



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

Accreditation - (Cycle - 1)

PEER TEAM REPORT ON **INSTITUTIONAL ACCREDITATION OF** **SIR VISVESVARAYA INSTITUTE OF TECHNOLOGY, CHINHOLI,** **NASHIK**

Sinnar Nashik
Maharashtra
422102

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:	SIR VISVESVARAYA INSTITUTE OF TECHNOLOGY, CHINHOLI, NASHIK Sinnar Nashik Maharashtra 422102	
2.Year of Establishment	1998	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:	1	
Departments/Centres:	7	
Programmes/Course offered:	10	
Permanent Faculty Members:	98	
Permanent Support Staff:	169	
Students:	1397	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. Providing Higher Education to Rural and Under privileged community 2. Management has a vast experience in running educational Institutions 3. Adequate infrastructure to run current programmes	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 11-04-2019 To : 12-04-2019	
6.Composition of Peer Team which undertook the on site visit:		
	Name	Designation & Organisation Name
Chairperson	DR. ADITYA SHASTRI	Vice Chancellor,BANASTHALI VIDYAPITH
Member Co-ordinator:	DR. PRIYAN P K	Professor,SARDAR PATEL UNIVERSITY
Member:	DR. V LAKSHMIPRABHA VISWANATHAN	FormerPrincipal,GOVERNMENT COLLEGE OF TECHNOLOGY
NAAC Co - ordinator:	DR. MOHIT TIWARI	

Section II:CRITERION WISE ANALYSIS

Observations (Strengths and/or Weaknesses) on each qualitative metrices 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 Metrices(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

Sir Visvesvaraya Institute of Technology (SVIT) is located in a rural area in the Nasik Pune Highway in a sprawling 100 acres land space. The Institution is a self financed institution affiliated to Savitribai Phule Pune University (SPPU). It was established in the year 1998. It offers 6 Undergraduate courses in Engineering and 4 Post Graduate courses out of which 1 is MBA Programme and rest are Engineering. The institution has AICTE approval.

The course structure, curriculum and syllabus are as designed by the affiliating University. There is limited flexibility and only elective courses are left to the student choice. However, there are audit courses offered pertaining to Human Values Ethics and other related topics. New courses have been offered in all branches of Engineering and in MBA Programme as per the curriculum revision carried out by the affiliating University periodically. An academic calendar is prepared each semester. University examinations are conducted based on the time table issued by the University and results are published by the University

Certificate programmes have been offered to faculty, mostly online courses offered by IIT Bombay in which most of the faculty have participated. However, significant Quality improvement measures in terms of Faculty Development Programmes were not attended by faculty. For students, a few placement related courses have been conducted. Student participation in field projects and internship is evident. Technical symposiums are conducted by Departments which covers student events open to those within the institution and outside.

There is a structured Feedback mechanism in place. Feedback in a specific format is got from students, Faculty, Alumni and Parents. There is an IQAC co-ordinator and management who look into these feedbacks and take action or remedial measures.

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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 enrolment of students is based on merit in Common Entrance test conducted by admission regulating authority and All India Engineering Entrance Examination conducted by Central Government of India. Student enrolment is average. Students from underprivileged and back ward community have been admitted. The institution has not admitted any physically challenged student. The total intake each year is 546. Slow and fast learners are identified through a questionnaire and steps are taken for slow learners to cope up with the needs. Counselling and parents meeting are convened for the slow learners. Bridge courses are offered. Advanced learners are encouraged to participate in paper presentations and several contests. Aptitude and GATE coaching is offered. NPTEL like resources are used to supplement classroom teaching.

Out of 98 faculty recruited only nine are PhD holders and rest of them are Post Graduate Degree holders. Cadre ratio is not encouraging. Student Teacher ratio is 1:22. There is a decline in the total number of faculty in the current year. Measures for Faculty retention has to be looked into. Some classrooms have modern teaching aids. The average teaching experience of teaching faculty is satisfactory. Faculty with outstanding credentials capable of winning awards is not in large numbers.

Continuous evaluation as stipulated by University is adopted. Continuous evaluation is followed for Practical sessions. Both In-sem and End Examination are conducted by the University. Academic calendar is framed and followed. Industrial visits seminars and symposiums are organised apart from curricular activities. Course outcomes are mapped to Programme outcomes and academic attainment is calculated. The pass percentage of students is satisfactory. There are no specific innovative academic reforms. The campus placement is satisfactory. But this needs improvement. The process of effective internships which can be converted to potential jobs have to be thought about and focus need to be placed on that.

Criterion3 - Research, Innovations and Extension (Key Indicator and Qualitative Metrics(QIM) in Criterion3)	
3.1	Resource Mobilization for Research
3.2	Innovation Ecosystem
3.2.1 QIM	Institution has created an ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge
3.3	Research Publications and Awards
3.4	Extension Activities
3.4.1 QIM	Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years
3.5	Collaboration

Qualitative analysis of Criterion 3

The institution lacks in prime research funding. Very limited funding has been received from State Government and AICTE. Most research contributions are from Chemical Engineering Department. Seven teachers are recognised supervisors for guiding PhD. There are no doctoral candidates produced in recent times and also progress made in research is minimum. The Institution is not a recognised research centre. Faculty have presented papers in conferences. The paper publication per teacher needs radical improvement. Books authored by faculty also needs significant progress.

Institution has project laboratories open for students to carry out research. Final year projects are carried out in these laboratories under the guidance of faculty. The Institution has conducted a number of technical events, quiz competitions. Expert lectures from outside institution have been invited for delivering lectures. The institution has very little Industry Institute innovative practices in place.

There is an appreciable number of co- curricular activities taken up by the institution. The Pravara Rural Education society under the ambit of which this institution functions is contributing to the societal growth and helping the affected and needy through NSS team of the institution. Some awareness campaigns like “Save Water” and “Save Electricity” have been conducted for the village community. Blood Donation Camps, Tree Plantation, Aids Awareness, Road Safety are some of the outreach programmes that are organised. There is a good participation from the student community. Certificates have been issued to students taking part in these co-curricular activities.

Students taking part in these community activities have consistently increased over years. Also the institution has conducted a school dropout survey in the neighbouring villages for the purpose of creating awareness about importance of education to the community.

Some collaborative activities such as field trips, internships are projected. However there is no long term collaboration or collaborative publications with industries. The collaborative activities through the MOU's needs to increase.

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 Institution is approved by AICTE. Infrastructural norms as prescribed by AICTE is available. Some classrooms have modern teaching aids. Sufficient laboratories as stipulated by the University syllabus requirement is available. Equipment as per need of the Practical sessions in the syllabus is available. Seminar Halls are available for conduct of invited lectures, Student paper presentation and symposiums is present.

Student hostel facility is extended to both boys and girls. The infrastructure is utilized during evening hours by conducting GATE coaching classes and other placement related training sessions.

The Institution has Internet Bandwidth of 100 MBPS. Computing facilities are adequate for all branches of study. Central computing facility is available for conducting online examination, placement tests and online feedback entry.

The Institutions has indoor and outdoor play field for games like football and cricket. The playgrounds upkeep need to improve. The students also have a gymnasium with needed gadgets. Yoga is encouraged in the campus.

Budget for infrastructure development and maintenance is allotted. However there is a decline in the budget allocation year after year. The funds are audited by qualified chartered accountants.

Library is centralised and has OPAC software installed for book search. Library management system is available. The total number of volumes is 29606 and titles 8066. There are 73 hard copies of journals. The institution has subscribed to e-journals from Springer, DELNET, IEEE, Science Direct etc. The staff and student theses are preserved. However the collection of rare books is inadequate. NPTEL video facilities are provided for students and faculty. On an average 17 lakhs is the yearly Budget for books. This needs to be increased. The average number of visitors to the library is around 30 which is low. In 2017-18 books have been purchased only in the MBA Department and no books in other branches of study. Since the institution claims introductions of several new courses, books will be needed for these new courses

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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	Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution
5.4	Alumni Engagement
5.4.1 QIM	The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years

Qualitative analysis of Criterion 5

Student community receive scholarships either from Social Welfare Scheme of Government or from the Pravara Educational Trust of the institution. The institution conducts career counselling, Soft skill development training, Remedial coaching, Language Lab, Bridge courses and Yoga for students.

Few of the students have cleared competitive examinations though the number appeared for these competitive examinations is high. There is no exclusive Vocational Education and training in place. But students go for industrial visits and internships. Student grievance committee is available and some problems have been sorted out by this committee. Anti Ragging committee as well as committee to look into sexual harassments is available.

Campus placement has not attracted major mass recruiters. Students are mostly placed in local companies in Nasik. Placement for chemical Engineering is better than other branches of study.

A very limited number of students have taken up higher studies. A small number have cleared GATE, IELT like examinations. Out of 109 who appeared 5 have cleared.

Students have participated in cultural events but the awards and prizes won is less. There is no proof of participation in sports events conducted at zonal, University or state level. A student council as stipulated by the University is in place and meetings have been convened. The objectives of the student council is to conduct co-curricular, extra curricular, cultural activities, to resolve various minor problems and to develop leadership skills, teamwork, event management, social awareness skill in the students. The composition of the student council is, Principal, one teacher, NSS Coordinator, Sports Director, six student leaders and class representatives.

Alumni association is registered and functional, but contribution of Alumni to the institutional growth is missing. The participation level during the Alumni meetings convened is low. Alumni contribution needs to be strengthened.

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 Institution has framed its mission and vision by formulating a committee. The institution Governance is decentralized. It comprises of a Governing body and a Local Management Committee. There is an Academic Monitoring Committee which prepares the Academic Calendar, Curricular, Co-curricular and extra-curricular activities for each year. This committee is headed by Dean Academics. The committee is also empowered to take action against defaulters.

In consultation with various stake holders the institution short term goals are set by the planning committee. To reduce the conventional energy dependence the institution has set up a 100 KW solar plant .

All academic matters are first presented to the local management committee and in turn represented to the

Governing body.

Student admission and support is provided through a portal. The examination data entry is also through a portal provided by the University.

Various committees like Grievance committee, Internal complaints committee, Women health care and personality cell, Student welfare cell, NAAC steering committee IQAC Cell, Anti Ragging Committee have been constituted.

An amount of Rupees fifty lakhs dam for water conservation has been constructed in the campus in 2016-17. The water is used for agriculture and after purification used for drinking purpose

Staff are covered under EPF, Group Insurance. They are provided with transport facility, maternity leave, tuition fee concession for their children , Gratuity, Uniform for class IV etc.

Some faculty have got financial support for subscribing to ISTE membership, attending FDP, conferences and paper presentation. Limited programmes have been organised by the institution.

A detailed performance appraisal is prepared by faculty to be presented to the management and promotions are based on these appraisals

All funds are audited by a private chartered accountants and main source of fund is from the tuition fees paid by students.

An IQAC cell is available. The functions of this cell is to review the teaching learning outcomes, improve the outcome and target attainment, skill development, grooming etc. Academic audit is conducted with follow up action.

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

Qualitative analysis of Criterion 7

The Institution has organised courses and lectures exclusively for staff to create awareness about sanitation, sexual harassment and preventive measures and general skill development.

The Institution has installed CCTV at prime points in hostels to ensure safety of students. Common room

facility is available. Career counselling and academic counselling is facilitated.

Alternate energy utilisation such as providing solar power plant for 100 KW is installed which is 15% of the total power consumption. Green energy audit has been carried out . LED bulbs are fitted to a tune of covering 4.5% of annual power requirement

A limited facility is available for liquid waste management, solid waste management and e-waste management. Rain water harvesting scheme is present in the campus.

With regard to the green practices, the institution is plying buses for transportation, has planted trees. A small budget is allotted for such green initiatives. Green audit has been conducted.

There are no differently enabled students enrolled. However, there is lift in the campus and ramp provided at selected places.

Several initiatives have been taken by the institution for the community like blood donation, AIDS awareness, Save water, Save Power, Importance of education programmes etc.

Code of conduct for students and faculty is circulated to the students and faculty. The website has all the needed information and the core values to be followed is put on the website

Republic Day and Independence Day is celebrated to bring in patriotism and to create awareness about duties of Indian citizens

Audit courses are offered in Professional Ethics and Human values. The Institution adheres to the AICTE norms laid for Engineering Institutions and Rules fixed by the affiliating University.

By celebrating Teachers Day, Mahatma Gandhi Birth Anniversary, Ekata Divas Day and Engineers Day the values of great people behind these celebrations is brought out.

The Institution website is accessible and has all the needed information so certain amount of transparency is in place. The Committees facilitate students to express their thoughts and grievances.

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

Strength

<p>1. Strength</p>	<p>1)The Institution has dedicated and committed faculty</p> <p>2) The Institution is under Pravara Rural Education Trust and focuses on providing education to rural students</p> <p>3) Needed infrastructure is available</p> <p>4) A mechanism for identifying slow and fast learners in present and the issues of slow learners are addressed</p> <p>5) A feedback mechanism from students, faculty, parents and Alumni is in place.</p> <p>6) Students are encouraged to participate in National level contests</p> <p>7) The Institution supports the community around in several ways and student participation in these activities is high</p> <p>8) A 100 KW Solar power is generated contributing to renewable energy</p>
<p>2. Weakness</p>	<p>1) The number of faculty with PhD is less. Research funding and research contributions are minimal</p> <p>2) Being an affiliating type of Institution, the institution is bound by the University academic schedules,curriculum and syllabus</p> <p>3) Industry Institute interaction is only in terms of local visits and Internships. Mutually beneficial sustained interactions is missing.</p> <p>4) The student enrolment is poor in some branches</p>

	<p>5) The Institution has not attracted mass recruiters for campus Placement.</p> <p>6) Budget allotted for laboratory needs augmentation.</p> <p>7) Innovative and Best Practices on the academic Front need improvement</p> <p>8) Faculty cadre ratio is poor.</p>
3.Opportunities	<p>1) The institution has over 20 years of standing and hence eligible to apply for academic autonomy</p> <p>2) There is sufficient land area which can be effectively utilized for expansion and introduction of new courses</p> <p>3) As it is in the Nasik Pune Highway, interaction with industries in Pune can be attempted. Industrial experts can be called from Pune.</p> <p>4) Model Institutions particularly in the vicinity could be studied in depth and taking those institutions as benchmark many innovative practices can be introduced</p> <p>5) Leading Institutions such as IIT Bombay is offering online course Virtual laboratories and several educational initiatives. Such facilities can be utilised more</p>
4.Challenges	<p>1) Students are from poor socio-economic background with average communication skills</p> <p>2) Faculty retention due to locational disadvantage</p> <p>3) Overall down trend in students aspiring Engineering courses and Dip in student enrolment</p> <p>4) Dip in placement opportunities</p> <p>5) Funding resources are limited</p>

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)

- Obtain more Funded projects
- Increased Industry Institute interaction
- Increase focus on Research, Innovation and IPR generation.
- Give small incentives to faculty for paper publication
- Improve English communication right from first year which can have direct impact on placement
- Increase the exposure level of students and faculty by ending them to industries in Pune/ Mumbai and other areas
- Motivational lectures by eminent Professors from leading institutions on technical and non technical areas
- Student participation in contests outside Nashik be made mandatory to at least 50% of students

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. ADITYA SHASTRI	Chairperson	
2	DR. PRIYAN P K	Member Co-ordinator	
3	DR. V LAKSHMIPRABHA VISWANATHAN	Member	
4	DR. MOHIT TIWARI	NAAC Co - ordinator	

Place

Date

NAAC