduate programmes.

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)

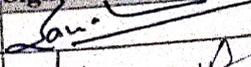
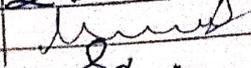
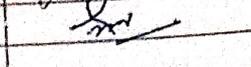
- There is a need to develop teaching-learning resources, including technology-mediated learning equipment like more projection schemes, smart classrooms, etc.
- There is no proper auditorium with the desired infrastructures.
- Increase the number of classrooms. Instead of opening postgraduate programmes, the current undergraduate programmes need to be strengthened.
- Teachers must be encouraged to participate in the faculty development programme and research activities.
- There must be enhancement in the indoor and outdoor sports activities.

I have gone through the observations of the Peer Team as mentioned in this report



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i/c Principal
Signature of the Head of the Institution
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Seal of the Institution

Sl.No	Name		Signature with date
1	DR. SANTOSH KUMAR	Chairperson	
2	DR. VISHWANATHA KALAIAH	Member Co-ordinator	
3	DR. SANGJA KHANDU	Member	
4	Dr. Ruchi Tripathi	NAAC Co - ordinator	

Place *Bhiwandi*
Date *09 July 2024*

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