



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

**Accreditation - (Cycle - 1)**

**PEER TEAM REPORT ON  
INSTITUTIONAL ACCREDITATION OF  
GURU GOBIND SINGH COLLEGE OF ENGINEERING AND RESEARCH  
CENTRE, NASHIK  
C-48617  
NASHIK  
Maharashtra  
422009**

**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:	GURU GOBIND SINGH COLLEGE OF ENGINEERING AND RESEARCH CENTRE, NASHIK NASHIK Maharashtra 422009	
2.Year of Establishment	2013	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:	1	
Departments/Centres:	3	
Programmes/Course offered:	3	
Permanent Faculty Members:	61	
Permanent Support Staff:	21	
Students:	1194	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. Well maintained infrastructure 2. Established Industry-Institute excellence center in collaboration with Siemens and Bosch for imparting professional training to Faculty and students. 3. Extension activities for connecting with community through Community Extension Programme and NSS.	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 28-03-2019 To : 29-03-2019	
6.Composition of Peer Team which undertook the on site visit:		
	<b>Name</b>	<b>Designation &amp; Organisation Name</b>
Chairperson	DR. ASHISH DONGRE	Vice Chancellor,RKDF UNIVERSITY
Member Co-ordinator:	DR. JASBIR SINGH SAINI	FormerDean,DEENBANDHU CHHOTU RAM UNIVERSITY OF SCIENCE AND TECHNOLOGY MURTHAL
Member:	DR. RAJASHEKAR PATIL	Professor,CMR UNIVERSITY
NAAC Co - ordinator:	Dr. Priya N	

## Section II: CRITERION WISE ANALYSIS

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

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

### Qualitative analysis of Criterion 1

The college, Guru Gobind Singh College of Engineering and Research Center is located in Nashik which is an industrial area and the campus is very well maintained with good infrastructure, clean, green and peaceful campus. The institute is having only 03 under graduate programs and is affiliated to Savitribai Phule Pune University, Pune. College abides by the curriculum prescribed by this university. Academic calendar of the university is applied after some minor changes at the institution level. Departmental Academic Activities are also based on the Savitribai Phule Pune University. Implementation of curriculum is effectively implemented as per the University's calendar by all departments. Continuous internal evaluation is carried out by conducting unit test, assignments and semester examinations for these three under graduate courses. In addition to this, the college provides value based education and nurtures the discipline among the students. The gender equity is very maintained effectively through internal discipline, dress codes and grievance addressing cell. Institute follows reservation policies for girl students as per the Maharashtra Government directives. The institute has centre of excellence established in collaboration with reputed companies like Bosch and Siemens through which the curriculum enrichment is carried out. University's curriculum provides for teaching environmental sciences and related subjects. The college also provides teaching and learning platform on human values and ethics related issues to sensitize the students. The Feedback from students is collected off-line as well as on-line through ERP.

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 admission is done through the process prescribed and executed by the Directorate of Technical Education of state of Maharashtra. It is done as per rules laid down by the university and state government. The reservation rules for SC/ST and OBC students are also followed for the purpose of admissions. The institute conducts only one day orientation program and three days induction program at first year level and segregation of slow and advanced learners is done in the first year only. After identifying the slow and advanced learners, the college provides remedial classes, extra assignments and motivational classes for slow learners, and advanced learners are encouraged to take up mini-projects, participation in technical events and in conferences. Their skills are developed so as to organize technical events at college level. There are 61 teaching faculty out of which only 05 are PhD and rest are PG. The institute must provide more avenues to achieve their doctoral degree. The students' performance is evaluated by conducting two unit tests, one mid semester followed with end semester exam including continuous evaluation of practicals. An established mechanism dually approved by the university is there to evaluate and assess the performance of the students.

The university also has the facility of re-evaluation for the end semester exams and also facility of in-person viewing of respective answer books by students. The on-line courses such as NPTEL, NDL are made available for the faculty and students. Faculty is sponsored for attending seminars, conferences and FDPs however motivation level to be enhanced in this area for better output. Since there are no PG courses due to constraints from AICTE, the research is not upto the mark. The pass percentage in the semester exam is in the range of 83% to 85% which is significant. All the departments have initiated the OBE.

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

Since there are only 05 PhD qualified faculty members and no PG courses, opportunity of supervising and guiding research scholars is very low due to which attracting externally funded research projects is also missing. Introducing of PG courses which will be possible only after some time is must for the institution to develop research, innovation and consultancy. However, adequate infrastructure facility in term of space and equipment's are available in departments. Extension activities are undertaken through NSS and AASTHA (an NGO working for the social cause). NSS camp was conducted in Lahvit village which proved to be very effective with themes like BETI BHACHAV, AIDS awareness, Health Care and Child Education. The institute has signed 08 MOUs with industries and institutions for the purpose of training and add-ons. On the foundation day, the college provides free meals, clothes and medicines to the poor and needy people at the large scale. The institute is providing basic facilities to the faculty such as ICT tools, paid maternity leave and they are also sponsored for knowledge gaining as and when required. However, the institute needs to develop entrepreneurship avenues for the students.

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 institute has sufficient infrastructure with adequate classrooms, laboratories, language lab, computer centre as per the requirements of the University. Digital library with e-books and book bank facility is in place and accessible for the students. In addition to this, network attached data storage facility with a capacity of 40 TB which is partially funded by University is made available for staff and students. Library has 6518 volumes, 910 titles, 180 e-books and 39 subscribed journals. In addition to on-line subscription of Delnet, Springer open access and Science Direct open access is made available. There is collection of 77 Rare books which are sufficient. Institution has 55 Mbps lease line with wi-fi connectivity in the campus. Students regularly visit the library in large number and number of books issued is also appreciable. Registered Alumni association with as many as 380 members is in place, however, it is in infancy stage as yet. The sports facilities are available for TT, football, basketball, lawn tennis, volley ball, cricket, however, athletics tract needs to be built. Due to non-availability of hostel in the campus there is very little participation of students in sports activities. There is centralized canteen available in the campus, however, it needs to be augmented in space and hygiene.

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	
<p>The institute provides scholarships as per the government of Maharashtra to the SC/ST, OBC, NT, VJNT and economically backward classes. In addition to this, the institute provides financial assistance in terms of fee-waiver to financially weaker students. There is a provision of accidental insurance for all students on the rolls of the institute. Facilities for the extra-curriculars and co-curriculars happen been created and are of good quality. Student grievance readdressal cell is available to address their problems. However a very few cases have been reported. There is a TPO who organises soft skill training and entrepreneurship development programs. The College has student's Council. Cultural activities are regularly held and sufficient participation.</p>	

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

#### Qualitative analysis of Criterion 6

The college has visionary management and well defined goals and plans; management consists of industrialists who have clear vision, mission and devotion for providing quality education and economical education. Management Committee, Board of Governors, College development committee and CEO are in place. CEO and Principal have been given sufficient financial powers to run the institution comfortably. Management has framed policies for facilitating the teaching and non-teaching staff. The appointment and appraisal/promotional policies are transparent, appointments of a significant number of faculty members were approved by the University. Sub-committees were also formed for smooth functioning of college activities.

Licensed ERP system is efficiently working for leave management, student attendance and overall management of academic and administrative activities. The institute has pro-active approach and long term strategic plan to improve the quality for acquiring NAAC, NBA and ISO certification. Institute IQAC is well established and has initiated the internal audit.



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

#### Qualitative analysis of Criterion 7

The institute has facilities for gender sensitisation. Programmes have been conducted on women empowerment, gender sensitivity, legal awareness, women's rights and laws, safety in crisis, security and dignity of women, women self defence. Separate common-rooms for boys and girls exist.

Solid waste is segregated into biodegradable and non-biodegradable waste. Vermi composting is also done for organic waste. The College has rain water harvesting of adequate capacity. Every building has its own RO

which ensures the availability of clear drinking water. Institution also cares for the hygienic conditions and keeps the entire campus clean. It is optional for the students to use college transport, however, college gate cuts the entry and exit of late comers and early goers respectively at prescribed timings to inculcate discipline. Also, it cuts the entry of unnecessary vehicles in the campus thereby avoiding pollution, and two wheelers without helmet.

Campus has sufficient plantations in addition to other green initiatives such as rain water harvesting, food waste composter, solar power generation and use of LED lighting. Institute organises birth days of great personalities and National celebrations on 15th August and 26th January. Apart from this, at the end of every month, the teaching and non-teaching birthdays of the month are celebrated joyfully. Swatch Bharath Abiyan and other social activities are conducted.

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

Overall Analysis

**Strength:**

**STRENGTH :**

Institute has state-of-the-art infrastructure, auditorium, seminar halls, good class-rooms, equipment in labs and sports grounds. A sustainable ERP for overall management of system is in place. Number of admissions for UG is progressing continuously and almost 90% of the college intake is full by second year. Live interaction with industry is visible in the campus and center of excellence has been established for the purpose of providing on job training to the students. The academic results of end semester exams is around 85% pass. Institute has ISO 9001-2015 certification.

**WEAKNESS:**

Lack of research and publication due to non-availability of PG courses. Diversification of faculty is not there. Non-availability of outstation students. Low placement in core companies and overall placement statistics are also low, as of now. Participation in sports and athletics is low. Cadre ratio is also poor.

**OPPORTUNITIES:**

To go for new courses in UG and to start new programs in PG with research activities and research centers. To exploit the industrial belt of Nashik zone for the benefit of the students placement and growing.

**CHALLENGES :**

Rigidity of academic structure and curriculum due to affiliation. Existence of competent engineering college in the periphery of Nashik. To attract students from other parts of state and country. Retention of senior faculty in the Institution for a longer duration .

#### **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)

- Need Enrichment of courses along with value addition to the existing teaching -learning process.
- Issues related to skill development must be addressed
- Constitution of professional society chapters for students and faculty to be initiated to ensure professional development.
- Research publication in reputed journals with good citation index to be enhanced.
- Faculty at senior level with good academic background be recruited
- More research and consultancy based projects be submitted to state and national organisation to generate internal revenue and reputation.
- More participation in sports be encouraged and avenues for athletics be created.

**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. ASHISH DONGRE	Chairperson	
2	DR. JASBIR SINGH SAINI	Member Co-ordinator	
3	DR. RAJASHEKAR PATIL	Member	
4	Dr. Priya N	NAAC Co - ordinator	

Place

Date