



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

**Accreditation - (Cycle - 1)**

**PEER TEAM REPORT ON  
INSTITUTIONAL ACCREDITATION OF  
GOVERNMENT COLLEGE OF ENGINEERING, BARGUR**

**Bargur  
Tamil Nadu  
635104**

**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:	GOVERNMENT COLLEGE OF ENGINEERING, BARGUR Bargur Tamil Nadu 635104	
2.Year of Establishment	1994	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:	1	
Departments/Centres:	4	
Programmes/Course offered:	7	
Permanent Faculty Members:	55	
Permanent Support Staff:	22	
Students:	906	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. Adequate infrastructure 2. All UG courses accredited by NBA 3. Serving to rural students	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 22-04-2022 To : 23-04-2022	
6.Composition of Peer Team which undertook the on site visit:		
	<b>Name</b>	<b>Designation &amp; Organisation Name</b>
Chairperson	DR. ONKAR SINGH	Vice Chancellor,MADAN MOHAN MALAVIYA UNIVERSITY OF TECHNOLOGY GORAKHPUR
Member Co-ordinator:	DR. VISHAL GOYAL	Director,Punjabi University Patiala
Member:	DR. DHAVAL PUJARA	Professor,Nirma University
NAAC Co - ordinator:	Dr. Darikhan Kamble	

## 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	Curriculum Design and Development
1.1.1 QIM	<b>Curricula developed and implemented have relevance to the local, national, regional and global developmental needs which is reflected in Programme outcomes (POs), Programme Specific Outcomes(PSOs) and Course Outcomes(COs) of the Programmes offered by the Institution.</b>
1.2	Academic Flexibility
1.3	Curriculum Enrichment
1.3.1 QIM	<b>Institution integrates crosscutting issues relevant to Professional Ethics ,Gender, Human Values ,Environment and Sustainability into the Curriculum</b>
1.4	Feedback System

### Qualitative analysis of Criterion 1

Government College of Engineering, Bargur, Tamilnadu, was established in the year 1994. The college was conferred Autonomous Status by the University Grants Commission (UGC) based on the recommendations by Anna University in the year 2017. The college has the autonomy to frame the curriculum and syllabi for all the engineering programs. For all the engineering disciplines, the curriculum and syllabi are passed through the Board of Studies and approved by the Academic Council. The college follows the AICTE model curriculum. The curriculum includes courses related to Basic and Engineering Sciences, Professional courses and Elective courses. The courses on Ethics, Human Values, Human Resources & Organizational Behaviour, Environmental Studies, etc. are part of the curricula. The college has introduced a few courses focusing on employability and entrepreneurship. The students are permitted to earn more than the total required credits for a particular program. There is a provision to earn additional credits by enrolling in the Industrial Training/Internship. For each program, the Programme Specific Outcomes and the Course Learning Outcomes are decided in line with the guidelines for the NBA accreditation. During the last five years, the curricula for different programs were revised in the years 2017, 2018, and 2020.

The college needs to focus on introducing value-added courses for imparting life skills. Looking to the need of the rural students, suitably crafted courses with an emphasis on communication skills and personality development are to be introduced. More emphasis is to be given to the courses having a focus on employability and entrepreneurship. The faculty members and the students are to be motivated further to register for online courses like NPTEL, SWAYAM, MOOCs, etc. The College should take the initiative to evolve a course structure as per the National Education Policy 2020 (NEP). A structured mechanism for collecting, analyzing the implementing the feedback for the design and review of the syllabus needs to be evolved.

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	<b>The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners</b>
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</b>
2.3.2 QIM	<b>Teachers use ICT enabled tools including online resources for effective teaching and learning process.</b>
2.3.4 QIM	<b>Preparation and adherence of Academic Calendar and Teaching plans by the institution</b>
2.4	Teacher Profile and Quality
2.5	Evaluation Process and Reforms
2.5.3 QIM	<b>IT integration and reforms in the examination procedures and processes including Continuous Internal Assessment (CIA) have brought in considerable improvement in Examination Management System (EMS) of the Institution</b>
2.6	Student Performance and Learning Outcomes
2.6.1 QIM	<b>Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.</b>
2.6.2 QIM	<b>Attainment of programme outcomes and course outcomes are evaluated by the institution.</b>
2.7	Student Satisfaction Survey

#### Qualitative analysis of Criterion 2

Government College of Engineering, Bargur admits the students through a single-window system as per rules prescribed by Tamil Nadu Government. The college follows the rules and regulations of the state government regarding the reserved categories (SC, ST, OBC, Divyangjan, etc.). An induction program is organized for the newly admitted students. Course learning outcomes and program learning outcomes are in practice in all the engineering programs. Continuous assessment is in place through conduction of three internal assessment tests and submission of assignments before the end semester examinations. Learning Level of students is examined during internal assessment tests and classified as slow learners (academic weak students) and advanced learners. Slow learners are identified based on the results of the internal tests. The counselling is arranged for the slow learners by the Class Committee meeting under chairmanship of Head of the Department. Additional classes and re-tests are conducted for the slow learners. Advanced learners are giving option to register for additional courses and also encouraged to attend workshops and do mini-project in their subject domain. Apart from the conventional teaching methods, the teachers use interactive teaching techniques like quizzes, tutorials, practical demonstrations, seminar presentations, etc. The faculty members use ICT tools for teaching and learning processes. Experiential learning is ensured by laboratory component in curriculum, however the rigour of laboratory classes needs strengthening. Also, students are taken for industrial visits and some students undertake in-plant training and internships at industries and R&D organizations which needs strengthening. Also, the invited lectures from outside experts will help in better grooming of students professionally.

The college prepares the academic calendar before the commencement of the classes and circulates it to all departments and displays it on the notice boards. The faculty members prepare their lesson plans before the commencement of classes and get them approved by the respective Heads of the Departments.

As an autonomous college, there is an Examination Cell headed by the Controller of Examination to conduct all the internal and end semester examinations following the regulations set by college competent authority. There is a provision for obtaining a photocopy of the answer paper for the semester-end examination after declaration of result. The students can also apply for reevaluation. A sizable number of complaints/grievances about evaluation have been received in the past five years. Therefore, the college must start showing all evaluated answer books before result preparation to get rid of grievances post examination result declaration. CCTV surveillance is required in examination section.

The Programme Outcomes and Course Outcomes for all programs are stated and are communicated to the teachers and the students. Mapping of course outcomes (COs) with program outcomes (POs) is carried out. The college has started quantifying the attainment of program outcomes, program specific outcomes and course outcomes, but there is need to carry out after every internal test and end semester examination so that the necessary correction can be made to overcome weaknesses in students.

Criterion3 - Research, Innovations and Extension (Key Indicator and Qualitative Metrics(QIM) in Criterion3)	
3.1	Promotion of Research and Facilities
3.1.1 QIM	<b>The institution's Research facilities are frequently updated and there is a well defined policy for promotion of research which is uploaded on the institutional website and implemented</b>
3.2	Resource Mobilization for Research
3.3	Innovation Ecosystem
3.3.1 QIM	<b>Institution has created an eco system for innovations, creation and transfer of knowledge supported by dedicated centers for research, entrepreneurship, community orientation, Incubation etc.</b>
3.4	Research Publications and Awards
3.5	Consultancy
3.6	Extension Activities
3.6.1 QIM	<b>Extension activities are carried out in the neighbourhood community,-sensitising students to social issues, for their holistic development, and impact thereof during the last five years</b>
3.7	Collaboration

#### Qualitative analysis of Criterion 3

The college is a recognized research center for Ph.D. under its affiliation with Anna University. The full-time Ph.D. research scholars get fellowship under respective research projects. The faculty members pursuing Ph.D. part-time had been reimbursed tuition fees, consumables, and publication expenses under the TEQIP-III scheme. A small amount of seed money was provided by the college to its faculty members for the research activities from TEQIP, however the funding from Government and other agencies need to be ensured for better research outcome. The external research funding in the last five years is not very large. There is absence of functional Innovation and Incubation Center in the college, which must be established to encourage students for innovation and incubation.

A few research papers are published by the faculty members in the Journals notified on the UGC website. The quality of research publications must be increased as SCI /Scopus. Indexed publications is not very large.

The college has a National Service Scheme (NSS) unit and a Youth Red Cross (YRC), which organizes extension activities for wellbeing of the society. The students and staff members participate in various social activities like blood donation camps, awareness campaigns, rainwater harvesting campaigns, Swatch Bharat campaigns, Unnat Bharat Abhiyan, etc.

The college has few activities in the domains of Research and Innovations. It calls for substantial efforts to promote research amongst the faculty and the students. A systematic research policy and a roadmap to implement the qualitative improvement are required. Many faculty members are not having PhD degrees and such teachers should be encouraged to enrol in the Ph.D. program. The qualified and experienced faculty members should be motivated to take up research projects and consultancy from the government agencies and industries. Exclusive Research Orientation programs should be arranged for the faculty members on regular basis. The faculty members have filed patents but training programs/workshops must be organized to sensitize them towards intellectual property rights. The regular teachers must be encouraged to apply for the research grants/awards/fellowships from state /national/international bodies.

The qualified teachers should register as research guides. The college needs to focus on active collaborations with R & D organizations and industries with an emphasis on collaborative activities for research/ faculty exchange/ student exchange/internship/project work. The college should also come forward to meaningfully contribute to the extension activities for the benefit of the neighbourhood community.

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Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrics(QIM) in Criterion4)	
4.1	Physical Facilities
4.1.1 QIM	<b>The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.</b>
4.1.2 QIM	<b>The institution has adequate facilities for cultural activities, yoga, games and sports (indoor &amp; outdoor); (gymnasium, yoga centre, auditorium, etc.)</b>
4.2	Library as a Learning Resource
4.2.1 QIM	<b>Library is automated using Integrated Library Management System (ILMS)</b>
4.3	IT Infrastructure
4.3.1 QIM	<i>Institution has an IT policy covering wi-fi, cyber security, etc., and allocated budget for updating its IT facilities</i>
4.4	Maintenance of Campus Infrastructure
4.4.2 QIM	<b>There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.</b>

#### Qualitative analysis of Criterion 4

The college has a sufficient built-up area for carrying out teaching-learning processes. Each engineering department is housed in a separate building with classrooms, laboratories, seminar hall and teacher sitting rooms for teachers. The institution has sufficient computing equipments and language laboratory. The classrooms are equipped with LCD projectors and/or smartboards. A common auditorium with a seating capacity of one thousand is also available in the college. There exists a playground for sports activities. The ground has sports facilities that include volleyball, football, handball, kabaddi, kho-kho, cricket, athletic track. Badminton courts, TT tables, and Gymnasium facilities are also available at the college campus. It will be better to have qualified coaches for meeting the sports and games aspirations of students alongwith proper lighting of sports ground. The college hostels (three separate hostels for boys and three for girls) are sufficient for present requirements and accommodate approximately 800 students, including a hostel constructed from AICTE grant of Rs.2 Crores for the construction of SC/ST Hostel. The college has a Career Development Cell, Canteen, Stationery and Photocopy Centre, Post Office, and ATM facilities. The central library has a collection of books, some journals as print and e-resources, however there is need to enrich availability of rarebooks and regular subscription of journals. Library uses the RF-ID system for book transactions, but the ILMS implementation requires strengthening. There should be separate display of new arrivals in book sections. The college has sufficient IT infrastructure. Under the TEQIP-II scheme, the campus-wide network is established to provide connectivity to departments, administrative buildings, and hostel blocks. The college has a 100Mbps (BSNL) leased line with 600 nodes covering the entire campus. The wi-fi facility is available on the college campus and in the hostels. The PWD Wing of the Directorate of Technical Education, Tamil Nadu takes care of the maintenance of buildings, classrooms, laboratories, and other infrastructure, but there appears lot of delays in executing maintenance works which must be strategized for expeditious maintenance suitably. The annual maintenance contract is given to an external agency for the maintenance of the computers and printers. The campus is equipped with CCTV cameras, surrounded with walled boundary, single point entry-exit. The cleanliness and upkeep of available facilities needs attention. In a few of the laboratories, the computers, software, and other lab equipments require upgradation.

Very few students and teachers use the library facilities on a day-to-day basis. In order to increase the library resources, efforts are required to make the library a 'happening place'. Facilities like separate boys and girls



common room, Yoga centre, Indoor stadium, Media Centre/Audio Visual Centre may be added.

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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	<b>Presence of an active Student Council &amp; representation of students on academic &amp; administrative bodies/committees of the institution</b>
5.4	Alumni Engagement
5.4.1 QIM	<b>The Alumni Association / Chapters (registered and functional) contributes significantly to the development of the institution through financial and other support services.</b>

#### Qualitative analysis of Criterion 5

The college encourages its' students to participate in extracurricular and co-curricular activities. Some skill development programs have been organized by the college during the assessment period. The college holds cultural and technical symposium, some indoor and outdoor sports activities with the involvement of students. There are few student representatives in academic/administrative bodies/committees of the institution. There are several student clubs, like Fine Arts Club, Science Club, Rotaract Club, Sports Committee, Cultural committee, and Green Club under NSS. which organize extra and co-curricular activities. Apart from these clubs, the departments have Department level professional societies with students as its office bearers. The college has practice of constituting Sports Committee and Cultural Committee for holding events with participation of students as key functionaries. The college has organized a few sports and cultural events/competitions. Very few students have won awards/medals for outstanding performance in sports/cultural activities at the national/international level. The institute should put the effort into motivating students to participate in sports/cultural and other such activities. The college needs to organize structured programs on career counseling and guidance for competitive examinations involving students. The Training and Placement Cell must be equipped with requisite infrastructure and should put effort into preparing the students for facing interviews. Efforts are required to enhance the placements of the students. Substantial efforts are required on improving the soft/life/communication skills of the students from rural backgrounds. The student mentoring system needs to be strengthened. A counselor should be appointed to help students to deal with psychological and emotional issues. Student participation in various committees need to be enhanced.`

Majority of students are benefited from scholarships and freeships provided by the Government.

The college has professional society chapters of Indian Society for Technical Education (ISTE) and The Institution of Engineers (India).

The college has good alumni base and the some instances of alumni helping in organizing seminars and workshops are visible. A few alumni members have helped the college. However, the financial contribution from the alumni is not significant over the past few years. The possibilities of getting alumni sponsored scholarships and financial assistance may be explored for the benefit of the needy students. Alumni Meets have been conducted every year. The Alumni Association set up by the college must be got registered and run as an independent body with outside executive committee members under overall patronage of the college. The alumni association needs to be made more vibrant.

Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrics(QIM) in Criterion6)	
6.1	Institutional Vision and Leadership
6.1.1 QIM	<b>The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the Institution</b>
6.1.2 QIM	<b>The effective leadership is reflected in various institutional practices such as decentralization and participative management.</b>
6.2	Strategy Development and Deployment
6.2.1 QIM	<b>The institutional Strategic / Perspective plan is effectively deployed</b>
6.2.2 QIM	<b>The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules and procedures, etc.</b>
6.3	Faculty Empowerment Strategies
6.3.1 QIM	<b>The institution has 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 conducts internal and external financial audits regularly</b>
6.4.3 QIM	<b>Institutional strategies for mobilisation of funds and the optimal utilisation of resources</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 visible in terms of – Incremental improvements made for the preceding five years with regard to quality (in case of first cycle)</b>  <b>Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives (second and subsequent cycles)</b>
6.5.2 QIM	<b>The institution reviews its teaching learning process, structures &amp; methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities</b>  <b>( For first cycle - Incremental improvements made for the preceding five years with regard to quality</b>  <b>For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives )</b>

#### Qualitative analysis of Criterion 6

The Government College of Engineering, Bargur is run by the Government of Tamil Nadu under the overall administrative control of the Commissioner of Technical Education, Tamil Nadu. The college established Board of Governors (BOG) in 2012 to take care of the overall governance of the college. The BOG has members from academia, industry, faculty, and a UGC nominee. However, nomination of acclaimed professional persons as Chairman and other members of BOG before expiry of their tenure of nomination is not there which appears to be the reason for delays in holding its meetings and calls for necessary intervention at appropriate level. Regular meetings of statutory and non-statutory bodies should be held regularly with proper documentation and dissemination of information to concerned stakeholders.

The Principal has autonomy in academic and administrative decision-making as per the state government norms. The Principal is given financial powers as per the policy of state Government, while the Head of Departments do not possess any financial powers.

The college was conferred Autonomous Status by the UGC and Anna University, hence has freedom on all academic matters. All the undergraduate programs are accredited by the National Board of Accreditation (NBA). Several statutory and non-statutory committees are formed for smooth functioning. The senior faculty members/heads of the departments serve as the conveners of the said committees. The Academic Council is the highest academic body of the college and is being chaired by the Principal. The college and the departments have framed their vision and mission statements. Faculty members are permitted to attend conferences and the FDPs and the expenses are reimbursed as per State Government rules. The welfare measures for teaching and non-teaching staff include Health Insurance, Leave Travel Concession, General Provident Fund, Vehicle Loan, Festival Advance, Provision for Maternity Leave, Medical Leave, etc. are existing as decided by State Government.

The college has three audits, (i) Directorate of Technical Education (DOTE) Audit, (ii) Accountant General Audit, and (iii) TEQIP Audit for TEQIP project.

The Institute has established an Internal Quality Assurance Cell (IQAC) in 2017-18. A few initiatives have been taken by the IQAC as per the Vision 2020 like functioning of autonomy in college and start of PG programmes. The IQAC office should be set up with necessary facilities. The IQAC need to increase frequency of its meetings involving all stakeholders and make its effective role in improving quality of education in the college. In particular the Academic Audit system needs to be strengthened along with bringing in examination reforms for increasing its credibility, transparency, and integrity.

College is functioning well since its inception, however the college needs to have well deliberated perspective/strategic plan encompassing the roadmap for its development The Strategic/Perspective Plan needs to be prepared by the BOG with the inputs of all concerned. The college should put effort into organizing intense training programs for the faculty and the staff members.

Strategies should be worked out for mobilization of funds, other than the tuition fees and Government grants.

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>Measures initiated by the Institution for the promotion of gender equity during the last five years.</b>
7.1.3 QIM	<b>Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)</b> <ul style="list-style-type: none"> <li>• Solid waste management</li> <li>• Liquid waste management</li> <li>• Biomedical waste management</li> <li>• E-waste management</li> <li>• Waste recycling system</li> <li>• Hazardous chemicals and radioactive waste management</li> </ul>
7.1.8 QIM	<b>Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).</b>
7.1.9 QIM	<b>Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).</b>
7.1.11 QIM	<b>Institution celebrates / organizes national and international commemorative days, events and festivals (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

College shows gender sensitivity towards safety and security. However many specific initiatives are not observed for the promotion of gender equity. Women's day is celebrated every year on March 08. The program on women's rights was organized as per the instruction of the National Commission of Women. Female employees are given the responsibility of the affairs related to girls'.

College has installed 50 kW solar roof top electricity system, some solar street lighting, and some plantation along roads is in its campus. There are no specific facilities for the management of solid and liquid waste. National/international commemorative days are celebrated on the campus. Independence Day and Republic Day are celebrated every year. Various cultural and regional festivals like New Year's Day, Youth Day, Women's Day, Yoga Day, Pongal, etc. are celebrated. The college has introduced a compulsory paper on the 'Constitution of India' at the degree level across all engineering programs. The college has conducted awareness programs on the ban on plastics, cleanliness, Swachh Bharat, etc.

The college needs to put significant effort into the promotion of gender equity, management of the degradable and non-degradable wastes, strategies for water conservation, and enhancing use of alternative energy sources. The Environment and Energy Audits are to be regularly undertaken with measurable outcomes and strategies for improvement. Green campus initiatives are also to be explored further.

Empowerment of the people of the neighbourhood community may be enhanced by carrying out social activities/awareness programs/inclusive environment, disseminating technical knowhow on regular basis.

ICT-enabled teaching-learning has been observed in the college, however, commendable outcomes are yet to be seen. Internship support and conduct of GRE/CAT/GMAT/TOEFL/IELTS training is given to students of college with a financial support from State Government. The college must consider for taking other initiatives as best practices as per regional needs and aspirations. The college has taken few outreach initiatives for the rural population around. The college has plans to work on skill development and incubation centre, Jal Sakthi Abhaiyan to improve drought, and health awareness programs in specific context to its rural location.

In the last 5 years the following major improvements have been made:

- Autonomous status has been granted to college by UGC and Anna University
- All UG programs are accredited by NBA
- Starting of PG programmes in some Departments
- Some Ph.D. enrolment in of the faculty members and others in college
- Strengthening of special laboratory testing facilities in some Departments using TEQIP funds

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

**Strength:**

- Location on National Highway in proximity to two major cities Chennai and Bangalore
- Permanent affiliation to Anna University
- Academic autonomy
- Financial support from the Government
- NBA accredited UG programs
- Almost all seats are getting filled up for UG courses
- Well documented and effective curriculum delivery as per the academic calendar
- Adequate teaching-learning infrastructure with ICT facilities in classrooms
- Good number of alumni
- Faculty and staff retention

**Weaknesses:**

- Many teaching and non-teaching positions are vacant
- R & D activities and quality of publications
- Formal innovation and incubation activities for promoting start ups
- Insufficient technical extension/outreach activities
- Placement of students
- Resource generation through consultancy, funded projects are minimal
- Entrepreneurship awareness is less among the students
- Water problems during the summer season
- Transferability of teachers inhibiting them from long term research facility creation
- On campus accommodation for teachers and staff

**Opportunities:**

- Offering more value-added and elective courses and industry exposure to students
- Collaboration with industries and universities of repute for interdisciplinary research
- Effective utilization of a big and experienced alumni network
- Adding more resources for renewable energy
- Establishing a Centre of Excellence for research, training, and development
- To establish a formal innovation and incubation centre with multidisciplinary facilities
- To augment research activities with sponsored minor and major research projects
- Offer quality improvement scheme for faculty in collaboration with premier institutes
- Engagement of nearby industries and organizations for periodical training, consultancy and R & D
- Provide customized technical training to the professionals from nearby region and testing/consultancy services using specialized facilities created under TEQIP

**Challenges:**

- Attracting meritorious students from within and outside state
- Placements of the graduating students with good packages.
- Transfer of teachers and staff from one college to other college
- Developing language proficiency levels of the rural students



- Attracting externally funded projects and collaborations for research activity
- Qualification and knowledge upgradation of the faculty
- Integration of innovations with start up activities as per present needs
- Keeping pace with recent technological changes
- Offer incentives to faculty members contributing in good research output
- Location of institution is far off from city

#### **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)

- To create and implement perspective plan for strategic development of the college and have e-governance
- To have sufficient number of teacher and staff quarters on campus
- To introduce more add-on courses, need based and job oriented skill development trainings in areas of potential employment
- To fill all sanctioned positions of both teaching and non-teaching staff
- To encourage faculty members for externally sponsored research and strengthen industry institution interaction
- To capitalize alumni through registered Alumni Association to enrich teaching-learning processes and generate funds
- To improve quality of research outcome and incentivise the good quality research output
- To strengthen the post-graduate programs
- To enhance the placements of the outgoing students in core industries with good pay packages
- To put efforts into the upliftment of the neighbourhood community through technical and social outreach activities

**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. ONKAR SINGH	Chairperson	
2	DR. VISHAL GOYAL	Member Co-ordinator	
3	DR. DHAVAL PUJARA	Member	
4	Dr. Darikhan Kamble	NAAC Co - ordinator	

Place

Date

NAAC