



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

**Accreditation - (Cycle - 2)**

**PEER TEAM REPORT ON  
INSTITUTIONAL ACCREDITATION OF  
KALYANI CHARITABLE TRUST'S LATE G N SAPKAL COLLEGE OF  
ENGINEERING  
C-42196**

**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 G N SAPKAL COLLEGE OF ENGINEERING Nashik Maharashtra 422213	
2.Year of Establishment	2009	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:	1	
Departments/Centres:	6	
Programmes/Course offered:	10	
Permanent Faculty Members:	31	
Permanent Support Staff:	75	
Students:	1128	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. GOOD INFRASTRUCTURE 2. QUALITY EDUCATION IN TRIBAL AREA 3. ECO FRIENDLY LUSH-GREEN CAMPUS	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 05-07-2024 To : 06-07-2024	
6.Composition of Peer Team which undertook the on site visit:		
	<b>Name</b>	<b>Designation &amp; Organisation Name</b>
Chairperson	DR. DHARAM BUDDHI	Vice Chancellor,Uttaranchal University Dehradun
Member Co-ordinator:	DR. M THANGARAJ	Professor,Madurai Kamaraj University Madurai
Member:	DR. MAHENDER CHOUDHARY	Professor,Malaviya National Institute Of Technology Jaipur
NAAC Co - ordinator:	Dr. Wahidul Hasan	

## 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	<b>The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment</b>
1.2	Academic Flexibility
1.3	Curriculum Enrichment
1.3.1 QIM	<b><i>Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum</i></b>
1.4	Feedback System

### Qualitative analysis of Criterion 1

**Kalyani charitable trust's late G.N.Saptkal College of Engineering, a co-educational College, is run by the Kalyani charitable Trust, Nasik, Maharashtra** is affiliated to **Savitribai Phule Pune University, Pune** and follows the curriculum and academic calendar created by the affiliating university for all of its courses provided through different programs. The institute has created a system so that the curriculum is implemented properly. The affiliating university updates the courses on a regular basis to reflect evolving market demands and technological advancements. The affiliated university's curriculum offers **elective courses and skill-based courses** that give students better placement opportunities. The faculty members attend the workshops for curriculum design and implementation to get first-hand knowledge of the new courses that will be added to the curriculum.

A choice-based credit system has been implemented in all the programs since 2015-16. IQAC regularly monitors the effective delivery of the curriculum and corrective measures are initiated through **Academic Monitoring Reports (AMR)** and **Academic and Administrative Audits (AAA)** to minimize the deviations. To meet job requirements, the faculties organize a variety of subject-related Add-on and Certificate Programs.

The curriculum content addresses **cross-cutting issues** like the environment and sustainability, as well as human values and professional ethics. The institute also makes an effort to increase staff and student knowledge of gender equity through a number of programs. Students are participating in the fieldwork assignments and internships to move closer to starting their careers.

The institute also seeks **feedback from various stakeholders** involved in the curriculum's content. The design of postgraduate engineering programs includes advanced core and elective classes, as well as a focus on laboratory and research work.

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	<b>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</b>
2.4	Teacher Profile and Quality
2.5	Evaluation Process and Reforms
2.5.1 QIM	<b>Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient</b>
2.6	Student Performance and Learning Outcomes
2.6.1 QIM	<i>Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website</i>
2.6.2 QIM	<i>Attainment of POs and COs are evaluated.</i>  Explain with evidence in a maximum of 500 words
2.7	Student Satisfaction Survey

#### Qualitative analysis of Criterion 2

The Institute participates in the **centralized admission process** of the Directorate of Technical Education (DTE), under the **Maharashtra State Government**. Every year, the college prepares an academic calendar in accordance with the calendar of the affiliating university and adheres to it strictly. At the beginning of the session, students are given an explanation of the Course and Programme objectives and how they are to be attained. Programme Educational Objectives (PEOs) and Programme Outcomes (POs) are followed by the institute and effectively communicated to the students. The head of department, the teacher guardian, and others continually monitor the students' attendance performance and the implementation of the lesson plan. They also make regular attempts to notify the parents and students of these developments. Every department ensures that the syllabus has been covered completely before the conclusion of the semester.

Various assignments, quizzes, lab experiments, project presentations, Viva exams, class tests, and university exams are used to assess student performance. Continuous internal evaluation is conducted in a transparent manner. The qualified faculty members carry out the academic activities. Based on the results of class tests and university examinations, **slow and advanced learners** are identified. Advanced learners are motivated to participate in various competitions, and slow learners are counselled by the teacher-guardian for improvement and motivated to attend remedial classes.

The **Teacher-Guardian scheme** assists students in finding solutions to both their academic and personal issues while inspiring them to succeed. The Institute supports **experiential, participatory, and problem-solving** approaches through industrial visits, internships, project work, and participation in various contests. The institute regularly collects and analyzes feedback from various stakeholders and appropriate corrective actions are taken for the identified grey areas.

Faculties are encouraged for higher studies and are also deputed for attending various STTPs, FDPs and workshops, as well as national and international conferences. The institute also motivates the faculties to use **ICT Tools** for effective curriculum delivery.

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	<b>Institution has created an ecosystem for innovations, Indian Knowledge System (IKS),including awareness about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident</b>
3.3	Research Publications and Awards
3.4	Extension Activities
3.4.1 QIM	<b>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.</b>
3.4.2 QIM	<b>Awards and recognitions received for extension activities from government / government recognised bodies</b>
3.5	Collaboration

<b>Qualitative analysis of Criterion 3</b>	
<p>The institute intends to promote the environment for extension and collaboration activities, as well as for research and development, by motivating and facilitating them to participate in research-related activities. Faculties and students are encouraged to participate in Technical Seminars, Workshops, STTPs, FDPs, National and International Conferences and publish papers. The Institute takes numerous initiatives for awareness and promotions of research spirit in the staff and students. Faculty members of the institute have published less number of research papers in journals during last five years.</p>	
<p>In order to create and transfer knowledge, the institute has set up an ecosystem through the establishment of an Innovation and Incubation Center, an Institute-Industry and Institute-Institute Interaction Cell intend to upgrade into a center and an Entrepreneurship Development Cell. The Institute has good collaboration with industries, academic institutes, and professional bodies. It has signed MOUs with several organizations from academia as well as industries for further support. The institute invites experts from industries to conduct seminars and workshops for the knowledge enhancement of students and encourages them to participate in various events for showcasing their innovation skills.</p>	
<p>The institute also takes efforts to cultivate the values of a good human being and a responsible citizen among students with the help of the National Service Scheme (NSS). It arranges a residential camp every year for this purpose and has adopted a nearby village. The faculties and students are encouraged to take part in several events like blood donation camps, tree plantation drives, Swachha Bharat Abhiyan, etc. which are organised for creating awareness on social issues. The community service has helped the participants in the holistic development of their personality. Institute should participate in Unnat Bharat Abhiyan.</p>	

Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrics(QIM) in Criterion4)	
4.1	Physical Facilities
4.1.1 QIM	<p><b>The Institution has adequate infrastructure and other facilities for,</b></p> <ul style="list-style-type: none"> <li>• teaching – learning, viz., classrooms, laboratories, computing equipment etc</li> <li>• ICT – enabled facilities such as smart class, LMS etc.</li> </ul> <p><b>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.)</b></p>
4.2	Library as a Learning Resource
4.2.1 QIM	<i>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</i>
4.3	IT Infrastructure
4.3.1 QIM	<p><b>Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection</b></p> <p><i>Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words</i></p>
4.4	Maintenance of Campus Infrastructure

#### Qualitative analysis of Criterion 4

The Institute has a **beautifully landscaped and eco-friendly campus** with distinctive architecture. The academic infrastructure, such as classrooms, laboratories, tutorial rooms, library, workshop, amphitheatre, and seminar halls, as well as ladies and boys common room are fully well furnished. The maintenance of the infrastructure and equipment is carried out periodically to assure the performance and functioning. The institution also has HoD cabins, staff rooms, cubicles, departmental libraries, and a computer center. The computing facilities of the institute is 393 computers. Each department has a computer lab equipped with sufficient computers and internet access. ICT enabled class rooms may be increased to integrate the technology in teaching learning process.

The institute has playgrounds with a running track, indoor and outdoor games facilities, gymnasium, and a swimming pool. Hostel facility is provided for boys and girls separately. A medical facility with a doctor is available free of charge to all on campus. A spacious canteen as well as a cafeteria is also available. A flexible transport facility with sufficient buses is also available. The UPS and generator power backup is available for hassle-free conduction of activities. The Institute offers sanitation facility and safe drinking water. The majority of maintenance tasks, such as electrical work, computer repair and maintenance, cleaning, gardening, civil work, and sanitary services, are performed internally. When necessary, outside agencies are hired in to handle major civil and electrical repairs and maintenance, as well as laboratory maintenance.

The library has an adequate infrastructure and is well-stocked books, journals and e-resources, encyclopaedias, dictionaries, handbooks, and CD's. The institute library is partially automated with '*Autolib*' and provides

access to the collection through Web OPAC. The library automation needs to be improved.

The IT facilities include computers, printers, scanners, system and application software, antivirus and firewall security. The institute has 300 mbps internet connectivity with a separate lease line and a wi-fi campus. A security system with CCTV coverage, walkie-talkie and fire fighting system ensures the safety of the staff and students.

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	<b>There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services</b>

Qualitative analysis of Criterion 5

The institute is promoting holistic development among the students. The college supports socially and financially underprivileged students from all categories, as well as differently abled students, in the admission process while following the state government policy. Students receive state and central government agency scholarships. Since the past five years, the institute also awarding institutional scholarships, viz. '**Late. Gambhirrao Sapkal Meritorious Scholarship**' to meritorious students.

The parents-Teachers meets are organized for better understanding the progress of the students and other students' related issues. The institute provides support for students through facilitation mechanisms such as the Scholarship Section, Student Section, Training and Placement Cell, Student Grievance Committee, and Anti-Ragging Committee. The training and placement cell at the institute assists and mentors students with industrial training, field trips, mock interviews and resume preparation, group discussions and career grooming, and final placement through on-campus and off-campus interviews. However, there is a need to strengthen the placement cell as well as to invite more industries to the campus for enhance the placement.

The institute offers a variety of career and competitive examination guidance programmes, Expert Talks, Add-On courses, Industrial Visits, and a Technical Project Competition called "Technofest" to prepare students for better opportunities and to meet the challenges.

The institute has an active student's council which is engaged in organising various technical and cultural events. Students have representation in various academic and administrative committees. The Students have represented the institute in various university and state level sports activities. The Alumni association is registered and organizing the meetings and contributing cash-in-kind. However, interaction among alumni and students should be improved. Soft skill training and language lab should be made for all the students.

Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrics(QIM) in Criterion6)	
6.1	Institutional Vision and Leadership
6.1.1 QIM	<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>
6.2	Strategy Development and Deployment
6.2.1 QIM	<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>
6.3	Faculty Empowerment Strategies
6.3.1 QIM	<b>The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression</b>
6.4	Financial Management and Resource Mobilization
6.4.1 QIM	<b>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)</b>
6.5	Internal Quality Assurance System
6.5.1 QIM	<b>Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures &amp; methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities</b>

#### Qualitative analysis of Criterion 6

The institute follows a collective model of governance, with various stakeholders participating in the decision-making process. The institution has well defined vision and mission. The organisation structure originates from the Management and is assisted by the Governing Body and College Development Committee in finalising policies, strategies, and decisions. The authorities further empower the cell / committee / bodies coordinators for the implementation of policy and strategy based decisions. The academic and administrative freedom for the smooth functioning and development of the Institution is well placed.

The institute has annual strategic plans for the development and growth. The institute encourages participation and the organization of workshops and seminars. The institute has implemented e-governance in the areas of planning, administration, finance, student support, and examination. The institution has a well-defined appraisal framework and assesses the faculties/staff based on their academic engagement and outcomes.

The institute carries out an internal audit every six months for the appraisal of its operations and the evaluation and monitoring of risk management, reporting, and control practices. The institute also carries out external audit on yearly basis. The institute has a mechanism to ensure optimal utilisation of the resources. The institute has established IQAC with the objective of improving the academic and administrative performance of the institute.

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	<b>Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.</b>  <i>Describe the gender equity &amp; sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words</i>
7.1.4 QIM	<b>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)</b>
7.2	Best Practices
7.2.1 QIM	<b>Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual</b>
7.3	Institutional Distinctiveness
7.3.1 QIM	<b>Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words</b>

Qualitative analysis of Criterion 7

The institute has adopted various measures to nurture institutional values and develop practices that display its environmental and social consciousness. The institute promotes programs for creating awareness about gender equity. The institute is very conscious about environment protection and has received accolades for its campus as a part of green initiatives. The campus has sufficient plantations, and the environment is pollution-free. The institute has adopted energy-saving measures like use of LED lights and solar water heaters.

The institutes has taken due care to dispose of waste of all types. The solid waste before disposal is categorised into degradable and non-degradable waste. The waste, like the remains of plants and kitchen waste, is disposed of by means of composting. Non-degradable and e-waste disposed safely through a third party. Being situated in a hilly region, the institute has advantageously used its campus topology for harvesting rainwater. The institute has carried out a green audit through an accredited certifying agency.

The institute has taken a number of initiatives, like Blood donation camp, Swachha Bharat Abhiyan, Tree Plantation, Personality Development, etc. for improving human values and ethics among students. The institute organizing national and international days celebrations They have two best practices such as student counselling and Teacher-Guardian scheme and Departmental students' association.

**Section III:OVERALL ANALYSIS**based on Institutional strengths.Weaknesses,Opportunities &

## Challenges(SWOC)(up to 500 words)

### Overall Analysis

#### **Strength:**

- Visionary management
- State of art infrastructural facilities
- Conducive academic environment and working conditions
- A clean and eco-friendly, lush green, secure and safe campus
- Student centric approach

#### **Weaknesses:**

- Less number of MoUs with multi national companies
- Less number of Ph.D qualified faculty
- Research and Consultancy work

#### **Opportunities:**

- Increase the employability of the students
- Alumni involvement in development of the Institute and placement activities
- Nearby industries increases the chance of consultancy
- The quality of research publications.

#### **Challenges:**

- Attracting faculties with Ph.D qualifications
- Sponsored and funded research projects
- Motivate the students for start-up and innovations
- Attracting meritorious students

#### **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)

- Experienced faculty with Ph.D qualifications should be appointed
- The research and consultancy needs more attention
- More ICT enabled class rooms
- Solar power and sewage treatment plant needs to be initiated
- Effective guidance for competitive examinations to be started
- Placement in Blue-Chip companies and core companies
- Focus more on Practical and Skill based training
- Arrangement of more industrial visits
- Motivate the students to participate national and international level events with suitable trainers

**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. DHARAM BUDDHI	Chairperson	
2	DR. M THANGARAJ	Member Co-ordinator	
3	DR. MAHENDER CHOUDHARY	Member	
4	Dr. Wahidul Hasan	NAAC Co - ordinator	

Place

Date