



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

Accreditation - (Cycle - 1)

PEER TEAM REPORT ON

**INSTITUTIONAL ACCREDITATION OF
MAULI GROUP OF INSTITUTION'S COLLEGE OF ENGINEERING AND
TECHNOLOGY, SHEGAON**

**Shegaon
Maharashtra
444203**

**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:	MAULI GROUP OF INSTITUTION'S COLLEGE OF ENGINEERING AND TECHNOLOGY, SHEGAON Shegaon Maharashtra 444203	
2.Year of Establishment	2011	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:		
Departments/Centres:	5	
Programmes/Course offered:	7	
Permanent Faculty Members:	70	
Permanent Support Staff:	101	
Students:	905	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. Visionary leadership 2. College is located in rural and industrially under developed region 3. Effective use of ICT through ERP (Drona) for academic and administrative activities.	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 27-08-2018 To : 28-08-2018	
6.Composition of Peer Team which undertook the on site visit:		
	Name	Designation & Organisation Name
Chairperson	DR. KUMAR VELLANKI	FormerVice Chancellor,Jawaharlal Nehru Technological University kakinada
Member Co-ordinator:	DR/Prof. NASIB SINGH GILL	Professor,Maharshi Dayanand University
Member:	DR. CHANDAN GUPTA	Professor,Devi Ahilya Vishwavidyalaya
NAAC Co - ordinator:	Dr. Ruchi Tripathi	

Section II: CRITERION WISE ANALYSIS

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

Criterion 1 - Curricular Aspects (Key Indicator and Qualitative Metrics(QIM) in Criterion 1)	
1.1	Curricular Planning and Implementation
1.1.1 QIM	The institution ensures effective curriculum 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 college is located in rural and industrially underdeveloped region and have less flexibility in designing and revising the course due to affiliated status. The college practices well defined academic calendar for effective implementation of curriculum designed by the affiliating university. The teachers make teaching plans for each course and maintain a proper record for theory and practical courses. A well defined mechanised system is in place for effective monitoring of curriculum delivery. Syllabus coverage is assured by the college at various stages. While executing the curriculum, emphasis on practical knowledge and application of concept is seen. Student's level of understanding about the subject is judged through continuous Internal Evaluation and accordingly corrective actions are made. Slow learners are identified and remedial classes are conducted for them. Progress reviews are conducted to monitor the status of project work. Value added courses provide academic flexibility to students. Various value added certificate courses are found in place. The college provides an exposure to students through industrial visits and internships. The college has good ICT infra structure to ensure effective curriculum delivery.

The practice of professional ethics, gender issues and moral values is visible. Students are sensitised towards societal issues and human values by organising Tree plantation, Blood donation camps, Swachhata Abhiyan etc. The active NSS unit with varied events is found useful for students to develop skills and values. For creating awareness of Gender equity adequate efforts are in place. The inputs to enrich the value added courses are obtained from all the stakeholders. Students have opportunity to undertake projects to get exposure to the world of work.

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 admissions to various programs are made by Directorate of Technical Education, Maharashtra. The college organizes orientation program for the students, which found to be helpful to enhance their learning ability. Special diagnostic test conducted for newly admitted students to identify advanced and slow learners, seems to be a good initiative. Special efforts are seen to support slow learners through remedial classes, make-up tests, providing course manuals and question bank, counselling at individual level and conducting extra classes for lateral entry students. The dedication of faculty members for providing additional inputs to slow learners is appreciated. Internships in reputed institutions, encouragement for mini projects, lecture series on new areas of technology and research, are good efforts to expand critical thinking abilities, academic aptitude and skills of advanced learners.

Digital resources in the form of NPTEL digital library, MOODLE and such other material are facilitating the students for self learning. These help to enrich the quality of teaching –learning process. Through mini & major projects students enhance their experiential and participative learning abilities. The existing good language lab helps the students to improve their communication skills. The college has evolved various methods to improve the teaching learning process. Reforms in internal evaluation system at institutional level

are seen through internal assessment which comprise of three segments: Two unit test, Choice Based Components (CBC) and attendance. Adoption of CBC helps to evaluate the learning abilities of the students. The college has introduced incentive scheme to motivate the students for value added and online courses. Continuous monitoring of project work is in place. Exams are conducted under CCTV surveillance.

The test papers are evaluated within three working days from the conduct of examination and marks are displayed on notice board. It shows transparency in the internal evaluation process. Provision for appeal regarding review of the grades/marks is in line. The college has a mechanism to inform the parents about the performance of their wards. A grievance redressal committee of the college is found to be effectively addressing student grievances regarding internal evaluation. The college has a well defined mechanism and adheres to achieve the goal related to academic calendar for the conduct of CIE. POs, PSOs and COs are clearly stated and displayed on website and communicated to teachers and students as well. Student performance and the learning outcomes are charted out. It is measured by direct and indirect methods.

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 faculty members publishing research papers in various International Journals. Out of seventy teaching faculty, seven are Ph.D. holders and non Ph.D. teachers should be encouraged and facilitated to enrol for pursuing doctoral research. Performance based incentives to faculty for Research and Development work will certainly motivate them and will increase in their contribution to publications. The faculty is active in attending seminars and workshops. However there is a provision of financial support to innovative projects of the students and college annually hosts a technical symposium. The model “DAKSH- multifunctional surveillance UGV based on RF Technology” won second prize in a competition organized by affiliating university. Attempt to encourage Innovations should be made. The institute research lab motivates and encourages students to initiate start-ups. College has collaborations with IIT Bombay and Network Components Pvt. Ltd. for specific projects. The extension activities are visible through activities conducted by NSS unit. Student associations are actively involved in the activities related to social responsibilities. Student chapters are quite active to organize various activities for holistic development. Blood donation, health checkups and tree plantation are very common type of activities. The seminars conducted for protection of women from harassment at workplace and women empowerment program is a significant service to the society. More activities should be organized according to the local needs and in tune with national and state level agenda. Community activities are in place such as cleaning of Shegaon railway station, tree plantation, cleanliness campaign, road safety awareness, Jaljagruti Saptah, Gramgita Vhyakhanmala etc. The institute provides opportunity to the students of the region by organising IGNITE – a national level techno cultural event. The institute has filed six patents and one has been published.

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 college campus is spread over 12 acres of land, which ensures adequate infrastructure facilities for teaching-learning process. The adequate number of classrooms, laboratories, seminar halls, hostels, etc. is found to be effectively utilized in teaching learning process. E-learning resource NPTEL is being used for effective teaching- learning process. Laboratories are equipped with safety measures. Apart from central computer lab, every department is equipped with computer laboratory connected to internet through LAN. The teaching learning process is enriched by ICT facilities along with Wi-Fi facility. The college has adequate infrastructure in terms of playgrounds, gymnasium, and yoga room etc. for overall development of students. Open air theatre with 1000 seating capacity is available for cultural activities. The library is partially automated with adequate number of books, magazines, journals, periodicals in hard copies. The library needs to be updated by subscribing to online E-journals, and other E-resources. At present the rare books, manuscripts are not available in the library. Adequate Internet bandwidth is available. Mostly maintenance is done by in-house staff. There is a need of annual maintenance contract for regular maintenance of physical, academic and support facilities. The campus is under CCTV surveillance to promote the discipline and security. Two independent hostels are available for girls and boys. If the parents want to stay with their wards for some time, the facility is extended to them for a limited time. The hostels are spacious and provided with wi-fi facility. The warden also stays in the hostel to maintain the discipline. College has got language lab.

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 council of the college is in place and is found to be active in the development of the student community. The student council is constituted as per the guidelines of Maharashtra Universities Act. The students have active representation in various committees to resolve concerned issues. The student's related issues are taken up by student council and helped to resolve them. Internal complaint committee has representation of three students to redress the grievances related to gender and sexual harassment etc. Every department has a separate student association, through these committees students are actively involved in organizing various technical and cultural activities, by which they learn management skills.

Since only three batches have passed out therefore the number of alumni is not significant, however the college has a registered Alumni Association and helps in career guidance, arranging trainings for students, etc. The financial support by the alumni association is not significant. The feedback on academic practices is obtained from the alumni to enrich the teaching – learning process. However, the alumni association needs to be more strengthened, to contribute significantly to the development of the institute. The help of alumni should be taken in training and placement process.

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

A well defined vision and mission along with the perspective plan aligned with vision is found to be in place, focusing on social obligations, global skills and competency, technically skilled and holistic development of the students. The college has constituted various authorities such as Board of Governors, College Developmental Committee for effective functioning of the college. The institute has a hierarchy of leadership. Chairman is assisted by the principal, registrar and heads of the academic units. College has sub committees to resolve student related issues. Feedback from all the stakeholders are taken but analysis and implementation should be ensured. The long and short term plans are in place for overall growth of the college and students as well. Participation of teachers ensured by their representation in various administrative and management committees. The responsibilities and contributions of such committees needs to be documented. A well defined organogram of the institute found to be in place. The internal grievances redressal committee and

internal complaint committee is in place.

Welfare measures include contributory provident fund scheme, medical insurance and fee concession to wards of staff. Financial support for attending conferences, seminars and workshops will improve research output of the college. Performance appraisal system for teaching staff is in line. Assessment of non-teaching staff is done at institutional level. Audit of the institute is done annually through external auditor, however the provision of internal audit is not found in place, efforts should be made in this regard.

To Provide adequate working culture and facilities, the budgetary provision is made along with optimal utilization of resources. The Internal Quality Assurance system is in place but it was established in the year 2016. IQAC should act like a think tank to contribute in every aspect of the college. Significant incremental improvements in IQAC have been made by the college.

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"> 1. Safety and Security 2. Counselling 3. Common Room
7.1.5 QIM	<p>Waste Management steps including:</p> <ul style="list-style-type: none"> • Solid waste management • Liquid waste management • E-waste management
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"> • Students, staff using <ol style="list-style-type: none"> a) Bicycles b) Public Transport c) Pedestrian friendly roads • Plastic-free campus • Paperless office • Green landscaping with trees and plants
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 college has defined policy for safety, security and counselling of the students. Significant number of girl students and females in the staff shows college's sensitivity towards gender equity. Common room for girl students and medical facilities in the campus assure the safety and fulfil the needs of girls and women. An ambulance is available round the clock in the campus. Committee for sexual harassment of women is found to

be in place. Anti ragging committee ensures the safety and social security. College has a Mentor- Mentee mechanism through which junior students are counselled by senior students. Students are sensitized towards environmental conscious through seminars and projects. The college is quite active in rain water harvesting and its utilization. E-mails, Whatsapp and ERP customized DRONA software is being used to minimize paper usage. Rooftop solar PV plant of 40 KW is generating clean energy. College has spacious campus surrounded by cultivated green fields. Formal carbon footprint needs to be assessed and green audit should be carried out. The college is active in promoting human values and professional ethics through organizing birth anniversaries of great Indian personalities, National festivals, special occasions like International Yoga day, International women's day, Science day etc. Transparency in financial matters is assured by external audit. Internal academic audit is done by HODs through feedback from students, display of attendance, showing answer sheets after evaluation and informing parents about the performance of their wards.

The first best practice presented by the college " Mentor-Mentee Scheme" is useful for the students who are coming from rural background in terms of communication skills and confidence building, however constant presence of an observer is must otherwise it can turn into a futile effort. The second best practice "Sponsoring International Tour to Outstanding Student" will surely motivate the students to be more productive in academic as well as co-curricular and extra-curricular activities. The institutional distinctness is the overall development of the students through improving communication skills, personality development, counselling and extension services for community.

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

Strength

Strengths:

- The college has a supportive, committed, and visionary leadership.
- Adequate physical infrastructural facilities are available
- Ethics and values of the institute have created its visible distinct position in the Vidarbha region.
- Provides proper technical education to rural and underprivileged students.
- Remedial classes for slow learners and poor performers are conducted.
- Emphasis is given on internships, industry visits, and projects.
- Adequate number of Teaching and supporting staff.
- Good teaching and learning practices are in use.

Weakness:

- College is located in rural and industrially under developed region.
- Due to affiliated status less flexibility in designing and revising course curriculum.
- Less number of doctoral faculty members
- First generation graduates taking admission
- Less number of industries in the region

Challenges:

- Placement and internships of the students in Core and multi-national companies.
- The students have poor socio-economic background.
- Due to locational disadvantage, it is difficult to get and retain highly qualified faculty members.
- Imparting good communication skills to students who are mostly from rural and semi urban background.

Opportunities

- The college is situated in agriculture belt, the students and faculty should identify local needs and work on them.
- Identify and leverage govt funding schemes
- Tap central government funding which can support rural poor students for higher education.
- Tap and start skill initiative programs of GoI

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)

- Institute should initiate the process for UGC 12 b and 2 f status
- Activities of IQAC to be strengthened for proactive decision.
- Faculty should be encouraged to upgrade their qualifications and skills
- Faculty members should be encouraged to get consultancy programs.
- MoU should be organised for use of Library resources from nearby reputed institutes
- MOOCs available on SWAYAM platform, DELNET facilities and various schemes providing e-journals should be explored
- Alumni relations need to be strengthened
- More efforts are needed for the placement of the students.
- Industry- Institute partnership program should be introduced
- Formal collaborations with national institutes should be established.
- Efforts can be made for generating funds from outside agencies.

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. KUMAR VELLANKI	Chairperson	
2	DR/Prof. NASIB SINGH GILL	Member Co-ordinator	
3	DR. CHANDAN GUPTA	Member	
4	Dr. Ruchi Tripathi	NAAC Co - ordinator	

Place

Date

NAAC