INSTITUTIONAL ASSESSMENT AND ACCREDITATION
(Effective from July 2017)

Accreditation - (Cycle - 2)

PEER TEAM REPORT ON

INSTITUTIONAL ACCREDITATION OF
HUTATMA JAYWANTRAO PATIL MAHAVIDYALAYA HIMAYATNAGAR
C-7540

Himayatnagar
Maharashtra
431802

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:	HUTATMA JAYWANTRAO PATIL MAHAVIDYALAYA HIMAYATNAGAR Himayatnagar Maharashtra 431802
2.Year of Establishment	2001
3.Current Academic Activities at the Institution(Numbers):	
Faculties/Schools:	3
Departments/Centres:	14
Programmes/Course offered:	6
Permanent Faculty Members:	24
Permanent Support Staff:	13
Students:	816
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. Providing higher education in a socially and economically backward area 2. Significant number of female students 3. Qualified Faculties
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	Visit Date From : 19-05-2025 Visit Date To : 20-05-2025
6.Composition of Peer Team which undertook the on site visit:	

	Name	Designation & Organisation Name
Chairperson	DR. PROF SUMAT P AGGARWAL	Pro-Vice Chancellor,SGT University
Member Co-ordinator:	DR. ANUP KUMAR DEY	Professor,Assam University Silchar
Member:	DR. ACHYUTHA DEVI JAMMULA	Principal,Raja Bahadur Venkata Rama Reddy Women'S College, Narayanaguda, Hyderabad
NAAC Co - ordinator:	Dr. A.v. Prasad	

Section II:Metric and Criterion 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)

Criterion 1 - Curricular Aspects (Key Indicator and Qualitative Metrices(QlM) in Criterion 1)	
1.1	Curricular Planning and Implementation
1.1.1 QlM	**The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment**
	The institution took a positive approach to curriculum planning and delivery aligned with the guidelines of Swami Ramanand Teerth Marathwada University, Nanded. The Academic Calendar is prepared at the beginning of each academic year, taking into consideration the Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs) as mentioned in the university prepared syllabus. Faculty members prepare detailed teaching plans which are regularly monitored and documented through teacher diaries, ensuring accountability and consistency in academic delivery. Furthermore, the institution follows a timetable to streamline classroom instruction across its varied undergraduate and postgraduate programs. The college implements a continuous internal assessment system through class tests, tutorials, and assignments. The evaluation is transparent and student-friendly, with provisions for grievance redressal related to internal assessments. A limited amount of ICT-enabled teaching-learning practices, along with efforts to integrate value-added and certificate courses, further enrich the curriculum. The Academic Monitoring Committee and IQAC play a key role in overseeing the academic process, ensuring quality and relevance. Even though the college is yet to make optimum use of its limited resources, it endeavours to maintain a well-documented and executed process for curriculum planning and delivery, promoting academic excellence in a rural and underprivileged setting.
1.3	Curriculum Enrichment
1.3.1 QlM	*Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum*
	The institution tries to address the cross-cutting issues such as professional ethics, gender sensitivity, human values, environmental consciousness, and sustainability through the curriculum prepared by the affiliating university. A key strength lies in the mandatory Environmental Studies course offered to third-year undergraduates, ensuring a foundational awareness of ecological responsibility. Through its NSS and Save Nature Club, the college facilitates student engagement in socially relevant activities like tree plantation, cleanliness drives, and awareness campaigns. Similarly, the Language and Political Science Departments organize events and poster-making competitions to sensitize students about gender issues, women's empowerment, and ethical citizenship. The Women's Anti-Harassment Committee in the college reflects its concern for creating a safe and inclusive environment. The inclusion of certificate and value-added courses—such as Yoga and Meditation, Human Rights, Financial Literacy, and Goods and Services Marketing—adds a practical dimension to ethical and social value integration. However, a closer review suggests that while the institution is proactive in conducting co-curricular and extracurricular programs on these issues, more robust academic integration is needed. For example, cross-cutting themes are not yet deeply embedded across the core curricula of various disciplines. Additionally, outcome-based evaluation of these interventions is not systematically documented. To further enhance impact, the college may consider developing dedicated modules or interdisciplinary courses on professional ethics and sustainability, and establishing mechanisms to measure the effectiveness of these initiatives in shaping student attitudes and behavior.

Qualitative analysis of Criterion 1
The college endeavours to effectively implement the curriculum prescribed by Swami Ramanand Teerth

Marathwada University through an academic calendar, teaching plans, and continuous internal assessment. Faculties maintain teaching diaries and employ limited ICT tools to enhance delivery. Efforts to integrate cross-cutting issues such as ethics, gender sensitivity, and environmental sustainability through co-curricular initiatives are visible. However, the institution lacks academic autonomy, limiting scope for curriculum innovation. The number of certificate/value-added courses remains modest, and interdisciplinary integration is still in its early stages despite the implementation of NEP 2020. While feedback is collected from stakeholders, evidence of its significant impact on curriculum development is limited. Greater focus is needed on expanding skill-based and industry-linked courses. Mechanisms for measuring attainment of learning outcomes exist but require further strengthening for actionable insights. Overall, the college demonstrates commitment to curricular enrichment but must enhance flexibility and innovation to meet evolving academic and societal needs.

Criterion 2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrices(QlM) in Criterion 2)	
2.3	Teaching- Learning Process
2.3.1 QlM	**Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences and teachers use ICT-enabled tools including online resources for effective teaching and learning process**
	The institution demonstrates modest initiatives in creating a student-centric learning environment through experiential, participative, and problem-solving pedagogies. Activities such as field visits, community-based learning, village surveys, and sports activities enrich student experiences. The institution also encourages participatory engagement through debates, poster presentations, and cultural events, particularly on socially relevant themes like gender sensitization, environmental sustainability, and constitutional awareness. The college promotes problem-solving skills in subjects such as mathematics. This practice aligns well with NEP 2020's vision of holistic education. Some teachers reportedly use ICT tools, with platforms like YouTube, Google Classroom, and Zoom being utilized for blended and online learning. However, certain gaps persist. Infrastructure constraints—lack of smart classrooms and unreliable internet—restrict seamless adoption of digital learning tools. While efforts toward experiential learning are evident, there is scope to formalize and document outcomes of these initiatives through structured rubrics or feedback mechanisms. Moreover, faculty development programs on advanced ICT tools and pedagogical innovation remain limited. To build on its progress, the institution should invest in strengthening e-learning infrastructure, promote interdisciplinary learning models, and implement measurable learning outcomes to ensure academic excellence in a rural context
2.5	Evaluation Process and Reforms
2.5.1 QlM	**Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient**
	The institution has adopted a systematic, transparent, and time-bound mechanism for both internal and external assessments. Aligned with the examination protocols of Swami Ramanand Teerth Marathwada University, the college conducts evaluations as per a clearly defined academic calendar developed by the IQAC and examination committee. Internal assessment mechanisms include written tests, seminars, projects, and presentations, ensuring a comprehensive evaluation of students' learning. The internal evaluation holds 20–40% weight under the CBCS pattern, with external assessments conducted by the affiliating university. The procedures and timelines are communicated to all stakeholders in advance, ensuring transparency. Students receive regular feedback on their performance, which contributes to formative academic development. A grievance redressal system exists to address issues related to internal assessments. Students can initially approach faculty members, escalate to the Head of Department if unresolved, and finally appeal to the Principal. For external examinations, grievances such as revaluation and recounting are addressed by the University through a formal mechanism. Despite having this structure, some challenges persist. The use of digital tools in assessment processes appears limited, and there is scope to enhance student orientation on evaluation criteria and rubrics. While the grievance redressal process is functional, documentation and analysis of redressal trends could be improved for better accountability and reform. Overall, the evaluation process is credible and student-friendly, yet continuous efforts in digital integration and systematic documentation would enhance efficiency and transparency further.
2.6	Student Performance and Learning Outcomes
2.6.1 QlM	*Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website*
	The institution demonstrates a modest approach in articulating and disseminating Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs) for all its

	UG and PG programs. These outcomes are defined in line with the affiliating university's guidelines and are communicated to the students at the beginning of the session. The college ensures that at the time of admission and during the early phase of teaching, students and parents are informed about the expected learning outcomes. Faculty members play an active role in clarifying these outcomes and linking them to career prospects and societal needs. A mentor-mentee system has been reasonably implemented to reinforce understanding of POs and COs among students through periodic interaction. However, there are areas that warrant critical attention. While the outcomes are stated and displayed, evidence of a robust mechanism to assess and analyze the attainment of these outcomes is limited. Although direct and indirect tools such as internal assessments, alumni feedback, and placement data are cited, a systematic documentation of outcome attainment and its linkage with curriculum planning is not adequately demonstrated. To improve, the institution should formalize and publish detailed attainment metrics, close the feedback loop more effectively, and train faculty to design CO-aligned assessments. This would enhance the credibility of the outcome-based education framework already in place.
2.6.2 QlM	*Attainment of POs and COs are evaluated.* Explain with evidence in a maximum of 500 words
	The institution follows an Outcome-Based Education (OBE) framework aligned with the National Education Policy (NEP) 2020 to evaluate the attainment of Programme Outcomes (POs) and Course Outcomes (COs). Clearly defined POs, PSOs, and COs are displayed on the college website and communicated through orientation sessions, departmental meetings, and mentor-mentee interactions. Assessment is conducted using both direct and indirect methods. Direct assessments include internal evaluations via tests, assignments, fieldwork, seminars, lab work, and final exams. Projects and dissertations in PG programs offer additional applied learning evidence. Indirect measures include tracking higher education progression, placements, Student Satisfaction Surveys (SSS), alumni feedback, and focus group discussions. Participation in NSS and co-curricular activities also supports holistic development. However, the institution lacks a robust quantitative model for measuring outcome attainment. While feedback and result analysis are mentioned, there are no clearly defined rubrics or documented benchmarks. The feedback loop is not systematically closed, and there is limited evidence of how insights inform teaching strategies or curricular changes. IQAC oversees the process but must enhance documentation, establish course-wise attainment thresholds, and improve faculty training on outcome mapping. Triangulation of feedback from stakeholders also requires strengthening. Overall, while there is clear intent and partial implementation of OBE, the institution is still in an early phase of developing a data-driven outcome evaluation system. Strengthening rubrics, digitizing tracking, integrating analysis into curriculum reviews, and regular faculty training are essential for continuous academic quality improvement.

Qualitative analysis of Criterion 2
The institution demonstrates commitment to inclusive and participatory teaching-learning practices, with a high student satisfaction rate and a commendable pass percentage of 86.19% over the past five years. Experiential, participative, and problem-solving pedagogies are moderately implemented. The mentor-mentee system is in place to cater to diverse learner needs, especially in a rural, tribal setting. However, the college faces challenges such as a high student-teacher ratio (26.71:1), limited infrastructure for blended learning, and a shortage of regular faculty in some departments. While attainment of POs and COs is reported through internal and external assessments, the evaluation process would benefit from a more robust data-driven

approach and greater transparency in outcome analysis. Continuous internal evaluation is effectively managed, and grievance redressal mechanisms are functional. Still, faculty development in innovative assessment and advanced pedagogy must be prioritized to enhance academic excellence.

Criterion 3 - Research, Innovations and Extension (Key Indicator and Qualitative Metrices(QlM) in Criterion 3)	
3.2	Innovation Ecosystem
3.2.1 QlM	**Institution has created an ecosystem for innovations, Indian Knowledge System (IKS),including awareness about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident**
	Hutatma Jaywantrao Patil Mahavidyalaya demonstrates a growing commitment to fostering an innovation-driven academic environment. The institution has taken some modest initiatives to encourage faculty engagement in research and the submission of proposals to agencies like UGC and SRTM University. Teachers are supported in pursuing Ph.D. work, publishing research, and participating in seminars. The college provides essential infrastructure such as laboratories, internet access, and a library with access to INFLIBNET, N-List, and research journals, which form the backbone of its innovation ecosystem. The college has taken some steps toward building awareness about Intellectual Property Rights (IPR), with workshops and seminars being organized on the subject. However, the establishment of a dedicated IPR cell or Incubation Centre is not explicitly documented. While students are encouraged to participate in innovation competitions like *Avishkar*, and have achieved success at intercollegiate events, these efforts need to be formalized with clearer outcome documentation. Integration of the Indian Knowledge System (IKS) is reflected through Marathi and Hindi medium teaching, cultural events like *Marathi Pandharwada* and *Hindi Pakhawada*, and the publication of the bilingual magazine *KONDAN*. Yet, the link between IKS and technological innovation is still evolving. To strengthen the ecosystem, the college should focus on establishing a formal IPR Cell and an Incubation Centre, and institutionalize innovation policies with measurable outcomes. A structured roadmap will help translate academic research into applied knowledge and technology transfer.
3.4	Extension Activities
3.4.1 QlM	**Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.**
	The institution demonstrates a consistent commitment to extension and outreach activities aimed at community engagement and student sensitization. Over the last five years, the college has conducted 22 extension programs addressing critical societal issues such as environmental protection, health awareness, gender equity, and voter education. These activities are largely implemented through the active participation of NSS units, various departments, and student-led clubs. Special initiatives like blood donation drives, health camps, COVID-19 awareness under "Mission Kawach Kundal," and rallies for voter literacy have fostered civic consciousness among students. The celebration of Constitution Day, Women's Day, and Environmental Awareness Week enhances students' understanding of constitutional rights, social equity, and ecological responsibility. Importantly, these initiatives have had a meaningful impact on the local rural and tribal communities by providing direct services, awareness, and mobilization, while offering students experiential learning beyond the classroom. The NSS special camps in adopted villages have promoted values of social inclusion, teamwork, and nation-building. However, while the outcomes are socially relevant, formal impact assessments, qualitative reflections, and documentation of community feedback remain limited. The college would benefit from instituting

		a structured mechanism to evaluate the tangible and intangible outcomes of these activities and linking them explicitly to the holistic development of students. The extension activities are well-aligned with the institution's mission of social upliftment, but further documentation and academic integration of these efforts would enhance their visibility and long-term value.
3.4.2 QlM	**Awards and recognitions received for extension activities from government / government recognised bodies**	
	The institution demonstrates some engagement in extension and outreach initiatives, contributing meaningfully to community development and civic responsibility. However, the documentation of awards and recognitions received for such activities reflects a limited scope and scale. The college has recorded participation in various extension programs through NSS, including blood donation camps, voter awareness drives, and environmental campaigns. While these activities align with institutional objectives of fostering social responsibility, the number and nature of recognitions received from government or recognized bodies are relatively few and not adequately highlighted in terms of impact or prestige. Only a modest number of awards have been detailed, such as certificates from government health departments and acknowledgments from civic bodies. The narrative lacks substantial evidence of state - or national-level recognition, suggesting a need to scale up visibility and strategic collaborations with prominent government institutions. Moreover, while the activities are praiseworthy, the absence of quantified outcomes or testimonies from beneficiaries limits the scope for critical appraisal. To enhance its standing in this criterion, the institution may focus on systematic documentation of recognitions, aligning activities with national missions like Swachh Bharat or Digital India, and seeking accreditation from reputed government bodies. Encouraging faculty and students to engage in innovative outreach models and showcasing measurable community impact could also strengthen recognition and accreditation outcomes. In conclusion, while the institution has laid a foundation in extension work, a more structured and evidence-backed approach is essential to garner significant recognition from government or government-recognised bodies.	

Qualitative analysis of Criterion 3
The institution demonstrates an evolving culture of research and extension despite several structural limitations. With 75% of regular faculty holding Ph.D.s and 64% recognized as university research supervisors, the academic potential is significant. However, resource mobilization for research remains modest, with only ?1.05 lakh in grants over five years and just two minor research projects sanctioned. While faculty output includes 126 research papers and 48 book chapters, there is limited evidence of high-impact or interdisciplinary research. The college fosters innovation through seminars and the annual magazine "KONDAN," though only two workshops on research methodology or IPR have been conducted. Extension activities are relatively strong, with 22 community-based initiatives showcasing commendable student engagement, though recognition by external agencies remains minimal. Strengthening research infrastructure, enhancing collaborations, and securing competitive grants are necessary to elevate the institution's research profile and societal impact.

Criterion 4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrices(QlM) in Criterion 4)	
4.1	Physical Facilities

4.1.1 QlM	**The Institution has adequate infrastructure and other facilities for,**
	
	  • **teaching – learning, viz., classrooms, laboratories, computing equipment etc**
	  • **ICT – enabled facilities such as smart class, LMS etc.**
	
	Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc (Describe the adequacy of facilities in maximum of 500 words.)

	The college possesses a foundational level of infrastructure, which caters to its academic and co-curricular requirements, but requires significant scaling to meet modern educational standards. With sixteen spacious, well-ventilated classrooms—only four of which are ICT-enabled (digital projector) — the institution has made initial strides toward integrating technology into the teaching-learning process. The presence of a seminar hall with a 250–300 seat capacity equipped with ICT tools adds value to academic and cultural programming. Laboratory infrastructure includes seven labs, one of which is dedicated to computer science, with a student-computer ratio of 16:1. However, the limited number of computers (28 nos.) and partial internet connectivity raise concerns about the adequacy of digital access. Power backup is managed through inverters, and the library is partially automated using E-Granthalaya software with access to N-LIST resources. While basic sports and cultural facilities exist, there is limited detail about a dedicated gymnasium, yoga center, or standard sports infrastructure. Surveillance through CCTV and ramps for Divyangjan support inclusivity and safety, yet the lack of hostel facilities and inconsistent internet connectivity in this rural setting pose significant challenges. Despite an infrastructure augmentation expenditure of ?23.19 lakhs over five years, the investments appear insufficient for sustained academic expansion and innovation. The institution must prioritize upgrading ICT-enabled classrooms, expanding computing resources, and enhancing sports and recreational facilities to provide a more holistic and competitive educational environment. While infrastructure meets basic needs, targeted improvements are essential to align with the institution's aspirations for academic excellence and student development.
4.2	Library as a Learning Resource
4.2.1 QlM	*Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students*
	The library of Hutatma Jaywantrao Patil Mahavidyalaya, Himayatnagar, plays a vital role as a knowledge resource center, yet it reflects both strengths and limitations in fulfilling the evolving academic needs of students and faculty. The library is partially automated using E-Granthalaya software (version 3.0), and it provides access to digital resources through the N-LIST program. However, the automation is not comprehensive, and the use of more advanced Integrated Library Management Systems (ILMS) remains an area for improvement. With over 11,000 books, including reference materials, Ph.D. theses, and a modest collection of research journals, the library supports the academic disciplines available. Nevertheless, the institution acknowledges its limitations in digital access and connectivity, especially in its rural setting. Despite the MoU for inter-library loan services, the reach and frequency of such collaborative usage are not clearly defined in terms of impact. The library is actively utilized by faculty and students, particularly for project work and preparation for competitive exams, but it lacks robust data on the extent and regularity of this usage. The book donation initiative is a commendable effort to augment the library collection, but it also underlines the funding constraints for regular resource acquisition.

		To align with modern academic practices, full automation, expansion of digital content, better internet infrastructure, and a user tracking system are recommended. Enhancing reading facilities and integrating Learning Management Systems (LMS) would further enrich the library's academic value.
4.3	IT Infrastructure	
4.3.1 QlM	**Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection** *Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words*	
	Hutatma Jaywantrao Patil Mahavidyalaya has established a foundational digital infrastructure, including 40 computers with internet access and a student-to-computer ratio of 16:1. While functional, this ratio limits individualized access essential for technology-driven learning. The campus features a computer lab, four ICT-enabled classrooms (projector-equipped), and an ICT-supported seminar hall used for academic and cultural events. However, internet connectivity is unreliable due to the rural setting, and bandwidth capacity remains unspecified, with no evidence of recent upgrades. This significantly hampers the effectiveness of online learning, access to e-resources, and virtual teaching platforms. Although the college uses N-LIST resources and has automated its library through E-Granthalaya 3.0, integration of a Learning Management System (LMS) and campus-wide Wi-Fi is minimal or absent. Documentation on IT infrastructure updates, including software, hardware, or cybersecurity improvements, is lacking. Faculty showed commendable adaptability by using platforms like YouTube, Google Meet, and Zoom during the pandemic, indicating baseline digital readiness. To align with NEP 2020 and global standards, the institution must expand IT infrastructure, boost internet bandwidth, implement reliable campus-wide Wi-Fi, and adopt a centralized LMS. Regular audits, clear documentation of IT upgrades, and continuous professional development in ICT tools are essential. Strategic investment in these areas will enhance academic delivery, promote inclusivity, and support a future-ready educational environment. While initial efforts are visible, a phased and well-funded digital enhancement plan is critical for achieving sustainable ICT integration and educational excellence.	

Qualitative analysis of Criterion 4
The institution demonstrates basic yet functional infrastructure supporting its academic mandate. It maintains 16 classrooms, with only four ICT-enabled (Projector only), and houses seven laboratories including one for computer science, though the student-computer ratio of 16:1 limits digital learning. Internet access remains inconsistent due to the rural setting, hampering seamless integration of technology in education. The library, while partially automated with E-Granthalaya and N-LIST access, requires modernization and expansion of digital facilities. Physical amenities like the seminar hall and ramps for Divyangjan reflect inclusive planning. However, absence of hostel facilities, limited gymnasium and sports infrastructure, and underutilization of IT bandwidth pose significant challenges. While efforts exist in cultural and extension activities, overall infrastructure growth has been modest, with only ?23.19 lakhs invested over five years. Strategic, sustained upgrades in ICT tools, internet infrastructure, and student-centric learning spaces are essential for fostering a 21st-century academic environment.

Criterion 5 - Student Support and Progression (Key Indicator and Qualitative Metrices(QlM) in Criterion 5)	
5.4	Alumni Engagement
5.4.1 QlM	**There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services**
	The institution has established a registered Alumni Association, which is an encouraging step toward fostering lifelong engagement with its graduates. The alumni body actively participates in various college events and supports its developmental initiatives in non-financial capacities such as mentorship, motivational talks, and career guidance sessions. These contributions enhance the academic and co-curricular environment and demonstrate the alumni's sustained connection with their alma mater. However, the college does not provide comprehensive documentation of substantial financial contributions or strategic developmental projects initiated or funded by the alumni. The absence of quantifiable data on donations, scholarships, or infrastructure support limits the assessment of the association's tangible impact on institutional growth. While alumni are involved in cultural programs and community engagement activities, the association's overall contribution remains more symbolic than structural. Strengthening the association's organizational framework and creating formal channels for resource mobilization, internships, and industry linkages could significantly boost the institution's progression metrics. The college is advised to formalize alumni engagement through regularized meetings, fundraising campaigns, and active involvement in curriculum enhancement and placement drives. By cultivating stronger ties with alumni who have progressed into various professional domains, the institution can leverage this network to create value-added opportunities for current students and expand its outreach and reputation. While the alumni association is functional and contributes meaningfully in intangible ways, there remains considerable potential for its structured integration into the institution's development and support framework.

Qualitative analysis of Criterion 5
The institution demonstrates a structured approach to student support and progression, especially for underprivileged and marginalized communities. Government scholarships are effectively disbursed to SC, ST, and OBC students, while initiatives such as "Career Katta" provide career counseling and competitive exam guidance to nearly 26% of students. Skill development activities and certificate courses further contribute to employability. However, student progression to higher education or employment remains modest, with limited placement data or industry tie-ups reported. The mentor-mentee system supports individual student needs, but its impact requires further documentation. While the registered alumni association participates in college activities, its financial or strategic contribution remains minimal. The college organizes diverse extracurricular activities, yet hostel unavailability and rural connectivity challenges continue to impede broader student development. Strengthening placement cells, tracking alumni outcomes, and enhancing career readiness initiatives would greatly improve this criterion's impact.

Criterion 6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrices(QlM) in Criterion 6)	
6.1	Institutional Vision and Leadership
6.1.1 QlM	*The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.*
	The governance and leadership framework of Hutatma Jaywantrao Patil Mahavidyalaya aligns well with its stated vision to empower rural tribal communities through education. The institutional mission of integrating marginalized students into mainstream academic and social development is reflected in various initiatives, including increased enrollment of female students. The college demonstrates a participative and decentralized administrative structure through its functional College Development Committee and IQAC, in line with UGC and Maharashtra University Act norms. E-governance has been implemented in key administrative and academic functions, and regular audits, self-appraisal mechanisms, and feedback systems indicate a culture of accountability. The institution's commitment to NEP 2020 is evident through the incorporation of multidisciplinary learning, Academic Bank of Credits, and integration of Indian Knowledge Systems. However, the college operates under a non-autonomous framework, limiting its curriculum flexibility. While perspective planning exists, details of long-term institutional strategies and measurable growth outcomes are not comprehensively articulated in the documents. Although several certificate and skill-based courses are introduced, limited infrastructure and internet access in this rural setting hamper broader institutional growth. Strategic planning, stronger industry linkages, and enhanced research and innovation infrastructure are required to scale the institution's ambitions. While the leadership has successfully fostered inclusive growth and aligned governance with national educational priorities, a more proactive and resource-backed approach is necessary to ensure sustainable academic excellence and institutional development.
6.2	Strategy Development and Deployment
6.2.1 QlM	*The institutional perspective plan is effectively deployed and functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc*
	The institution reflects a structured and participative approach to governance, anchored in its vision to empower rural and tribal communities through inclusive education. The administrative framework is defined by a clear organogram, with statutory bodies such as the College Development Committee (CDC) and IQAC playing active roles in planning and monitoring institutional processes. The IQAC has been functional since 2016, contributing to continuous quality improvement and strategic implementation of academic and administrative plans. The institutional perspective plan is moderately effective, with initiatives aligned to national educational reforms like NEP 2020, implementation of Outcome-Based Education. The deployment of strategies such as induction programs, departmental planning, and feedback mechanisms highlights systematic execution. However, it lacks granular data on long-term strategic milestones, measurable outcomes, or mid-course corrections. Recruitment, service rules, and appointment procedures follow government norms, and a self-appraisal system is in place for performance evaluation. While internal and external audits are conducted regularly, documentation regarding the use of audit findings for policy refinement appears limited. Although the institution has made progress in decentralization and participative management, the scale of strategic deployment remains constrained by its rural context, limited financial autonomy, and infrastructural challenges. Future strategic focus should include robust performance metrics,

	stakeholder-based reviews, and scalable development plans. The institution demonstrates an emerging yet commendable commitment to governance and strategic planning, though a more dynamic and data-driven deployment framework is essential for impactful institutional advancement.
6.3	Faculty Empowerment Strategies
6.3.1 QlM	**The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression**
	The institution demonstrates a foundational commitment to faculty and staff welfare, professional development, and participatory governance. The performance appraisal system is functional and implemented through a self-appraisal mechanism that includes teaching and non-teaching staff. While these appraisals are collected annually, the SSR provides limited insight into how outcomes are analyzed and integrated into performance enhancement or reward systems. Welfare measures include provisions for medical reimbursement, leave benefits, and access to government schemes. These reflect compliance with government norms but lack innovative or institution-specific welfare initiatives that would support staff beyond the basics. There is no evidence of a comprehensive financial support mechanism for academic advancement, such as seed funding for research or incentives for publishing in high-impact journals. The institution supports faculty progression through the encouragement of attending orientation, refresher, and faculty development programs. However, the number of faculty availing such opportunities and the impact on academic performance is not sufficiently quantified. Career advancement follows state policy, but the absence of formal in-house training programs or leadership development efforts signals a need for strategic planning in this area. Although the faculty is highly qualified—many holding Ph.D. degrees—systematic institutional efforts to retain talent and motivate excellence are not strongly articulated. The deployment of ICT in teaching shows initiative, yet lacks a parallel upskilling program for continuous faculty training. While faculty welfare and empowerment strategies exist, a more structured, data-driven, and progressive approach is needed to foster sustained academic and professional growth.
6.4	Financial Management and Resource Mobilization
6.4.1 QlM	**Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)**
	The institution operates with a stable yet limited financial structure, primarily reliant on government salary grants and student fees. While it effectively maintains basic financial discipline, strategic resource mobilization from non-governmental sources remains underdeveloped. There is no significant record of funds raised through alumni contributions, corporate partnerships, or philanthropic grants. This indicates a need for proactive financial planning and diversification to support infrastructure, research, and academic growth. The institution does demonstrate financial transparency through regular internal and external audits. Annual accounts are audited by authorized chartered accountants, and audit reports are used to ensure accountability. However, it does not provide detailed evidence of how audit findings are integrated into financial planning or administrative reforms.
	The deployment of funds appears efficient in terms of routine expenditure, with allocations toward infrastructure, ICT tools, and academic resources. Yet, the relatively modest financial outlay over five years (e.g., ?23.19 lakhs on infrastructure) suggests a reactive rather than visionary approach to financial planning. Despite its rural context, the institution can benefit from developing a financial mobilization strategy that includes tapping into CSR funds, research grants, alumni networks, and government development schemes. A formalized financial planning

	committee could enhance long-term sustainability and facilitate expansion.While the college demonstrates competent financial governance, expanding the scope of resource mobilization and linking financial planning to strategic academic goals is crucial for advancing institutional excellence.
6.5	Internal Quality Assurance System
6.5.1 QlM	**Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities**
	The institution demonstrates a commitment to quality enhancement through a proactive Internal Quality Assurance Cell (IQAC), established in 2016. The IQAC has played a pivotal role in institutionalizing quality assurance mechanisms, evident in its systematic review of teaching-learning processes, operational methodologies, and learning outcomes. Periodic assessments and the integration of stakeholder feedback have led to incremental improvements across academic and administrative domains. The implementation of e-governance and a decentralized participatory framework reflects responsive leadership and transparency in operations. However, while the IQAC has catalyzed several initiatives aligned with national education policies, there is scope for more structured documentation of outcomes and data-driven impact analysis. Additionally, greater emphasis on faculty development, resource mobilization, and external benchmarking can further enhance institutional effectiveness. Overall, the governance structure supports academic growth, but continued efforts are needed to translate strategic planning into measurable, sustainable results.

Qualitative analysis of Criterion 6
The institution exhibits a structured governance framework aligned with its vision and mission, ensuring participatory decision-making through statutory bodies like the College Development Committee and IQAC. The leadership fosters a decentralized model, promoting transparency and accountability in administrative and academic processes. The adoption of e-governance and regular internal and external audits reflect sound financial and operational management. Welfare measures for staff and a functional self-appraisal mechanism indicate concern for employee development. The IQAC, established in 2016, has initiated regular reviews of teaching-learning processes, aiding incremental improvements and fostering a quality-centric culture. However, the institution must enhance documentation practices, especially in performance-based assessments and strategic planning outcomes. Limited research funding, insufficient faculty in certain departments, and the absence of industrial linkages highlight critical areas for development. While the college demonstrates commendable leadership in fostering academic excellence, sustained efforts are needed to strengthen institutional capacity and outcomes-based governance.

Criterion 7 - Institutional Values and Best Practices (Key Indicator and Qualitative Metrices(QlM) in Criterion 7)	
7.1	Institutional Values and Social Responsibilities
7.1.1 QlM	**Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.** *Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words*
	Hutatma Jaywantrao Patil Mahavidyalaya demonstrates strong commitment to gender equity and sensitization through structured, ongoing initiatives. The institution integrates gender awareness in its curriculum and co-curricular activities, including NSS campaigns, awareness rallies, seminars, and workshops on women's rights and empowerment. Poster and essay competitions on issues like female feticide and women's leadership further promote gender understanding among students. The campus provides gender-responsive facilities, such as a dedicated Ladies Room, CCTV surveillance, and a grievance redressal mechanism. Accessibility features, including ramps and human assistance, indicate inclusivity beyond gender. These efforts create a safe and inclusive environment, particularly benefiting the institution's majority female student population. However, key challenges remain. The absence of women's hostels and high female dropout rates due to socio-economic factors need urgent attention. Strategies such as mentorship for at-risk students, better financial aid, and flexible learning options could improve retention and empowerment. While faculty and staff participate in gender sensitization events, broader institutional integration is lacking. Regular gender audits, embedding gender equity in strategic planning, and increasing female representation in leadership are recommended. Collaborations with NGOs or government bodies could expand outreach and effectiveness. Overall, the college is on a positive path toward promoting gender equity. To maximize impact, it must institutionalize practices, close infrastructure and policy gaps, and adopt a more outcome-based approach. These steps will strengthen its role in fostering an inclusive, equitable academic environment.
7.1.4 QlM	**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)**
	Hutatma Jaywantrao Patil Mahavidyalaya, situated in a rural, socio-economically disadvantaged area, is committed to fostering inclusivity and harmony across cultural, regional, linguistic, and socioeconomic lines. Its mission emphasizes equality, national integration, and moral values, particularly for marginalized tribal and rural communities. The college supports a diverse student population—including SC, ST, OBC, and economically weaker groups—through scholarships, transparent admissions, and a grievance redressal system. Language inclusivity is promoted via instruction in Marathi and English, alongside literary events such as *Marathi Pandharwada* and *Hindi Pakhawada*. Co-curricular initiatives like NSS-led tree plantations, Swachh Bharat drives, and village outreach programs encourage social unity and civic responsibility. The institution has effectively implemented an Electoral Literacy Club (ELC), organizing voter awareness drives, mock elections, and rallies in collaboration with NSS and local authorities. National Voter's Day celebrations and VVPAT demonstrations enhance democratic engagement. Constitutional values are embedded through curriculum-based courses and awareness programs on rights and duties, supported by poster-making, debates, and essay contests. The Political Science department plays a key role in fostering democratic awareness and ethical participation. However, mechanisms to measure the long-term impact of these initiatives are underdeveloped. To enhance effectiveness, the college should implement regular outcome analysis, integrate constitutional values across

	departments, and build partnerships with NGOs and legal aid bodies.
7.2	Best Practices
7.2.1 QlM	**Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual**
	Hutatma Jaywantrao Patil Mahavidyalaya has implemented two best practices reflecting social responsibility and community engagement. 1st one is Book Donation Drive which aims to enrich the college library and promote a reading culture, the institution encourages book donations, especially on staff birthdays. This initiative not only helps address the inadequacies in the library's collection but also fosters a sense of personal connection and ownership among donors. While this practice is sustainable and reflective of community spirit, its uniqueness is limited and could benefit from broader digital integration or thematic collections tied to regional literature. The 2nd one is Blood Donation Camp organized in collaboration with local health authorities and NGOs. This practice promotes health awareness and instills a spirit of charity among students. Its relevance was amplified during the COVID-19 pandemic, addressing critical shortages in blood supply. Although effective in engagement, the initiative could further distinguish itself by integrating health education modules and follow-up support for first-time donors. While both practices are commendable and align with institutional values, they currently lack distinctiveness and scalability. The college is encouraged to revisit these practices, enhancing them with innovative components such as digital tracking of library usage or health literacy outcomes. Integrating local cultural heritage, tribal knowledge systems, or region-specific issues would infuse a unique identity and deepen community impact. By doing so, the college can better reflect its rural mission and elevate its social responsibility from activity-based engagement to institutionally distinctive best practices.
7.3	Institutional Distinctiveness
7.3.1 QlM	**Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words**
	Hutatma Jaywantrao Patil Mahavidyalaya, Himayatnagar, stands as a vital educational hub in a rural, socio-economically disadvantaged, and tribal region of Maharashtra. As the only higher education institution in the area, it plays a transformative role by democratizing access for marginalized and first-generation learners, notably from SC, ST, OBC, and economically weaker sections. Its mission to empower through accessible, culturally rooted education is reflected in practices like vernacular-medium instruction, high female enrollment, and inclusive campus facilities, including a Ladies Room and an Internal Complaints Committee. The college nurtures cultural identity through Marathi-English instruction, *Marathi Pandharwada*, *Hindi Pakhawada*, and its multilingual magazine *Kondan*. Community engagement is robust via NSS-led health drives, sanitation programs, and COVID-19 awareness. The Electoral Literacy Club (ELC) promotes civic responsibility through mock elections and voter awareness activities. Despite infrastructural and connectivity limitations, the college has embraced ICT tools and NEP 2020 reforms, including blended learning and the Academic Bank of Credits. However, limited research funding, lack of hostels, and insufficient faculty highlight areas needing attention. To deepen its distinctiveness, the college should integrate tribal knowledge systems, promote local innovations, and develop digital literacy hubs and women's empowerment cells. Expanding external collaborations and formalizing region-specific academic initiatives would enhance both academic stature and community impact. Overall, the college's core strength lies in its inclusive, culturally grounded education model. With strategic innovation and resource development, it holds potential to emerge as a model rural institution in India's higher education landscape.

Qualitative analysis of Criterion 7

Hutatma Jaywantrao Patil Mahavidyalaya demonstrates efforts in promoting institutional values and social responsibility. The college integrates gender equity, environmental sustainability, and inclusivity through structured initiatives such as gender sensitization programs, CCTV-secured premises, barrier-free infrastructure, and a functional Internal Complaints Committee. Environmental consciousness is evident in practices like rainwater harvesting, LED usage, and vermicomposting. Best practices, including the book donation drive and blood donation camps, reflect a culture of community engagement. However, while the initiatives are impactful, they lack innovation and scalability. The institution is encouraged to revisit these practices to incorporate elements that reflect the local tribal context and cultural heritage, thereby establishing a distinctive institutional identity. Greater documentation of impact and the inclusion of region-specific knowledge would elevate the institution's contribution to societal transformation and environmental stewardship. Overall, the institution exhibits potential to evolve its practices into model frameworks for rural higher education development.

Section III:Overall Analysisbased on Institutional strengths.Weaknesses,Opportunities & Challenges(**SWOC**)(**up to 500 words**)

Overall Analysis

Strength:

1) Providing Higher education in a socially and economically backward area

2) Co- educational institute with natural ambience for learning

3) Qualified faculty with research culture

4) Transperant evaluation process

5) Offering multi faculty courses including post graduation

Weaknesses:

1) Weak Research ecosystem

2) Absence of hostel facilities for male and female students

3) Insufficient outdoor sports and gymnasium

4) Not receiving grants from external agencies

5) Students training for placement are not uptothe mark

Opportunities:

1) Skill training for employability

2) Introduction of more number of certificate courses

3) Opportunities to applyfor research grant and equipment for suitable funding agencies

4) To tap the potential of alumni to great extent

5) To develop entrepreneurial culture in the institute

Challenges:

1) Adequate resource mobilization

2) Development of infrastructure as per the changing demands of HEIs

3) Providing public transport to students

4) Insufficient number of teaching and non teaching staff

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)

- Improvement of research culture in the institute

- improvement of infrastructure facilities like chairs,smartboards, gymnasium etc.

- Strengthen research funding efforts by seeking government and private agency grants and institutional seed money for faculty projects.

- To strengthen entrepreneurial ecosystem

- Strengthen the Placement and Career Guidance Cell through industry collaborations, internships, and skill-building programs.

- Provide Hostel and transportation facilities

- Introduce more interdisciplinary and value-added courses, especially in emerging areas and skill development, aligned with NEP 2020 goals.

- Robust mechanism for implementation of OBE

- Establish an IPR Cell and Incubation Centre to promote innovation, entrepreneurship, and intellectual property awareness.

- More number of field trips for enhancement of experiential learning

- Revisit and redesign best practices to make them scalable, innovative, and rooted in local tribal knowledge, cultural heritage, and sustainability models.

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. PROF SUMAT P AGGARWAL	Chairperson	
2	DR. ANUP KUMAR DEY	Member Co-ordinator	
3	DR. ACHYUTHA DEVI JAMMULA	Member	
4	Dr. A.v. Prasad	NAAC Co - ordinator	

Place

Date

Sl.No	Name		Signature with date

Re: Confirmation of PTR

From: Jammula Achyutha Devi (achyuthadevi@gmail.com)

To: spa15_dbce@yahoo.com

Cc: druksuks000@gmail.com; anupkumar.dey@aus.ac.in; hjp.ned@gmail.com

Date: Tuesday, May 20, 2025 at 02:32 PM GMT+5:30

I agree with this report
Thanks and Regards
Prof.Achyutha Devi

> On Tue, 20 May 2025, 14:30 Sumat Aggarwal, <spa15_dbce@yahoo.com> wrote:
>
> Dear Sir/Madam,
>
> Please find enclosed the PTR. Please send your concurrence by return mail.
>
> Professor (Dr.) S.P.Aggarwal
> Emeritus Professor
> M.Com, M.Phil, MBA (USA), MS(USA), Ph.D.
> Editor-in-Chief (RIJBR ISSN: 2455-5959, UGC Listed No. 48778)
> Editor-in-Chief (IJAE ISSN: 2321-2497, UGC Care Listed)
> Formerly
> 1. Pro Vice Chancellor, SGT University, Gurgaon
> 2. Professor – Principal, Ramanujan Collage (University of Delhi)

Re: Confirmation of PTR

From: Anup Kumar Dey (anupkumar.dey@aus.ac.in)

To: spa15_dbce@yahoo.com

Cc: druksuks000@gmail.com; achyuthadevi@gmail.com; hjp.ned@gmail.com

Date: Tuesday, May 20, 2025 at 02:33 PM GMT+5:30

Dear sir,

Received your mail containing the PTR and I am giving my consent to it. Thank you.

With regards

Anup Kumar Dey (M. Phil., Ph D) अनुप कुमार दे (एम.फिल, पीएचडी)
Professor (प्रोफेसर)
Department of English (अंग्रेजी विभाग)
Dean of Students' Welfare (डीन, छात्र कल्याण)
Former Dr Ambedkar Chair Professor पूर्व डॉ॰ आम्बेडकर चेयर प्रोफेसर
Assam University, Silchar (a Central University) असम विश्वविद्यालय, सिलचर (एक केंद्रीय विश्वविद्यालय)
P.O. Assam University, Silchar, Cachar, Assam - 788011
(डाक-घर: असम विश्वविद्यालय, सिलचर, कछार, असम-७८८०११)
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Orcid Id: 0009-0009-0920-8450
Google Scholar Id: XqILB-0AAAAJ
Researcher Id: JZA-6007-2024
Vidwan-ID : 286319

> On Tue, May 20, 2025 at 2:30 PM Sumat Aggarwal <spa15_dbce@yahoo.com> wrote:
>
> > Dear Sir/Madam,
> >
> > Please find enclosed the PTR. Please send your concurrence by return mail.
> >
> >
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> > 1. Pro Vice Chancellor, SGT University, Gurgaon
> > 2. Professor – Principal, Ramanujan Collage (University of Delhi)

Re: Confirmation of PTR

From: Hutatma Jaywantrao Patil (hjp.ned@gmail.com)

To: spa15_dbce@yahoo.com

Date: Tuesday, May 20, 2025 at 02:35 PM GMT+5:30

Respected sir,
The Report has been discussed and have accepted.
 Thanks.& Regards

> On Tue, May 20, 2025 at 2:30 PM Sumat Aggarwal <spa15_dbce@yahoo.com> wrote:
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>
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