



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

Accreditation - (Cycle - 2)

PEER TEAM REPORT ON

**INSTITUTIONAL ACCREDITATION OF
S. N. J. B'S LATE SAU. KANTABAI BHAVARLALJI JAIN COLLEGE OF
ENGINEERING
C-41699**

**Chandwad
Maharashtra
423101**

(Draft)

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:	S. N. J. B'S LATE SAU. KANTABAI BHAVARLALJI JAIN COLLEGE OF ENGINEERING Chandwad Maharashtra 423101	
2.Year of Establishment	2004	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:	2	
Departments/Centres:	7	
Programmes/Course offered:	6	
Permanent Faculty Members:	89	
Permanent Support Staff:	87	
Students:	1559	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. Visionary and committed management 2. Faculty members with good retention 3. Well maintained infrastructure	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 06-10-2023 To : 07-10-2023	
6.Composition of Peer Team which undertook the on site visit:		
	Name	Designation & Organisation Name
Chairperson	DR. VARINDER S KANWAR	FormerAdministrator,Quality Council of India
Member Co-ordinator:	DR. UTPAL SARMA	Professor,GAUHATI UNIVERSITY
Member:	DR. NADHAMUNI REDDY CHINNANGOLLA	Principal,ANNAMACHARYA INSTITUTE OF TECHNOLOGY AND SCIENCES TIRUPATI
NAAC Co - ordinator:	Dr. Sujata Shanbhag	

Section II: CRITERION WISE ANALYSIS

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

Criterion 1 - Curricular Aspects (Key Indicator and Qualitative Metrics (QIM) in Criterion 1)	
1.1	Curricular Planning and Implementation
1.1.1 QIM	The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment
1.2	Academic Flexibility
1.3	Curriculum Enrichment
1.3.1 QIM	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum
1.4	Feedback System

Qualitative analysis of Criterion 1

The S. N. J. B's Late Sau. Kantabai Bhavarlalji Jain College of Engineering, founded in 2004, gained approval from the AICTE, New Delhi and obtained permanent affiliation with Savitribai Phule Pune University. The University design and publish the curriculum as well as the academic calendar. At the beginning of each semester, the Principal convenes a meeting with the Heads of Departments to finalize the academic calendar, taking into account the institution's plan of action on co-curricular things. Each department creates its academic calendar, incorporating department-specific activities like industrial visits, guest lectures, value-added courses, workshops, seminars, internal/mock examinations, mentor meetings etc.

The Head of the Department (HOD) assigns subjects to faculty members based on their expertise and preferences. The allocation of subjects is planned to ensure effective academic delivery, and subsequently, the timetable is prepared and made available. Before the start of the semester, faculty members for each respective subject prepare lab manuals, theory outlines, and practical teaching plans, aligning them with the academic calendar and timetable. Faculty members maintain comprehensive course files, comprising the academic calendar, individual timetables, syllabi, teaching materials, CO-PO-PSO mapping, assignments, tutorial questions, PowerPoint presentations/handouts, class tests, university question papers, multiple-choice questions (MCQs), and e-content for their teaching sessions.

The Academic Coordinator is responsible for overseeing the successful execution of the Academic Calendar and the designed timetable. They monitor individual course files and track the monthly progress of syllabus completion in both theory and practical aspects. The course instructors employ various pedagogical strategies and innovative teaching and learning techniques, incorporating ICT-based tools and NPTEL videos to deliver the course content. This approach enhances student engagement and fosters effective learning. Additionally, students are consistently encouraged to engage in self-directed learning by taking advantage of online certification courses.

Continuous Internal Evaluation (CIE) for students includes Internal Assessment Tests (IA), assignments. Affiliating University gives the question papers for insem examinations and for semester end examination as well. SEE assessments are done by the University. CIE assessments are conducted by the concerned teachers.

The academic programmes programs encompass various cross-cutting issues such as gender, environment and

sustainability, human values, and professional ethics.

Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrics(QIM) in Criterion2)	
2.1	Student Enrollment and Profile
2.2	Student Teacher Ratio
2.3	Teaching- Learning Process
2.3.1 QIM	Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences using ICT tools
2.4	Teacher Profile and Quality
2.5	Evaluation Process and Reforms
2.5.1 QIM	Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient
2.6	Student Performance and Learning Outcomes
2.6.1 QIM	Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website and attainment of POs and COs are evaluated
2.7	Student Satisfaction Survey

Qualitative analysis of Criterion 2

The college employs various teaching and learning pedagogies for teaching learning. Student-centric teaching and learning approaches are employed to enhance the learning experience. Participative learning is encouraged through Project Competitions like 'Unnat Bharat Abhiyan,' 'Smart India Hackathon,' 'AICTE Chhatra Vishwakarma,' and other platforms that promote learning through active participation.

The e-Learning platform offers students the opportunity to enrol in and complete MOOC courses.

The institution maintains affiliation with Savitribai Phule Pune University (SPPU) and adheres to SPPU's Examination Scheme, encompassing in-semester, end-semester, oral/practical examinations, and term work.

The Institute conducts Internal Assessment tests in accordance with the Academic Calendar. The assessment tools align with the University's prescribed structure and syllabus. Course teachers and domain/module coordinators collaborate to select these tools, ensuring clarity for students.

Each semester, the Department administers two internal tests. The process entails the Course Incharge crafting question papers for practice exams referencing previous years' University and internal question papers, and identifying questions in line with Bloom's Taxonomy and Course Outcomes. Marking schemes are defined for each question, with the Module Coordinator reviewing the papers for difficulty, marks allocation, relevance to Course Outcomes, and Bloom's Taxonomy alignment. Any suggestions or corrections are incorporated, and examinations are conducted as per the schedule. Any changes in schedules, patterns, or methods are communicated to students.

Following internal examinations, answer sheets are evaluated based on marking schemes established by the Course Incharge, and results are communicated to students. Students have the opportunity to interact with teachers to address assessment-related grievances. The external examinations are being conducted in accordance with the affiliating university.

Grievance redressal mechanisms are in place, with faculty continuously evaluating students' progress in theory

lectures, labs, assignments, and tests. The Institute designates a College Examination Officer to oversee the conduct of examinations and address student issues if any. Grievances arising during online/theory examinations are considered, discussed in consultation with the Principal, and, if necessary, forwarded to the university by the examination section.

Program Outcomes (POs) are communicated to students, faculty, other stakeholders through a variety of channels, publication on the institute's website, integration into induction programs for new students etc.

CO attainment, measured for each course, contributes to the overall attainment of Program Outcomes (POs) and Program-Specific Outcomes (PSOs).

The direct attainment level is further assessed by calculating the average attainment across all courses that address a specific PO or PSO.

In addition to direct assessment, indirect attainment data is gathered through surveys. These surveys include assessments from various sources such as Course Exit, Program Exit, Employer feedback, Alumni perspectives, as well as evaluations related to Co-Curricular and Extra-Curricular activities.

The final assessment of PO/PSO attainment is determined by integrating both the Direct and Indirect attainment data. A comprehensive analysis is then conducted to inform and guide further actions and improvements as needed.

In few programmes mapping of Cos and Pos needs strengthening.

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 and has initiatives for creation and transfer of knowledge
3.3	Research Publications and Awards
3.4	Extension Activities
3.4.1 QIM	Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.
3.4.2 QIM	Awards and recognitions received for extension activities from government / government recognised bodies
3.5	Collaboration

Qualitative analysis of Criterion 3

The institute has established a Research and Development (R&D) cell at the institute level with the primary objective of promoting and monitoring research activities, including publications, patents, and copyrights. There are publications by the faculty members in SCOPUS and UGC CARE listed journals. However, the number of publications in the indexed journals needs improvement. The Institution has created few students'

projects like, Touchless Dispenser, GSM Based Notice Board, Dual Mode automated Wash Basin, and Lecture Announcement System. The Institution should work for receiving more funding for research activities from Govt. and private agencies. The Institute is located near the industrial hub, so potential of tapping consultancies shall be explored.

Empowering students to tackle real-world issues, the institution encourages them to undertake projects that directly address the needs of local farmers. Notable student projects include the Smart Onion Warehouse, Smart Onion Planter, Sugarcane Planter, and Smart Vegetable Planter, all of which aim to alleviate agricultural challenges in the region.

Recognizing the importance of entrepreneurship, the institute has recently established the Start-Up Innovation Cell (SIC). This initiative encourages students to explore self-employment as a viable career option, fostering a culture of innovation and entrepreneurship.

The startup activities under the collaborations with different organisations needs to be expanded.

Under the Unnat Bharat Abhiyaan initiative, the institution has adopted five villages in collaboration with the district administration. This partnership seeks to address the development needs of these villages, with activities ranging from surveys to propose solutions like water purification systems, sewing machines for women's self-help groups, solar lights, and smokeless stoves.

The National Service Scheme (NSS) unit actively engages in various community-driven initiatives. From Clean-India-Green-India and Swachh-Bharat-Abhiyan to Save-Water-Save-Life and Blood-Donation-Camps, the institution consistently contributes to the betterment of society. Notably, it has received recognition for having the highest blood donation rate in Nashik and its support for "Harit Maharashtra" tree plantation.

Students have organized Cybersecurity Awareness sessions for Juniors and Senior Citizens, educating them about safe technology usage and the impact of technology on physical and emotional well-being.

The institution's dedication to social and environmental causes has earned various awards and recognitions, including the Swachh Bharat Summer Internship program by AICTE, the Metro Blood Bank Appreciation Certificate in Nashik, and participation certificates from IIT-Mumbai for the Gandhi Global Yatra Solar lamp workshop. The College received the Best NSS College Award from Savitribai Phule Pune University in the Academic year 2018-19 and 2019-20.

Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrics(QIM) in Criterion4)	
4.1	Physical Facilities
4.1.1 QIM	Availability of adequate infrastructure and physical facilities viz., classrooms, laboratories, ICT facilities, cultural activities, gymnasium, yoga centre etc. in the institution
4.2	Library as a Learning Resource
4.2.1 QIM	Library is automated using Integrated Library Management System (ILMS), subscription to e-resources, amount spent on purchase of books, journals and per day usage of library
4.3	IT Infrastructure
4.3.1 QIM	Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection
4.4	Maintenance of Campus Infrastructure

Qualitative analysis of Criterion 4

SNJB's Late Sau. K. B. Jain College of Engineering aligns its facilities with AICTE, DTE, and Savitribai Phule Pune University standards. The college houses 20 classrooms, equipped with projectors and LAN connections to facilitate ICT-enabled teaching. Additionally, the college has adequate laboratories, two seminar halls, a computer centre, a central library, and a spacious workshop. A dedicated meeting hall near the Principal's cabin serves academic and administrative functions, featuring a smart TV and projector. The Seminar Hall, with a capacity of 170, with a podium, projector, and sound system, making it ideal for various events and activities. Amphitheatre is available for cultural programs. Common facilities include separate common rooms for boys and girls, a healthcare centre with regular doctor visits, counselling services, and provisions for disabled students such as a lift and ramp are also there. Sports facilities includes two playgrounds, indoor games facility, and a gymnasium are available. The existing common room facilities for boy's common room need to be expanded. Dedicated indoor and outdoor sports facility will enhance students' holistic development.

The library is semi-automated with KOHA software and the Online Public Access Catalogue (OPAC) facility, that allows easy access to the library's database. The library has the e-resources like J-Gate, DELNET: Annual Membership.

An amount of Rs. 5,21,764.00 was spent on purchase of books and Rs. 7,79,189.00 was spent on journal subscription in last 5 assessment years.

The average daily usage of the library is around 140 users.

Criterion5 - Student Support and Progression (Key Indicator and Qualitative Metrics(QIM) in Criterion5)

5.1	Student Support
5.2	Student Progression
5.3	Student Participation and Activities
5.4	Alumni Engagement
5.4.1 QIM	There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services

Qualitative analysis of Criterion 5

Student is an important stakeholder of the institution. Students are made part of many committees like Anti ragging, professional societies, hackathons and representatives of the classes. Anti-Ragging Committee is constituted with senior faculty members to monitor the students in the campus.

The College has an Alumni association registered in 2017 with Registration Number MH/269/NA/27/11/2017. Alumni continued to contribute to the institute, whether through financial or non-financial means. They often mentor students on projects and summer internships, provide valuable guidance, deliver expert talks, and conduct workshops on technical subjects. Additionally, they assist with pre-placement and placement efforts, sharing job opportunities. The alumni association organizes both social and technical events. Over 3500 alumni are connected through 'Alma Shine,' an integrated alumni management solution. The annual "Reminiscence" alumni meet typically sees participation of good numbers of alumni.

However, more participation of alumni can play a pivotal role in the institute's success and the growth of its students.

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 and leadership is in accordance with vision and mission of the institution and it is visible in various institutional practices such as decentralization and participation in the institutional governance
6.2	Strategy Development and Deployment
6.2.1 QIM	The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, deployment of institutional Strategic/ perspective/development plan etc
6.3	Faculty Empowerment Strategies
6.3.1 QIM	The institution has effective welfare measures and Performance Appraisal System for teaching and non-teaching staff
6.4	Financial Management and Resource Mobilization
6.4.1 QIM	Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)
6.5	Internal Quality Assurance System
6.5.1 QIM	Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities

Qualitative analysis of Criterion 6

The governance of the institution is in accordance with the vision and mission statements. Administration has been decentralized by the formation of various committees and administrative positions for the faculty. The Principal is responsible for the academic, general and financial administration besides the all-round development of the institution, discipline among the faculty, staff and students.

Service rules and code of conduct documents have been prepared and uploaded in the website. The performance appraisal of teaching and non-teaching staff has been maintained with different key criterion aspects. A long and a short-term perspective plan may help the institution for further growth. However, the information needs to be disseminated to the stake holders effectively. Performance appraisal scheme for the staff started from 2020, needs to be structured and linked with fringe benefits.

Welfare schemes for faculty and staff such as EPF, Gratuity, appreciation/reward for remarkable work/outstanding contribution, promotions to higher posts based on completion of higher education and financial support for the faculty for attending the workshops/conferences etc are in place.

The primary source of funding for the institution is derived from college student fees. To ensure effective financial management, the institution prepares an annual budget. The institution benefits from scholarships reimbursement from government programs and financial assistance received from organizations such as DRDO, Unnat Bharat Abhiyan, and SPPU, Pune.

There is a mismatch between in the amount filled by the college and verified by the DVV under the heading 3.1 (expenditure incurred excluding salary component year wise during the last five years) of the extended profile. In this heading the College has claimed an amount of Rs. (In lakh) 345.87, 195.82, 279.18, 366.05, 379.45 for the last five years respectively which has been verified on the ground by the peer team also. Whereas, DVV has given the figures Rs. (In lakh) 2531.05, 1651.39, 2052.21, 2635.92, 2732.74 for the last five years respectively. The figures need to be re-checked and reverified.

To uphold and enhance the quality of education, the Internal Quality Assurance Cell (IQAC) started its operations from 2017. This body institutionalizes quality assurance strategies and implements various processes, including the adoption of outcome-based learning across all programs.

The IQAC arranges comprehensive academic audits, assessing every facet of the teaching-learning process with the aim of continuous improvement and adherence to established practices leading to the participation of the institution in various rankings and accreditations.

To further facilitate improvement, feedback on the teaching-learning process is solicited and promptly shared with the relevant faculty members.

The IQAC has tried to comply with the recommendations given by the NAAC peer team during the first cycle. IQAC needs to strengthen the feedback mechanism and the corrective measures to be taken by the individual departments. It should also work holistically for improvement of institution ranking in NIRF etc.

Criterion7 - Institutional Values and Best Practices (Key Indicator and Qualitative Metrics(QIM) in Criterion7)

7.1	Institutional Values and Social Responsibilities
7.1.1 QIM	Measures initiated by the Institution for the promotion of gender equity and Institutional initiatives to celebrate / organize national and international commemorative days, events and festivals during the last five years
7.1.4 QIM	Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic diversity and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)
7.2	Best Practices
7.2.1 QIM	Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual
7.3	Institutional Distinctiveness
7.3.1 QIM	Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

Qualitative analysis of Criterion 7

In the pursuit of creating a safe, secure, and healthy campus environment, the College has implemented a range of measures like establishment of the Women Redressal Cell and Internal Complaints Committee. Security personnel monitor the campus round the clock, providing a constant presence for the protection of students and staff.

To enhance campus safety, CCTV cameras have been installed at strategic locations in the premises, contributing to comprehensive surveillance. Additionally, counselling services are available to students who

require emotional support, addressing the specific needs of students.

The College strictly adheres to the Government Reservation Policy during admissions. The Institution celebrate the birth and death anniversaries of great Indian personalities without discrimination based on geographic region, language, religion, caste, or cultural background. Special attention is given to the development and support of Minority and SC/ST students.

In collaboration with local government authorities, the institute organizes voter registration camps for both staff and students, promoting active civic engagement. The institute also arrange guest sessions to raise awareness about constitutional obligations, values, rights, duties, and responsibilities of citizens.

The institution needs to strengthen its solid and liquid waste management practices. More disable friendly facilities like tactile path, braille enabled communication system etc. needs to be added.

The institute places emphasis on digitalization of organizational processes, encompassing both academic and administrative aspects as its one of the best practices. This practice is driven by a commitment to create a student - centred higher education ecosystem that supports the entire student lifecycle.

The second-best practice at the institute is the utilization of renewable energy (solar energy) sources for eco-friendly campus development, helping the institution in saving the energy costs.

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

Overall Analysis

Strength:

1. Professional and supportive management leadership creates a positive and productive educational experience.
2. Well maintained infrastructure
3. Accredited by NAAC (1st cycle) with a Grade 'A' in 2017-18 and two programs namely B.E. Computer and Mechanical Engineering accredited by NBA for three years from 2022-23.
4. Faculty members with good retention.
5. Well-maintained, spacious, and hygienic hostels and mess facilities.
6. Impart education to rural sections of the society.

Weaknesses:

1. Less number of faculty members with PhD
2. Less number of active quality research activities
3. Inadequate quality placement
4. Limited revenue generation through research and consultancy work.
5. Lack of incubation activities.

Opportunities:

1. Scope for attracting students from urban areas
2. Scope for organising job oriented/ skill-oriented courses

3. Scope for the institution to conduct socially-oriented research projects that can help the society.
4. Scope for interfacing with industries, which can provide students with exposure to real-world engineering practices
5. Scope for enhancing the role of alumni in academics, training, and placement activities.
6. Scope for the Institute in participating and obtaining rank in the national rankings

Challenges:

1. Attracting students from other states
2. Creating cutting edge research facilities
3. Attracting and retaining research-oriented faculty
4. Developing communication and soft skills of students, which can enhance their confidence during interviews/ competitions
5. To develop start up and research culture in the Institute

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)

- All the faculty members need to be involved in active research and complete their Ph.D. qualification / pass NET examination, wherever required
- Institution needs to have more outcome-oriented collaborations with the Institutes of Repute
- Startup ecosystem needs to be strengthened
- Research collaborations with industries for establishing centre of excellence need to be established
- Faculty cadre ratio need to be maintained
- Advanced laboratory equipment may be procured
- Short term and Long-term strategic/perspective plan to be prepared
- Work environment for Girls Students beyond the working hours to be created
- Initiative to be taken for development of soft skill
- Sports facilities like dedicated indoor hall, outdoor field need to be augmented
- Better Internship opportunities for the students needs to be created

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

Signature of the Head of the Institution

Sl.No	Name		Signature with date
1	DR. VARINDER S KANWAR	Chairperson	
2	DR. UTPAL SARMA	Member Co-ordinator	
3	DR. NADHAMUNI REDDY CHINNANGOLLA	Member	
4	Dr. Sujata Shanbhag	NAAC Co - ordinator	

Place

Date