



INSTITUTIONAL ASSESSMENT AND ACCREDITATION
(Effective from July 2017)

Accreditation - (Cycle - 1)

PEER TEAM REPORT ON
INSTITUTIONAL ACCREDITATION OF
CHANDRABHAMA MAHAVIDYALAYA, KARJAT TALUKA KARJAT,
DIST. AHMEDNAGAR
C-59888

Karjat
Maharashtra
414402

(Draft)

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL



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An Autonomous Institution of the University Grants Commission
P.O. Box No. 1075, Nagarbhavi, Bengaluru - 560 072, INDIA




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Section I: General Information

1.Name & Address of the institution:	CHANDRABHAMA MAHAVIDYALAYA, KARJAT TALUKA KARJAT, DIST. AHMEDNAGAR Karjat Maharashtra 414402	
2.Year of Establishment	2018	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:	2	
Departments/Centres:	10	
Programmes/Course offered:	2	
Permanent Faculty Members:	4	
Permanent Support Staff:	0	
Students:	327	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	<p>1. Emerging Academic Institution: Chandrabhama Mahavidyalaya is a young and developing institution demonstrating commitment toward academic growth and quality education.</p> <p>2. Rural Location with Regional Relevance: Situated in a rural area, the college plays a vital role in catering to the educational needs of students from underprivileged and remote communities.</p> <p>3. Strong Community Engagement: The institution actively engages with the local community through outreach programs and extension activities, fostering social responsibility and holistic development among students.</p>	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	Visit Date From : 23-05-2025 Visit Date To : 24-05-2025	
6.Composition of Peer Team which undertook the on site visit:		
	Name	Designation & Organisation Name
Chairperson	DR. AKHILESH RAGHUBANSHI	Director,BANARAS HINDU UNIVERSITY
Member Co-ordinator:	DR. SUKANTA CHANDRA SWAIN	Professor,Kalinga Institute of Industrial Technology Deemed to be University Bhubaneswar
Member:	DR. PONNUSAMY AYYANASWAMY	Principal,Hindusthan College of Arts and Science
NAAC Co - ordinator:	Dr. B.s. Ponmudiraj	




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Section II: Metric and Criterion Analysis

Observations (Strengths and/or Weaknesses) on each qualitative metrics of the key Indicator under the respective criterion (This will be a qualitative analysis of descriptive nature aimed at critical analysis presenting strength and weakness of HEI under each criteria)

Criterion 1 - Curricular Aspects (Key Indicator and Qualitative Metrics(QIM) in Criterion 1)	
1.1	Curricular Planning and Implementation
1.1.1 QIM	<p>The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment</p> <p>Chandrabhama Madvidyalaya, Karjat established in the year 2018 offers undergraduate programs, adhering to the curriculum prescribed by Savitribai Phule Pune University (SPPU). Nevertheless, the institution actively enriches the academic framework by introducing a few value-added courses, skill development programs, and regionally relevant content. To enhance the teaching-learning experience, departments organize few seminars, workshops, and guest lectures that expose students to emerging trends and contemporary knowledge. Execution of the syllabus should be implemented through proper planning (Lesson Plan) and the evidence for this could be the course file that is to be generated.</p>
1.3	Curriculum Enrichment
1.3.1 QIM	<p>Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum</p> <p>Chandrabhama Mahavidyalaya, Karjat, integrates crosscutting themes such as professional ethics, gender equity, human values, environmental awareness, and sustainability into its academic and co-curricular framework.</p> <p>These themes are introduced through both curricular and co-curricular modes. Many programs affiliated with Savitribai Phule Pune University (SPPU) include courses and modules that address environmental studies, human rights, and value education. Environmental Studies is offered as a compulsory subject at the undergraduate level, sensitizing students to ecological issues, climate change, biodiversity, and sustainable practices. Furthermore, through activities like tree plantation drives, clean campus initiatives, and awareness rallies, the institution extends the learning beyond the classroom to foster environmental responsibility.</p> <p>Gender equity is promoted through seminars, awareness programs, and the functioning of various relevant committees. These bodies conduct regular workshops on gender sensitization, health and hygiene, self-defense, and legal rights for women. The institution ensures a safe and inclusive environment that fosters respect and equal opportunity for all genders.</p> <p>Professional ethics and human values are addressed through value-added courses, guest lectures, and field-based learning. Although these themes are integrated to a considerable extent, the college can further strengthen its approach by formally mapping crosscutting issues to specific course outcomes and incorporating structured assessment mechanisms to evaluate student awareness and behavior change over time. Introducing interdisciplinary certificate courses and workshops in collaboration with NGOs and government bodies would also enrich student engagement in these critical areas.</p>

Qualitative analysis of Criterion 1


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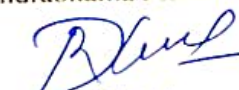
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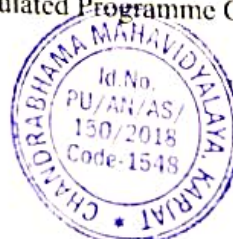
Chandrabhama Mahavidyalaya, Karjat, established in 2018 in rural Taluka Karjat, Dist. Ahmednagar, is committed to delivering quality higher education that meets regional and national goals. The college offers undergraduate programs under the curriculum of Savitribai Phule Pune University (SPPU). Special attention is given to addressing socio-economic challenges through bridge and value added courses. While opportunities for field projects and internships are reportedly made available to students, the supporting documentation and data submitted do not adequately validate these activities.

A key area for improvement is the absence of a formalized mechanism for collecting curriculum feedback from stakeholders such as students, alumni, and employers. Establishing such a system would help in continuous curriculum improvement and better alignment with evolving academic and industry demands. However, the integration of ICT in pedagogy and the promotion of entrepreneurship through career guidance and placement support are areas that require focused attention and strategic enhancement.

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

2.3	Teaching- Learning Process
2.3.1 QIM	<p>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</p> <p>Chandrabhama Mahavidyalaya, Karjat, employs a range of student-centric pedagogical approaches to enrich the learning experience. Experiential learning is facilitated through field visits, practical demonstrations, and helping students bridge theoretical knowledge with real-life applications. Participative learning is fostered through seminars, group discussions, role-plays, and interactive classroom sessions, encouraging collaboration and active involvement.</p> <p>While traditional methods are in use, there is a need to further sensitise faculty to a broader spectrum of ICT tools to make the teaching-learning process more engaging and effective. The college currently has 14 LAN-connected computers, which may not be sufficient to ensure simultaneous access to digital resources for all students. Expanding digital infrastructure and faculty training will further strengthen ICT-enabled education.</p>
2.5	Evaluation Process and Reforms
2.5.1 QIM	<p>Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient</p> <p>The institution ensures transparency and accountability in both internal and external assessment processes by strictly adhering to the norms and guidelines of Savitribai Phule Pune University (SPPU). Internal evaluations are conducted through Internal examinations, assignments, presentations, and practical examinations, and students are informed in advance about assessment schedules. The marks obtained are recorded and communicated transparently to students. The system would be more effective if the CIA results are analysed and communicated to the concerned faculty and corrective actions to be taken based on the analysis.</p> <p>The college has also established a mechanism for redressal of grievances related to evaluation. However, while the system is functional, proper documentation and systematic tracking of grievances and their resolutions need to be strengthened to demonstrate the efficiency and reliability of the redressal mechanism more clearly.</p>
2.6	Student Performance and Learning Outcomes
2.6.1 QIM	<p>Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website</p> <p>Chandrabhama Mahavidyalaya, Karjat, has clearly articulated Programme Outcomes (POs) and</p>


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	<p>Course Outcomes (COs) for all academic programs offered by the institution. These outcomes are aligned with the curriculum prescribed by Savitribai Phule Pune University (SPPU) and are designed to reflect the knowledge, skills, and competencies expected from students upon completion of their respective programs.</p> <p>To ensure transparency and accessibility, the POs and COs are prominently displayed on the institution's official website. This enables students, faculty, parents, and other stakeholders to understand the intended academic goals and learning expectations.</p>
2.6.2 QIM	<p>Attainment of POs and COs are evaluated.</p> <p>Explain with evidence in a maximum of 500 words</p> <p>The POs and COs for all programs are displayed on the college website and are communicated to students during academic sessions.</p> <p>The institution uses internal assessments such as tests, assignments, and practicals, along with external university examinations, to evaluate CO attainment. Indirect assessment through student feedback is also conducted. However, while the processes for evaluating CO and PO attainment exist in principle, the supporting documentation provided by the institution is not sufficient to fully substantiate the effectiveness of these evaluations.</p> <p>The mapping of COs to POs and the method of calculating attainment levels need to be better documented and systematically presented. Result analysis reports, feedback summaries, and departmental review records should be enhanced to provide clearer evidence of outcome attainment and continuous improvement actions.</p> <p>To strengthen its academic quality assurance, the institution should focus on developing a structured and well-documented framework for PO and CO attainment analysis and reporting.</p>

Qualitative analysis of Criterion 2

The institution adopts a learner-centric approach to teaching, learning, and evaluation, catering to students primarily from rural and socio-economically diverse backgrounds. The admission process follows the norms of Savitribai Phule Pune University (SPPU) ensuring inclusivity and transparency. However, inconsistencies between sanctioned and admitted student numbers do not match. The college supports slow learners through remedial coaching, bridge courses, and mentoring, and encourage the advanced learners in academic and extracurricular leadership the evidence provided by the institution is limited. Teaching combines traditional methods with ICT tools and experiential learning like field visits and seminars. Yet, stronger ICT integration is necessary to enhance instructional quality. While internal evaluations are conducted as per university norms, documentation supporting the effectiveness of the grievance redressal system is insufficient. Program and Course Outcomes are published online, but their attainment lacks clear data and systematic analysis. Addressing these gaps will strengthen the institution's academic credibility and impact.

Criterion 3 - Research, Innovations and Extension (Key Indicator and Qualitative Metrics(QIM) in Criterion 3)

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


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the same are evident

The institution has made preliminary efforts to foster an environment that encourages innovation, promotes the Indian Knowledge System (IKS), and raises awareness about Intellectual Property Rights (IPR). The institution has organized few awareness programs related to research and innovation to sensitize students and faculty. However, a formal IPR cell and incubation center have yet to be established, which limits the institutional capacity for structured innovation, start-up development, and technology transfer.

While a few departments have initiated activities incorporating elements of traditional knowledge and local practices aligned with the IKS framework, these initiatives need to be better structured and more widely adopted across disciplines. The institution lacks tangible outcomes such as filed patents, technology transfers, or entrepreneurial ventures, indicating the need for more systematic efforts and policy support.

Establishing an incubation center and IPR cell, along with clearly defined institutional policies on innovation and knowledge dissemination, would significantly enhance the ecosystem for research, creativity, and entrepreneurship. Strengthening these areas will empower students and faculty to contribute meaningfully to knowledge creation and community development.

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.

Over the past five years, Chandrabhama Mahavidyalaya, Karjat, has actively engaged in a variety of extension activities aimed at addressing community needs while fostering holistic development among students. These initiatives, primarily conducted through the NSS unit and Eco Club, environmental sustainability, gender sensitization, literacy drives, and voter awareness. Through these activities, students have developed a sense of civic responsibility, empathy, and leadership, enhancing their social awareness and character formation.

Importantly, many of these extension activities have also incorporated skill-transfer components relevant to specific academic departments. These activities have had a positive impact on the surrounding rural communities while providing students with hands-on experience in applying classroom knowledge to real-world challenges. By aligning departmental expertise with community outreach, the college ensures that extension work is not only socially meaningful but also academically enriching, thus contributing to the holistic development of its students.

3.4.2 QIM Awards and recognitions received for extension activities from government / government recognised bodies

The college has submitted documents claiming recognition for its extension activities; however, much of the supporting evidence primarily highlights individual student sports achievements rather than awards or recognitions received for the extension purpose. This creates ambiguity in verifying the claims related to institutional-level extension work. The faculty members and students can be encouraged to receive appreciations or awards or recognitions from government and NGO's for their community service. It is also recommended to establish more number of clubs to involve the students in the community service.

Qualitative analysis of Criterion 3

Chandrabhama Mahavidyalaya, Karjat, reflects a committed approach to fostering research, innovation, and

community engagement despite its rural and resource-constrained setting. Faculty should be encouraged to participate in minor research projects and academic presentations; however, progress in securing research funding and publishing in high-quality journals remains limited. The establishment of a formal research policy and committee would provide structure and strategic direction. Innovation initiatives are yet to be institutionalized, as the absence of an Innovation Cell or Incubation Centre hinders entrepreneurial activities. Aligning with national programs like Start-up India could support such efforts. Extension activities, particularly through NSS and Eco club, are commendable, focusing on health, environment, and gender issues. These could be enhanced by incorporating skill-based, community-oriented projects. Strengthening policy and encouraging faculty research publications in indexed journals will significantly enhance the institution's academic and social impact


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Criterion 4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrics(QIM) in Criterion 4)	
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> <p>Even though it is a relatively new college, it has succeeded in building up enough infrastructure to provide a useful and welcoming environment that supports learning, teaching, and extracurricular activities. The college has made investments in its physical infrastructure, which includes two ICT-enabled classrooms, well-maintained classrooms, and specialized labs for zoology, botany, and chemistry. The college also has a computer lab with 20 computers, meaning that there is roughly one computer for every 25 students. However, the college is yet to adopt LMS in its teaching-learning environment.</p>
4.2	Library as a Learning Resource
4.2.1 QIM	<p>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</p> <p>The college has a decent library that offers students to access reference materials. There is a reading room with extended hours of access and a digital library that grants students access to free e-resources, including INFLIBNET and other academic databases. Reasonable investments have been made to strengthen the library's resource base. However, the library is not automated and subscription of journals and e-resources is not there.</p>
4.3	IT Infrastructure
4.3.1 QIM	<p>Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection</p> <p>Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words</p> <p>In response to the changing demands of contemporary education, the College has made significant efforts to improve its digital infrastructure. The institution has installed a 100 Mbps leased line internet connection, guaranteeing high-speed broadband access for administrative and academic purposes, in recognition of the significance of internet connectivity in the digital age. Additionally, the campus has Wi-Fi, enabling professors and students to access online courses, digital learning materials, and web-based learning aids like research databases, video lectures, and e-books. However, there are still issues with connectivity, mostly because the institution is located in a rural area. On paper, the bandwidth is adequate, however during periods of high usage, actual internet performance varies, sometimes interfering with administrative and online instructional activities. The issue is exacerbated by weather patterns and sporadic technical issues with the service provider. This draws attention to a discrepancy between the availability of digital technology and its reliable, useful application in academic contexts.</p>


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Qualitative analysis of Criterion 4

The college's facilities for sports and fitness are yet another feature. There are both outdoor and indoor gaming facilities on campus. The college's emphasis on student wellness and physical education is further demonstrated by the existence of a well-equipped gymnasium. Nonetheless, there is still need for improvement in the following areas: 1) set up virtual laboratories for science and technology classes, 2) develop a centralized system for facility maintenance, 3) update the library with multimedia resources and e-book readers in addition to a few paid e-resources, 4) enhance campus signage and navigation, 5) make sure generators or other backup power sources are available, 6) use green building techniques for sustainability, and 7) create a technologically advanced auditorium for seminars and cultural events.

Criterion 5 - Student Support and Progression (Key Indicator and Qualitative Metrics(QIM) in Criterion 5)

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**

The Alumni Association was registered just recently, with only a few registered alumni. Since the college does not have an effective students' progression tracking system, it fails to make optimal use of its alumni, except calling them to the campus on a few occasions. There are no financial or other material supports from the alumni except their visits to the college as and when invited. The institution's approach to student participation, financial aid, and counselling all demonstrates its dedication to diversity. Because the institution is self-funded and located in a rural area, placement opportunities are limited. However, the college has a strong intent to increase students' career preparedness. Frequent field trips, industry tours, guest lectures, and seminars improve hands-on learning and increase students' exposure to real-world situations. Students' creativity, leadership, and teamwork are fostered by these activities. An active alumni association can facilitate all these with ease. Establishing a formal alumni network may provide employment, internship, and mentoring opportunities. The progression of students would be greatly enhanced by improved career services, such as soft skill and communication training, increased alumni participation and industry partnerships. Moreover, a specialised counselling facility catered by qualified personnel could promote the mental and emotional wellness of students. The alumni association can play a great role in this regard.

Qualitative analysis of Criterion 5

A prominent aspect of student support is the all-encompassing assistance offered by the college to students from rural and economically disadvantaged backgrounds. The college makes sure that students are informed about all possible opportunities at the time of enrollment and makes it easier for them to apply for several government scholarships through Maharashtra's MAHA DBT portal. In order to foster holistic development, the college also promotes extracurricular, cultural, and athletic endeavors. Students actively participate in different creative and sporting events, such as the Annual Day, Rangoli contests, Mehendi-making, and others. Additionally, through initiatives like blood donation drives, environmental awareness campaigns, and the adoption of neighboring villages for comprehensive community development, the NSS unit plays a critical role in educating students about their social obligations. Despite the concerted efforts of the college on student progression, there are still certain things as mentioned above may be improved.


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Criterion 6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrics(QIM) in Criterion 6)	
6.1	Institutional Vision and Leadership
6.1.1 QIM	<p><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></p> <p>The college's leadership aligns with its aspiration to inspire students to become effective learners. The Board of Advisors, appointed by the Board of Trustees, establishes short-term and long-term objectives, providing guidance to the chief functionary secretary for their implementation. The principal is supported by the college committee, council, and IQAC in developing strategic, academic, and operational plans. The college ensures operational autonomy for departments, granting them the freedom to innovate in teaching and learning methodologies. The examination cell schedules internal assessments and independently arranges for university examinations. The library committee procures books based on its requirements. The IQAC makes decisions regarding the overall functioning of the institution. The National Education Policy (NEP) implementation is guided by the parent university's curricular guidelines; therefore, the college has a limited role in setting its direction. The college is currently facing financial difficulties and low student intake; consequently, a long-term institutional perspective plan remains a challenge.</p>
6.2	Strategy Development and Deployment
6.2.1 QIM	<p><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></p> <p>The College has formulated a comprehensive development perspective plan. Nevertheless, several provisions of this plan still require effective implementation. Notably, the following areas have not witnessed any progress: Enhancing the teacher profile, obtaining ISO Certification, expanding infrastructure and library facilities, constructing a ladies' hostel and staff quarters. The Principal is the head of internal administration and is assisted by the Head of Departments, Support staff, and IQAC. The College Development Committee (CDC) monitors the college's policy decisions.</p>
6.3	Faculty Empowerment Strategies
6.3.1 QIM	<p><i>The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression</i></p> <p>The college offers diverse employee benefit schemes, including uniform allowances, cash awards, citations, and medical expense reimbursement. The college management has established various awards, such as best faculty of the year, best head of department, best leader of the year, and best coordinator, which are determined based on the systematic performance index method. While the college asserts that outstation staff receive complimentary accommodation and food, no such staff were observed. Additionally, the college provides tuition fee waivers for the wards of staff members who choose to join the institution. However, limited faculty members have utilised this facility. Although the college claims free transportation via college buses, no such buses are available.</p>
6.4	Financial Management and Resource Mobilization
6.4.1 QIM	<p><i>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)</i></p> <p>The college claims to have a strategy to mobilise funds. As a self-financing institution, the college does not receive financial aid from the Union or State Governments. The primary sources of revenue are the financial support of the trust, tuition fees, and income generated by renting out</p>



	facilities for the conduct of government and other competitive examinations. While it is claimed, the evidence for the following revenue-generating activities was not evident, as these facilities either do not exist or have limited scope: the use of the computer lab for competitive examinations, renting of the college grounds and turf for training and competitions, renting of the college guest house for interns and trainees, the multipurpose hall for external agencies, transportation fees, hostel fees, and mess fees collected from students. The college has both internal and external audits.
6.5	Internal Quality Assurance System
6.5.1 QIM	<p>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</p> <p>The IQAC prepares the academic calendar, Action Taken Report, and AQAR, supervises the teaching-learning and evaluation processes, and collects feedback from stakeholders. Its primary role is in planning, executing, and evaluating academic and administrative activities throughout the year. At year-end, they prepare the Action Taken Report, detailing events held by various committees and departments. Nevertheless, further efforts are required to enhance the proactive and effective organisation of training programs and workshops by IQAC. The development of a comprehensive methodology and its proper implementation are imperative to facilitate meticulous monitoring of teaching and learning outcomes.</p>

Qualitative analysis of Criterion 6

The college's leadership aims to foster effective learners, with the Board of Advisors setting objectives and the principal, supported by various committees and the IQAC, developing plans. Departments enjoy operational autonomy. However, NEP implementation is limited by university guidelines, and financial difficulties hinder long-term planning. While a development plan exists, progress on enhancing teacher profiles, ISO certification, and infrastructure expansion is lacking. The Principal oversees internal administration with departmental and IQAC support. Employee benefits like allowances and awards are offered, though claims of free accommodation and transport for outstation staff appear unsubstantiated. As a self-financing institution, revenue primarily comes from trust support and tuition fees; evidence for other claimed income sources is weak. The IQAC manages academic calendars, reports, and feedback, but needs to improve proactive training organization and develop a robust methodology for monitoring teaching-learning outcomes.




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Criterion 7 - Institutional Values and Best Practices (Key Indicator and Qualitative Metrics(QIM) in Criterion 7)	
7.1	Institutional Values and Social Responsibilities
7.1.1 QIM	<p>Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.</p> <p><i>Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words</i></p> <p>A distinct and well-maintained washroom reserved for girls is one of the institution's basic yet essential amenities. Comfort, privacy, and cleanliness are all guaranteed in this facility—all crucial components of any inclusive educational setting. By providing such fundamental yet important infrastructure, the college shows that it is sensitive to the unique needs of female students and promotes more involvement and attendance from girls, especially those from conservative or rural backgrounds. In addition to providing physical facilities, the college actively supports women's empowerment by offering skill-oriented training programs that are advantageous from an economic and cultural standpoint. These courses cover rangoli art, mehendi (henna design), and beautician abilities. The institution helps women students to gain useful, revenue-generating skills that can help them become financially independent and improve their self-esteem by providing these courses.</p>
7.1.4 QIM	<p>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)</p> <p>The college considers that educating students involves more than just helping them become excellent students; it also involves helping them become responsible, knowledgeable citizens. In order to fulfill this objective, it organizes awareness campaigns, talks, debates, and discussions on the Indian Constitution, its principles, and how applicable it is to daily life. Through these programs, young people are to get a greater knowledge of justice, liberty, equality, and fraternity. The college's annual observance of Constitution Day (Samvidhan Divas) on November 26th is one of its main initiatives. Students and staff take part in reading the Preamble to the Constitution on this particular day, considering its fundamental ideas and their applications. The development, structure, and importance of the Indian Constitution are highlighted in special lectures given by faculty members or invited specialists, with a focus on the fundamental responsibilities and rights of people. Additionally, the college organizes voter awareness campaigns, mock elections, and registration drives to promote democratic engagement with the active participation of the Electoral Literacy Club (ELC) and National Service Scheme (NSS). In order to empower young voters and make sure they comprehend the importance and influence of their vote, these initiatives are essential.</p>
7.2	Best Practices
7.2.1 QIM	<p>Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual</p> <p>Two best practices are Green Initiatives (Tree plantation) and Women Empowerment (through skill-oriented training like beautician, mehendi and rangoli)</p> <p>Best Practice I: Green Initiatives (Tree plantation)</p> <p>Chandrabhama Mahavidyalaya, Karjat, has implemented a best practice of tree plantation and conservation to promote a green, eco-friendly campus. Initiated in July 2018, the activity</p>



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transformed a one-acre barren land into a thriving green zone. With active involvement from students, faculty, NSS units, over 80 saplings were planted, supported by fencing, soil enrichment, and regular maintenance. This initiative aimed to improve air quality, enhance biodiversity, and raise environmental awareness. Despite challenges like rocky soil and water scarcity, consistent effort are ensured for the survival and growth of the trees, significantly enriching the campus environment.

Best Practice II: Women Empowerment

Chandrabhama Mahavidyalaya, Karjat has implemented the Women Empowerment Cell as a best practice to promote gender equality and empower female students. The cell aims to build leadership qualities, foster self-confidence, and promote social, emotional, and financial independence among women. It organizes seminars, workshops, and awareness programmes focused on rights, entrepreneurship, and gender sensitivity. Girls have shown increased participation in academic and extracurricular activities, and many have overcome hesitation to engage in open dialogue and leadership roles..

7.3 Institutional Distinctiveness


7.3.1 **Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words**

Sustainability, ecological awareness, and community outreach are given special attention in the college's declaration of environmental consciousness as a fundamental institutional value. The college emphasizes tree planting efforts as a primary focus among its numerous green projects, particularly in neighboring rural areas. Although this activity is praiseworthy in spirit and goal, it would be better served by increased transparency, thorough documentation, and effect measurement in order to reach its full potential as a repeatable best practice. The college asserts that it has regularly organized tree planting campaigns on campus and in the adopted community of Benwadi, among other locations. These drives are said to take place during occasions like NSS camps, Van Mahotsav, Independence Day, and World Environment Day. Additionally, the college's efforts to inculcate environmental responsibility in its stakeholders are demonstrated by the active participation of student volunteers under the NSS and Eco Club in these planter initiatives alongside academic and administrative personnel. However, there is a clear lack of complete data availability and clarity, even though these efforts are referenced in official reports and presentations. Regular tree plantations are mentioned in the SSR, but important information is left out, including the number of trees planted over predetermined time periods, the species or types of trees chosen, the geographic area covered, and—above all—the survival rate of those trees after planting. It becomes difficult to evaluate the initiative's actual environmental and social impact in the absence of such data.

Qualitative analysis of Criterion 7

As presented, the college's green initiatives, voter literacy campaign, gender sensitization activities, and celebration of civic duties and cultural diversity are its best practices. Through NSS and village adoption, it has been engaging the community through health awareness and hygiene campaigns, blood donation camps, cleaning and sanitation campaign, adult education and literacy initiatives, voter awareness rallies, and voter registration support. Although the facts in the SSR and during interactions with college administrators provides qualitative descriptions of best practices, it is devoid of specifics such as the number of individuals who benefit from green efforts, the number of grievance cases that are addressed, the amount of energy saved by solar usage, etc. The impact analysis of the initiatives has not been done. A number of



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initiatives (solar usage, rainwater collecting, etc.) are ad-hoc in nature rather than policy-driven. Basic amenities for students with disabilities are mentioned, although they are not all-inclusive.

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

Overall Analysis

Strength:

The college benefits from its rural location, offering a distinct learning environment. Furthermore, its affiliation with a well-recognized state university enhances its credibility. A significant advantage is its low fee structure, making education more accessible. The institution also draws strength from its regional context and relevance.

Weaknesses:

The college faces a challenge due to its limited financial resources. There are vacant positions for both faculty and support staff, which can impact its operations. Another area of concern is the low student intake. Additionally, the college's infrastructure is currently below average.

Opportunities:

There are opportunities to introduce skill enhancement programs, particularly in areas like agribusiness, computer applications, sales, and marketing. The college can also engage with nearby industry clusters to create apprenticeship opportunities for its students. Garnering guidance and support from the parent university presents another significant opportunity for growth and development.

Challenges:

A key challenge is raising sufficient funds to support the recruitment of additional manpower. Significant infrastructure development is also required. The college faces competition from well-established local academic institutions. Finally, attracting talented students poses an ongoing challenge.




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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)

- Develop and market niche programs that leverage regional strengths in agribusiness and potentially other locally relevant sectors.
- Strengthen industry linkages for placements and apprenticeships for students.
- Seek strategic financial support and grants from the parent university and government schemes focused on rural skill development.
- Implement a phased recruitment strategy for faculty and staff. Explore options like visiting faculty from neighbouring institutions or industry experts to bridge immediate gaps while working on long-term recruitment.
- Prioritise phased infrastructure development focused on core needs, such as better-equipped labs for agribusiness programs and computational skills.
- Enhance student support services and mentorship, including academic advising, career counselling, and mentorship programs.
- Update the library with multimedia resources and e-book readers in addition to a few paid e-resources.
- Launch targeted outreach and admission campaigns to enhance student enrollment.

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

Signature of the Head of the Institution

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Seal of the Institution



Respected Sir, I have gone through the contents of the report and found it correct. The suggestions given by NAAC PEER Team will be implemented in our institute as soon as possible. Thanks for your valuable suggestions.
Thanks & Regards


(Dr. Ramkrishna Vitthal Dhere) Principal

Sl.No	Name		Signature with date
1	DR. AKHILESH RAGHUBANSHI	Chairperson	
2	DR. SUKANTA CHANDRA SWAIN	Member Co-ordinator	
3	DR. PONNUSAMY AYYANASWAMY	Member	
4	Dr. B.s. Ponmudiraj	NAAC Co - ordinator	

Place

Date



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