



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

**Accreditation - (Cycle - 1)**

**PEER TEAM REPORT ON  
INSTITUTIONAL ACCREDITATION OF  
KALYANI CHARITABLE TRUST'S LATE GAMBHIRRAO NATUBA  
SAPKAL COLLEGE OF ENGINEERING**

**Nashik  
Maharashtra  
422213**

**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:	KALYANI CHARITABLE TRUST'S LATE GAMBHIRRAO NATUBA SAPKAL COLLEGE OF ENGINEERING Nashik Maharashtra 422213	
2.Year of Establishment	2009	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:		
Departments/Centres:	5	
Programmes/Course offered:	10	
Permanent Faculty Members:	115	
Permanent Support Staff:	49	
Students:	1645	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. Catering to the needs of rural students in tribal and mountainous area 2. Eco-friendly atmosphere enabling teaching and learning 3. Active students participation in academic as well as co-curricular activities	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 12-10-2018 To : 13-10-2018	
6.Composition of Peer Team which undertook the on site visit:		
	<b>Name</b>	<b>Designation &amp; Organisation Name</b>
Chairperson	DR. VARINDER S KANWAR	Vice Chancellor,Chitkara University Himachal Pradesh
Member Co-ordinator:	DR. OM PRAKASH SINGH NEGI	Professor,Kumaun University
Member:	DR. DATTATRAYA BHILARE	FormerProfessor,devi ahilya vishwavidyalaya indore
NAAC Co - ordinator:	DR. MOHIT TIWARI	

## Section II: CRITERION WISE ANALYSIS

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

Criterion1 - Curricular Aspects (Key Indicator and Qualitative Metrics(QIM) in Criterion1)	
1.1	Curricular Planning and Implementation
1.1.1 QIM	The institution ensures effective curriculum delivery through a well planned and documented process
1.2	Academic Flexibility
1.3	Curriculum Enrichment
1.3.1 QIM	Institution integrates cross- cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum
1.4	Feedback System

### Qualitative analysis of Criterion 1

The institute is approved by AICTE, DTE and affiliated to Savitribai Phule University, Pune. The institute has implemented an effective mechanism to ensure delivery of the curriculum designed by the affiliating university. The institute follows the prescribed syllabus of the university where it is affiliated. The teaching, learning and evaluation schedule begin with the academic calendar prepared by the institute in the beginning of the year in accordance with the affiliating University Calendar. The institute has introduced value added courses to mitigate the gap between academia and industry. The institute has developed a teacher mentor mechanism to address student grievances related to teaching and personal issues. The faculty members participate in various workshops organized by the university.

The curriculum addresses cross cutting issues like environment and sustainability as well as human values and professional ethics. The institute also takes efforts in creating gender equity awareness amongst its staff and students through various programs. The institute has Internal Complaint Committee (ICC), Anti-Ragging and Grievance Redressal Cell to address issues relating to Gender and Human Rights. The students participate in tree plantations, and the institute campus has been awarded as the 'VrikshaMitra Puraskar' by the Government of Maharashtra. The students and faculty have participated in many social activities like blood-donation, road safety, save girl child, swachh-bharat abhiyaan, water harvesting measures, etc. The students are encouraged for undertaking field projects and internships to make them conversant with the professional environment. However, formal mechanism to take feedback is offline and needs improvement.

Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrics(QIM) in Criterion2)	
2.1	Student Enrollment and Profile
2.2	Catering to Student Diversity
2.2.1 QIM	The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners
2.3	Teaching- Learning Process
2.3.1 QIM	Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences
2.3.4 QIM	Innovation and creativity in teaching-learning
2.4	Teacher Profile and Quality
2.5	Evaluation Process and Reforms
2.5.1 QIM	Reforms in Continuous Internal Evaluation(CIE) system at the institutional level
2.5.2 QIM	Mechanism of internal assessment is transparent and robust in terms of frequency and variety
2.5.3 QIM	Mechanism to deal with examination related grievances is transparent, time-bound and efficient
2.5.4 QIM	The institution adheres to the academic calendar for the conduct of CIE
2.6	Student Performance and Learning Outcomes
2.6.1 QIM	Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students
2.6.2 QIM	Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution
2.7	Student Satisfaction Survey

#### Qualitative analysis of Criterion 2

The institute follows the admission procedure laid down by the counselling authority (Directorate of Technical Education and Government of Maharashtra) for admitting all categories of students strictly as per the government norms. Institute organizes induction programme for the newly admitted students and their parents to understand the engineering curriculum and university examination process. The institution assesses the learning levels of the students through their Grade 12 merit or Diploma Merit for newly admitted students; at second year, third year and final year level the university results and recommendation of concerned teacher mentor. Accordingly, special programs are organised for slow learners. Advanced learners are encouraged to participate in Seminars, conferences, project competitions and papers writing. Few master level students have published their research papers in National and International journals. For slow learners measures like additional assignment, availability of special learning resources, regular follow-up, remedial lectures are undertaken.

The college has evolved various methods to improve the teaching learning process like orientation and Faculty development programs, industrial visits, internship, project work, annual cultural and technical fest, seminars and conferences, etc. Out of 115 permanent teachers at this college, only 6 teachers are with Ph.D. qualification, 03 are pursuing Ph.D. and remaining 106 are having post graduate degree. In order to improve the quality of teachers more teachers with the Ph.D. qualification needs to be recruited. Faculty development programmes needs to be encouraged.

The institute has appointed a college examination officer to deal with grievances of students related to the examination. The institution adheres to the academic calendar for conducting CIE. The POs, of all programs are displayed on the institute website, institute prospectus and also on the notice boards. The pass percentage of students of the college is satisfactory. However, latest teaching learning techniques like MOOCs, hands on / practical oriented training to the students needs to be added.

NAAC

Criterion3 - Research, Innovations and Extension (Key Indicator and Qualitative Metrics(QIM) in Criterion3)	
3.1	Resource Mobilization for Research
3.2	Innovation Ecosystem
3.2.1 QIM	Institution has created an ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge
3.3	Research Publications and Awards
3.4	Extension Activities
3.4.1 QIM	Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years
3.5	Collaboration

#### Qualitative analysis of Criterion 3

The institute has university recognised research centre in Civil Engineering department. One teacher of the college is recognised as a research guide by the university and two external recognised research guides are associated with the research centre. However, in this research centre no student was admitted after academic year 2014-15. Research grants for major research projects from government and private funding agencies is missing and needs to be improved, major equipment to carry out research needs to be procured. There are only four minor research projects funded by the affiliating university and out of these four, three minor research projects have been completed. The institute has purchased only 02 equipments and 01 software worth more than 5 Lakhs, which, needs improvement.

The institute has set up an Entrepreneurship Development Cell. The Institute also has collaboration with industries and academic / research institutes. The institute has organised an International conference in Civil Engineering in the year 2017. The institute organizes few national level, state level workshop and seminar, which need improvement. The institute grants special leave to faculties for attending seminars, conferences and workshops along with reimbursement of registration fees.

The institute has a self-financed NSS unit, which involves students in community services for developing various traits of their personality. The institute has adopted a nearby village (Wadholi). The institute involves both, the staff as well as students to take part in several events like blood donation camp, tree plantation, Swachh Bharat Abhiyan, Swachh Bharat Summer Internship, which are organised for creating awareness on social issues and connecting with the community as well.

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

#### Qualitative analysis of Criterion 4

The institution has 4 colleges in its premises, it has adequate facilities for teaching - learning viz., classrooms, laboratories, computing equipment, etc. However, latest teaching aids, augmentation of equipments is required.

The institute also has common facilities like playground with a running track, indoor and outdoor games facilities, gymnasium as well as a swimming pool shared with other institute of the trust. Every year during the annual fest sports week is celebrated with intercollege and intra-college sports competition. Hostel facility is provided for boys and girls separately on sharing basis with other three institute of trust approved by AICTE. Medical facility with a residential doctor is available free of cost to all in the campus. A spacious canteen as well as cafeteria is also available. Flexible transport facilities with adequate number of buses are also available.

The Library has an excellent infrastructure and a collection of 14490 technical and nontechnical books, national and international print journal and e-resource, encyclopedias, dictionaries, handbooks and CD's. The institute library has automated itself using an Integrated Library Management System 'Autolib'. The library provides access to the collection through Web OPAC. The library has membership of National Digital Library, DELNET, British Council Library. The institute has IT facilities like computers, printers, scanners, system software, application software, antivirus and firewall security as required by AICTE. The internet connectivity has a bandwidth of 50 Mbps and wi-fi. A security team is present with CCTV coverage and walkie-talkie for the safety of the staff and students. The institute has well maintained and clean canteen facility for the students. The institute is having its own 'Civil and Maintenance Department' for maintaining the infrastructure. The maintenance cell of institute coordinate with this maintenance department for all types of maintenance. Infrastructure is sufficient but learning resources needs more improvement.

Criterion5 - Student Support and Progression (Key Indicator and Qualitative Metrics(QIM) in Criterion5)	
5.1	Student Support
5.2	Student Progression
5.3	Student Participation and Activities
5.3.2 QIM	Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution
5.4	Alumni Engagement
5.4.1 QIM	The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years

#### Qualitative analysis of Criterion 5

Student's Council is formed as per the guidelines of the affiliating university. One student representative is elected by all the class representatives who represent the institute in the university. Students are nominated to various committees based on their merit and areas of interest. The institute has a registered alumni association and meets every year. Alumni help students in placements and guide them in various areas.

The Training & Placement (T&P) cell of the institute provides career guidance and organizes campus recruitment drives for the students. Every year institute organizes & motivates students for Vocational Education & Training (VET). The institute arranges special coaching for GATE/GRE and other competitive examinations. As a result the college students are placed in different organisations. However, placement record of past couple of years is poor.

A student grievance cell has also been established to deal with student grievances in a transparent manner. Students have represented the institute at various levels in sports activities. Although alumni association exists, but only 1 meeting has been conducted so far. Stress should be made to have frequent meeting with the alumni to strengthen the interaction. So far no contribution from the alumni through financial and non-financial means has been made.



Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrics(QIM) in Criterion6)	
6.1	Institutional Vision and Leadership
6.1.1 QIM	The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the institution
6.1.2 QIM	The institution practices decentralization and participative management
6.2	Strategy Development and Deployment
6.2.1 QIM	Perspective/Strategic plan and Deployment documents are available in the institution
6.2.2 QIM	Organizational structure of the institution including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism
6.2.4 QIM	Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions
6.3	Faculty Empowerment Strategies
6.3.1 QIM	The institution has effective welfare measures for teaching and non-teaching staff
6.3.5 QIM	Institution has Performance Appraisal System for teaching and non-teaching staff
6.4	Financial Management and Resource Mobilization
6.4.1 QIM	Institution conducts internal and external financial audits regularly
6.4.3 QIM	Institutional strategies for mobilisation of funds and the optimal utilisation of resources
6.5	Internal Quality Assurance System
6.5.1 QIM	Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes
6.5.2 QIM	The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms
6.5.5 QIM	Incremental improvements made during the preceding five years ( <i>in case of first cycle</i> )  Post accreditation quality initiatives ( <i>second and subsequent cycles</i> )

#### Qualitative analysis of Criterion 6

The college has visionary management and its vision and mission are well defined. Various bodies/cells/committees are evident through minutes of meetings and implementation of their resolutions. The top management regularly interacts with the teaching, non-teaching staff, as well as students to understand the progress of academics. To groom academic leadership amongst faculty members, faculties are made coordinator and members of various committees at institute level. College provides free transportation facility and uniform to all staff members. Every academic year, the respective teacher duly fills Self-Appraisal form under performance appraisal system and the same was submitted to IQAC. IQAC and Head of the Institute analyses the performance of teachers based on publication in journals, presenting papers in seminars/conferences and attended. Feedbacks from students about respective teacher are also collected. Appropriate feedback is given to the teachers after performance appraisal. The institute has setup IQAC cell recently and needs to be strengthened. It has also been observed that due to poor admission, the financial condition of the institution is weak leading to delay in the salary of the staff for past couple of months.

Criterion7 - Institutional Values and Best Practices (Key Indicator and Qualitative Metrics(QIM) in Criterion7)	
7.1	Institutional Values and Social Responsibilities
7.1.2 QIM	<p>1. Institution shows gender sensitivity in providing facilities such as:</p> <ol style="list-style-type: none"> <li>1. Safety and Security</li> <li>2. Counselling</li> <li>3. Common Room</li> </ol>
7.1.5 QIM	<p>Waste Management steps including:</p> <ul style="list-style-type: none"> <li>• Solid waste management</li> <li>• Liquid waste management</li> <li>• E-waste management</li> </ul>
7.1.6 QIM	Rain water harvesting structures and utilization in the campus
7.1.7 QIM	<p>Green Practices</p> <ul style="list-style-type: none"> <li>• Students, staff using <ol style="list-style-type: none"> <li>a) Bicycles</li> <li>b) Public Transport</li> <li>c) Pedestrian friendly roads</li> </ol> </li> <li>• Plastic-free campus</li> <li>• Paperless office</li> <li>• Green landscaping with trees and plants</li> </ul>
7.1.18 QIM	Institution organizes national festivals and birth / death anniversaries of the great Indian personalities
7.1.19 QIM	The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions
7.2	Best Practices
7.2.1 QIM	Describe at least two institutional best practices (as per NAAC Format)
7.3	Institutional Distinctiveness
7.3.1 QIM	Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

#### Qualitative analysis of Criterion 7

The institution provides security and safety to the female students. Security guards are placed all over the campus. The theme of annual cultural fest held last year was 'Save Girl, Educate Girl'. Programs have been conducted on anti female foeticide, gender sensitivity, women self-defence, etc. Separate common rooms for boys and girls exist. Solid waste generated is collected in segregated categories. The institute has Green Practices like Students, staff using common transport facility of college, Plastic-free campus, Green landscaping with trees and plants, Solar power is used for heating water. The institute has composting plant

where compostable waste is processed and used as fertiliser in the garden. The institute has rainwater harvesting system on the campus. This water is recycled and used for irrigation purposes. The college is situated in a green hub and sufficient gardening staff take care of plants and trees. Institute organises birth anniversary celebration of personalities like Mahatma Gandhi, Chatrapati Shivaji Maharaj, Dr. Babasaheb Ambedkar and National celebration on 15th August and 26th January. The institute is committed to environment conservation by undertaking activities like plantation of trees, water harvesting and construction of check dam and use of renewable energy upto some extent. Institute needs waste water treatment like sewage treatment plant, waste paper recycling plant etc.

NAAC

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

**Strength**

**Strength**

1. Adequate infrastructure such as classroom, seminar hall and auditorium exists.
2. Student Associations and Professional Society Chapters in every department.
3. Mentoring and student counselling through Teacher Mentor Scheme.
4. Clean and eco-friendly green campus.

**Weakness**

1. No freedom in curriculum development
2. Inadequate number of Ph.D. qualified faculty.
3. Consultancy and research activities are minimal.
4. Very less involvement of Alumni.
5. Poor admission and placement record.
6. Only three professors are available as of now and out of those three, two have been appointed in present academic session only
7. Minimal industry institute interaction.

**Opportunities**

1. To increase employability of the students and also encourage them to become entrepreneurs in various fields.
2. Establishing centre of excellence in each department.
3. To encourage the students for participating in various competitive examinations and seeking admission in reputed institutes in India and abroad for higher studies.
4. To build additional formal linkage with industrial and other associations

**Challenges**

1. Attracting and retaining faculties having Ph.D. qualifications. Faculty at senior positions needs to be recruited.
2. Improve sponsored and funded research projects.
3. Ensuring 100 % admission and higher merit students.
4. Ensuring 100 % placement.

#### **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)

- Laboratories should be augmented.
- Industry institution interaction should be improved.
- Qualified faculty at the senior positions needs to be recruited.
- IQAC Cell needs to be strengthened
- Alumni association must be strengthened to built resources and generate funds.
- More effective language laboratories and incubation centre required.
- The establishment of natiional and international collaborations with reputed institution / research laboratories should be encouraged
- Use of digital resources and ICT enabled MOOCs be introduced.
- Training for competitive examination leading to higher education and skill based education should be strengthened.
- ..

**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. VARINDER S KANWAR	Chairperson	
2	DR. OM PRAKASH SINGH NEGI	Member Co-ordinator	
3	DR. DATTATRAYA BHILARE	Member	
4	DR. MOHIT TIWARI	NAAC Co - ordinator	

Place

Date

NAAC