



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

Accreditation - (Cycle - 1)

PEER TEAM REPORT ON **INSTITUTIONAL ACCREDITATION OF** **GOVERNMENT COLLEGE OF ENGINEERING AURANGABAD** **C-34341**

Chhatrapati Sambhajnagar
Maharashtra
431005

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 AURANGABAD Chhatrapati Sambhajnagar Maharashtra 431005	
2.Year of Establishment	1960	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:		
Departments/Centres:	8	
Programmes/Course offered:	16	
Permanent Faculty Members:	54	
Permanent Support Staff:	99	
Students:	1989	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. Very well organized Alumni body. 2. Examination Cell is well organized and following standard practices. 3. Well maintained Green Campus.	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 21-05-2025 To : 22-05-2025	
6.Composition of Peer Team which undertook the on site visit:		
	Name	Designation & Organisation Name
Chairperson	DR. MUTHUKUMAR PALANISAMY	Dean,IIT Tirupati
Member Co-ordinator:	DR. JAYAKUMAR SKV	Professor,Pondicherry University
Member:	DR. KOLLI RAMESH REDDY	Principal,G NARAYANAMMA INSTITUTE OF TECHNOLOGY AND SCIENCE FOR WOMEN
NAAC Co - ordinator:	Dr. Sujata Shanbhag	

Section II: Metric and Criterion 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	<p>Curricula developed and implemented have relevance to the local, regional, national, and global developmental needs, which is reflected in the Programme outcomes (POs) and Course Outcomes (COs) of the Programmes offered by the institution</p> <p>The curricula developed and implemented by the institution reflect an understanding of the developmental needs at various levels and POs and COs are aligned with the overall development objectives including the institutional goals, but the integration of subjects directly addressing specific industry requirements needs further strengthening to ensure greater alignment with global and industry trends.</p>
1.1.2 QIM	<p>The programmes offered by the institution focus on employability/ entrepreneurship/ skill development and their course syllabi are adequately revised to incorporate contemporary requirements</p> <p>While the introduction of courses aligned with the National Education Policy (NEP) 2020 has been made, critical aspects such as <i>Multiple Entry and Exit</i> options and <i>Lateral Entry Admissions</i> still require significant attention to enhance the flexibility and accessibility of academic programs. Entrepreneurship development programs, though introduced, have been limited in number and need to be expanded to offer students more exposure to the entrepreneurial ecosystem. The institution has integrated courses related to Environment, Sustainability, Professional Ethics, and Human Values into the curriculum but to ensure that these concepts are practiced.</p>
1.3	Curriculum Enrichment
1.3.1 QIM	<p>Institution integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability and other value framework enshrined in Sustainable Development Goals and National Education Policy – 2020 into the Curriculum</p> <p>While the introduction of courses aligned with the National Education Policy (NEP) 2020 has been made, critical aspects such as <i>Multiple Entry and Exit</i> options and <i>Lateral Entry Admissions</i> still require significant attention to enhance the flexibility and accessibility of academic programs. Entrepreneurship development programs, though introduced, have been limited in number and need to be expanded to offer students more exposure to the entrepreneurial ecosystem. The institution has integrated courses related to Environment, Sustainability, Professional Ethics, and Human Values into the curriculum but to ensure that these concepts are practiced.</p>

Qualitative analysis of Criterion 1

The curricula developed and implemented by the institution reflect an understanding of the developmental needs at various levels and POs and COs are aligned with the overall development objectives including the institutional goals, but the integration of subjects directly addressing specific industry requirements needs further strengthening to ensure greater alignment with global and industry trends. While the introduction of courses aligned with the National Education Policy (NEP) 2020 has been made, critical aspects such as

Multiple Entry and Exit options and *Lateral Entry Admissions* still require significant attention to enhance the flexibility and accessibility of academic programs. Entrepreneurship development programs, though introduced, have been limited in number and need to be expanded to offer students more exposure to the entrepreneurial ecosystem. The institution has integrated courses related to **Environment, Sustainability, Professional Ethics**, and **Human Values** into the curriculum but to ensure that these concepts are practiced.

Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrics(QIM) in Criterion2)	
2.2	Catering to Student Diversity
2.2.1 QIM	<p>The institution assesses the learning levels of the students and organises special Programmes to cater to differential learning needs of the student</p> <p>Learning levels are assessed and accordingly slow learners, average learners and fast learners are given training and extra avenues to learn more.</p>
2.3	Teaching- Learning Process
2.3.1 QIM	<p>Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experience and teachers use ICT-enabled tools including online resources for effective teaching and learning process</p> <p>The institution effectively employs student-centric methods, participative learning, and problem-solving approaches, supported by ICT-enabled tools such as projectors and online resources. These practices enhance student engagement and improve academic outcomes.</p>
2.3.2 QIM	<p>The institution adopts effective Mentor-Mentee Schemes to address academics and student-psychological issues</p> <p>Continuous Internal Assessment and formative assessments provide regular feedback, helping identify areas for improvement.</p>
2.3.3 QIM	<p><i>Preparation and adherence of Academic Calendar and Teaching plans by the institution</i></p> <p>Describe the Preparation and adherence to Academic Calendar and Teaching plans by the institution.</p> <p>An Academic Calender is there in place the institution adhere to the calender and organizing all academic activities as per the calender.</p>
2.5	Evaluation Process and Reforms
2.5.3 QIM	<p>IT integration and reforms in the examination procedures and processes including Continuous Internal Assessment (CIA)/Formative Assessment have brought in considerable improvement in Examination Management System (EMS) of the Institution</p> <p>Describe the examination reforms with reference to the following within a minimum of 500 words</p> <ul style="list-style-type: none"> • Examination procedures • Processes integrating IT • Continuous internal assessment system <p>The examination system has been streamlined through standard procedures to improve efficiency. However, there is a gap in ensuring the security of examination materials, particularly in strengthening the "strong room" to maintain question paper confidentiality. Furthermore, the institute should implement project-based learning more comprehensively and upgrade all practical class resources.</p>

2.6	Student Performance and Learning Outcomes
2.6.1 QIM	<p>The institution has stated learning outcomes (programme and course outcome)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents and the attainment of the same are evaluated by the institution</p> <p>Learning Outcomes such as Program Outcomes, Course Outcomes, and Program-Specific Outcomes are clearly defined and publicized, ensuring alignment with the curriculum. However, some programs require periodic revision to remain relevant to industry trends and academic advancements. The current teacher-student ratio also limits the ability to support slow learners, highlighting the need for more personalized attention.</p>

Qualitative analysis of Criterion 2

The institution effectively employs student-centric methods, participative learning, and problem-solving approaches, supported by ICT-enabled tools such as projectors and online resources. These practices enhance student engagement and improve academic outcomes. Continuous Internal Assessment and formative assessments provide regular feedback, helping identify areas for improvement. The examination system has been streamlined through standard procedures to improve efficiency. However, there is a gap in ensuring the security of examination materials, particularly in strengthening the "strong room" to maintain question paper confidentiality. Furthermore, the institute should implement project-based learning more comprehensively and upgrade all practical class resources.

Learning Outcomes such as Program Outcomes, Course Outcomes, and Program-Specific Outcomes are clearly defined and publicized, ensuring alignment with the curriculum. However, some programs require periodic revision to remain relevant to industry trends and academic advancements. The current teacher-student ratio also limits the ability to support slow learners, highlighting the need for more personalized attention.

Criterion3 - Research, Innovations and Extension (Key Indicator and Qualitative Metrics(QIM) in Criterion3)	
3.1	Promotion of Research and Facilities
3.1.1 QIM	<p>The institution's research facilities are frequently updated and there are well defined policy for promotion of research which is uploaded on the institutional website and implemented</p> <p>There are around 150 PhD scholars in this Institute and has AnkurGEGA incubation centre. However, the research facilities are inadequate. While teaching equipment is available, advanced research tools are lacking.</p>
3.3	Innovation Ecosystem
3.3.1 QIM	<p>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</p> <p>Although the institution has a research policy, it is not effectively implemented to foster a strong research culture. Research output is limited, with minimum publications in SCI or SCIE-indexed journals, indicating the need for improved research infrastructure.</p>
3.6	Extension Activities
3.6.1 QIM	<p>Outcomes of extension activities in the neighbourhood community in terms of impact and sensitizing the students to social issues and holistic development, and awards received if any during the last five years (Showcase at least four case studies to the peer team)</p> <p>Describe the impact of extension activities in sensitising students to social issues and holistic development with four case studies within a maximum of 500 words</p> <p>The research environment is not yet conducive to significant academic contributions. In terms of IPR, there is no substantial evidence of active initiatives. The institution lacks an Incubation Centre and a robust IPR cell. No attempts have been made to secure sponsored research or FIST projects. While many faculty members hold Ph.D. degrees, significant improvements are needed in research facilities and IPR activities to build an effective research and innovation ecosystem. The institute does have active NSS and NCC program.</p>

Qualitative analysis of Criterion 3

There are around 150 PhD scholars in this Institute and has AnkurGEGA incubation centre. However, the research facilities are inadequate. While teaching equipment is available, advanced research tools are lacking. Although the institution has a research policy, it is not effectively implemented to foster a strong research culture. Research output is limited, with minimum publications in SCI or SCIE-indexed journals, indicating the need for improved research infrastructure. The research environment is not yet conducive to significant academic contributions. In terms of IPR, there is no substantial evidence of active initiatives. The institution lacks an Incubation Centre and a robust IPR cell. No attempts have been made to secure sponsored research or FIST projects. While many faculty members hold Ph.D. degrees, significant improvements are needed in research facilities and IPR activities to build an effective research and innovation ecosystem. The institute does have active NSS and NCC program.

Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrics(QIM) in Criterion4)	
4.1	Physical Facilities
4.1.1 QIM	<p>The Institution has adequate infrastructure and other facilities for</p> <ol style="list-style-type: none"> 1. teaching – learning, viz., classrooms, laboratories, computing equipment etc 2. ICT – enabled facilities such as smart class, LMS etc. 3. Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc. <p>The institution offers good infrastructure for teaching and learning, with the majority of classrooms equipped with LCD projectors, and some featuring smartboards. Additionally, the institution provides seminar halls, sports facilities, and indoor courts, supporting a holistic learning environment. However, many laboratories in the core engineering departments need modernization, including the replacement of outdated equipment, machines, and experimental setups.</p>
4.2	Library as a Learning Resource
4.2.1 QIM	<p>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</p> <p>The library has a substantial collection of books and journals, and online issue/return procedures are in place. However, it lacks an online query system such as OPAC, which could enhance accessibility. The library is well-utilized by both students and faculty, as reflected in the entry registers.</p>
4.3	IT Infrastructure
4.3.1 QIM	<p>Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection</p> <p>Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words</p> <p>In terms of IT infrastructure, two internet service providers ensure stable connectivity, and Wi-Fi is available for students. The institution regularly updates its IT facilities, providing sufficient bandwidth for a seamless internet experience. However, the number of computers and their periodic upgradation need to be addressed.</p>
4.3.3 QIM	<p>Institution has dedicated audio visual centre, mixing equipment, editing facility, media studio, lecture capturing system(LCS) and related hardware and software for e-content development</p> <p>The institution is yet to create such a facility. Faculty members are using the online platform to create few course contents.</p>
4.4	Maintenance of Campus Infrastructure
4.4.2 QIM	<p>There are established systems and procedures for maintaining and utilizing physical and academic support facilities – laboratory, library, sports complex, computers, classrooms etc.</p> <p>Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities within a maximum of 500 words</p> <p>The library has a substantial collection of books and journals, and online issue/return procedures are in place. However, it lacks an online query system such as OPAC, which could enhance</p>

accessibility. The library is well-utilized by both students and faculty, as reflected in the entry registers.

In terms of IT infrastructure, two internet service providers ensure stable connectivity, and Wi-Fi is available for students. The institution regularly updates its IT facilities, providing sufficient bandwidth for a seamless internet experience. However, the number of computers and their periodic upgradation need to be addressed.

Qualitative analysis of Criterion 4

The institution offers good infrastructure for teaching and learning, with the majority of classrooms equipped with LCD projectors, and some featuring smartboards. Additionally, the institution provides seminar halls, sports facilities, and indoor courts, supporting a holistic learning environment. However, many laboratories in the core engineering departments need modernization, including the replacement of outdated equipment, machines, and experimental setups.

The library has a substantial collection of books and journals, and online issue/return procedures are in place. However, it lacks an online query system such as OPAC, which could enhance accessibility. The library is well-utilized by both students and faculty, as reflected in the entry registers.

In terms of IT infrastructure, two internet service providers ensure stable connectivity, and Wi-Fi is available for students. The institution regularly updates its IT facilities, providing sufficient bandwidth for a seamless internet experience. However, the number of computers and their periodic upgradation need to be addressed.

Criterion5 - Student Support and Progression (Key Indicator and Qualitative Metrics(QIM) in Criterion5)	
5.1	Student Support
5.1.2 QIM	<p>Efforts taken by the institution to provide career counselling including e-counselling and guidance for competitive examinations during the last five years</p> <p>The institution offers career counseling and guidance for competitive exams, but these programs are limited in number. Students have expressed the need for more specialized training, particularly for exams like GATE, to improve success rates. The institution should focus on expanding these programs and offering more exam-specific training to better prepare students for competitive opportunities.</p>
5.3	Student Participation and Activities
5.3.2 QIM	<p>Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution.</p> <p>Describe the Student Council activity and students' role in academic & administrative bodies within a maximum of 500 words</p> <p>The institution has Student Council, selected through a constituted committee. The council's feedback is considered in institutional decision-making, ensuring student representation. Additionally, multiple academic and administrative committees, such as the Academic Council, Board of Studies, and various support committees like Anti-Ragging, SC/ST, OBC, and Minority Committees exist for respective functions.</p>
5.4	Alumni Engagement
5.4.2 QIM	<p>Alumni contributes and engages significantly to the development of institution through academic and other support system</p> <p>Describe the alumni contributions and engagements within a maximum of 500 words</p> <p>The alumni body is well-organized, registered, and actively engaged in the institution's development. Alumni contribute significantly to academic and non-academic initiatives, with some serving on the management board, fostering a strong connection between the institution and its graduates.</p>

Qualitative analysis of Criterion 5

The institution offers career counseling and guidance for competitive exams, but these programs are limited in number. Students have expressed the need for more specialized training, particularly for exams like GATE, to improve success rates. The institution should focus on expanding these programs and offering more exam-specific training to better prepare students for competitive opportunities. The institution has Student Council, selected through a constituted committee. The council's feedback is considered in institutional decision-making, ensuring student representation. Additionally, multiple academic and administrative committees, such as the Academic Council, Board of Studies, and various support committees like Anti-Ragging, SC/ST, OBC, and Minority Committees exist for respective functions.

The alumni body is well-organized, registered, and actively engaged in the institution's development. Alumni contribute significantly to academic and non-academic initiatives, with some serving on the management board, fostering a strong connection between the institution and its graduates.

Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrics(QIM) in Criterion6)	
6.1	Institutional Vision and Leadership
6.1.1 QIM	<p>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.</p> <p>The institution's governance aligns with its vision and mission, with the Board of Management playing a key role in institutional growth. However, the appointment of regular faculty members and CAS promotions depend heavily on government interventions, which slows down the process and hinders the overall growth of the institute. A support system to expedite these procedures is needed.</p>
6.2	Strategy Development and Deployment
6.2.1 QIM	<p>The institutional perspective plan is effectively deployed and functioning of the institutional bodies are effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc</p> <p>While the institutional perspective plan is being implemented, there is insufficient focus on enhancing the research environment. The performance appraisal system and stakeholder feedback mechanisms are not visibly effective, and there are no notable welfare measures in place to support non-teaching staff in upgrading their qualifications.</p>
6.3	Faculty Empowerment Strategies
6.3.1 QIM	<p>The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression</p> <p>Strategies for mobilizing funds beyond tuition fees require improvement to optimize resource utilization. Internal and external financial audits are conducted regularly. The IQAC, which became operational in 2025, needs further strengthening to consistently review teaching and learning processes, and institutional outcomes, to drive continuous quality improvement.</p>
6.4	Financial Management and Resource Mobilization
6.4.1 QIM	<p>Institutional strategies for mobilisation of funds other than salary and fees and the optimal utilisation of resources</p> <p>Describe the resource mobilisation policy and procedures of the Institution within a maximum of 500 words</p> <p>Mobilization of funds other than fees and minor consultancy need to improve upon.</p>
6.4.3 QIM	<p>Institution regularly conducts internal and external financial audits regularly</p> <p>Enumerate the various internal and external financial audits carried out during the last five years with the mechanism for settling audit objections within a maximum of 500 words</p> <p>Institution conducts regular audit as per the government procedure.</p>
6.5	Internal Quality Assurance System
6.5.1 QIM	<p>Internal Quality Assurance Cell (IQAC)/ Internal Quality Assurance System (IQAS) has contributed significantly for institutionalizing the quality assurance strategies and processes, by constantly reviewing the teaching-learning process, structures & methodologies of operations and learning outcomes, at periodic intervals</p> <p>Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes visible in terms of –</p>

	<ul style="list-style-type: none"> • Incremental improvements made for the preceding five years with regard to quality (in case of first cycle) • Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives (second and subsequent cycles) <p>Describe two practices institutionalized as a result of IQAC initiatives within a maximum of 500 words</p> <p>The IQAC, which became operational in 2025, needs further strengthening to consistently review teaching and learning processes, and institutional outcomes, to drive continuous quality improvement.</p>
6.5.2 QIM	<p>The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms</p> <p>Describe any two examples of institutional reviews and implementation of teaching learning reforms facilitated by the IQAC within a maximum of 500 words each.</p> <p>The IQAC, which became operational in 2025, needs further strengthening to consistently review teaching and learning processes, and institutional outcomes, to drive continuous quality improvement.</p>

Qualitative analysis of Criterion 6

The institution's governance aligns with its vision and mission, with the Board of Management playing a key role in institutional growth. However, the appointment of regular faculty members and CAS promotions depend heavily on government interventions, which slows down the process and hinders the overall growth of the institute. A support system to expedite these procedures is needed. While the institutional perspective plan is being implemented, there is insufficient focus on enhancing the research environment. The performance appraisal system and stakeholder feedback mechanisms are not visibly effective, and there are no notable welfare measures in place to support non-teaching staff in upgrading their qualifications. Strategies for mobilizing funds beyond tuition fees require improvement to optimize resource utilization. Internal and external financial audits are conducted regularly. The IQAC, which became operational in 2025, needs further strengthening to consistently review teaching and learning processes, and institutional outcomes, to drive continuous quality improvement.

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	<p>Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.</p> <p>Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words</p> <p>The institution promotes gender equity, with female participation evident in various activities, and no gender bias is observed.</p>
7.1.3 QIM	<p>Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)</p> <ul style="list-style-type: none"> • Solid waste management • Liquid waste management • Biomedical waste management • e-Waste management • Waste recycling system • Hazardous chemicals and radioactive waste management <p>Waste management practices are in place for both degradable and non-degradable waste, though there is a need for focus on more sustainable transportation options like bicycles and battery-operated vehicles.</p>
7.1.5 QIM	<p>Green campus initiatives include</p> <p>Describe the Green campus initiative of the institution including Restricted entry of automobiles, Use of Bicycles/ Battery powered vehicles , Pedestrian Friendly pathways , Ban on use of Plastic, landscaping with trees and plants etc in 500 words</p> <p>The campus is maintained green, with solar energy production plants contributing to sustainability.</p>
7.1.7 QIM	<p><i>The Institution has Differently-abled (Divyangjan) friendly, barrier free environment</i></p> <p><i>Write description covering the various components of barrier free environment in your institution in maximum of 500 words</i></p> <ul style="list-style-type: none"> • Built environment with Ramps/lifts for easy access to classrooms • Divyangjan friendly washrooms • Signage including tactile path, lights, display boards and signposts • Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment • Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading material, screen reading <p>The institution provides a barrier-free environment for differently-abled individuals, with ramps in most buildings, though the lack of lifts requires attention.</p>
7.1.8 QIM	<p>Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and such other diversities (within 500 words).</p>

	There is a strong sense of cultural, regional, and socioeconomic harmony, but the use of regional language as the medium of instruction in some classrooms limits accessibility for some students, indicating a need for common medium.
7.1.9 QIM	<p><i>Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens</i></p> <p>Describe the various activities in the Institution for inculcating values for being responsible citizens as reflected in the Constitution of India within 500 words.</p> <p>The institution organizes programmes through NSS for sensitization of students and employees to the constitutional obligations.</p>
7.2	Best Practices
7.2.1 QIM	<p>Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual</p> <p>The institution's best practices include the appointment of Professors of Practice, contractual faculty to address faculty shortages, and the provision of good hostel accommodations for female students, as reported by students.</p> <p>The Institution has a good alumni connect.</p>
7.3	Institutional Distinctiveness
7.3.1 QIM	<p>Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words</p> <p>The Institute is having a good societal reach due its long standing existence since 1960. The institution also has a very good alumni connect and many alumni are good entrepreneurs and connected with the institution in various capacities.</p>

Qualitative analysis of Criterion 7

The institution promotes gender equity, with female participation evident in various activities, and no gender bias is observed. Waste management practices are in place for both degradable and non-degradable waste, though there is a need for focus on more sustainable transportation options like bicycles and battery-operated vehicles. The campus is maintained green, with solar energy production plants contributing to sustainability. The institution provides a barrier-free environment for differently-abled individuals, with ramps in most buildings, though the lack of lifts requires attention. There is a strong sense of cultural, regional, and socioeconomic harmony, but the use of regional language as the medium of instruction in some classrooms limits accessibility for some students, indicating a need for common medium.

The institution's best practices include the appointment of Professors of Practice, contractual faculty to address faculty shortages, and the provision of good hostel accommodations for female students, as reported by students.

Section III: Overall Analysis based on Institutional strengths, Weaknesses, Opportunities & Challenges (SWOC)

Overall Analysis

Strength:

Centre of Excellence in Thinking Systems and Signal/Image Processing: The institute boasts a Centre of Excellence with a funding of ₹5.05 Crore, focusing on cutting-edge research in thinking systems, signals, and image processing.

Centre of Excellence for Electric Vehicles: The institute has established another Centre of Excellence, funded by the Board of Governors, dedicated to research and development in electric vehicles, fostering innovation in sustainable transportation technologies.

Strong Admission Process: Admissions are conducted through the Maharashtra Common Entrance Test (CET), with more than 95% of the seats filled, indicating high demand and institutional reputation.

Alumni Engagement and Support: The alumni network is actively involved in institutional development, offering both support and participation in various activities that enhance the growth and progress of the institute.

Weaknesses:

There is a need to cultivate a stronger research and innovation culture within the institution. Infrastructure development may require further improvement to support expanding academic and research needs.

Strong industry connect is necessary.

There is a lack of alternative funding sources beyond student fees.

A research-oriented atmosphere is lacking due to insufficient research facilities and access to international standard journals and magazines.

Opportunities:

Government Scholarships for Marginalized Communities: Availability of government scholarships for SC/ST and other disadvantaged groups encourages increased enrollment and promotes inclusive education.

Collaborative Research Potential: As a government institution, there is strong potential for collaborative research with regional and national institutes, enhancing academic and research capabilities.

Community Outreach and Social Impact: The long-standing history of the institute positions it well to contribute to solving societal and technical problems, strengthening community engagement.

Scope for Industry Partnerships: Building strong industry connections can enhance employability, facilitate internships, and promote industry-relevant research and consultancy projects.

Access to Government and Non-Government Funding: The institute can actively pursue alternative funding sources such as government research grants, CSR initiatives, and international academic funding to reduce reliance on student fees.

Challenges:

Motivating Students for National and International Competitive Exams: Inspiring students to actively prepare for and succeed in exams such as GATE, CAT, Civil service examinations remains a challenge, requiring enhanced mentoring and academic support systems.

Attracting High-Profile Recruiters: There is a need to attract reputed companies offering higher salary packages, especially in core engineering branches, to improve placement outcomes.

Curriculum Responsiveness: Adapting the curriculum dynamically to meet fast-evolving industry requirements poses an ongoing challenge, requiring regular feedback loops and academic agility.

Recruitment and Faculty Promotions: Convincing government bodies to expedite the recruitment of regular faculty and implement timely promotions under CAS is critical for academic stability and growth.

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)

- Enhance the Placement Cell to improve student employability and strengthen industry connections.
- Implement initiatives to increase the number of extramural and consultancy projects.
- Research activities shall be encouraged by motivating the faculty members and students to participate in national conferences, seminars and symposia with funding support.
- Pursue partnerships with governmental and non-governmental organizations to enhance financial sustainability.
- Expand continuous learning opportunities for faculty and staff through workshops and external partnerships.
- The Institute shall try to expedite the Career Promotion procedures.

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. MUTHUKUMAR PALANISAMY	Chairperson	
2	DR. JAYAKUMAR SKV	Member Co-ordinator	
3	DR. KOLLI RAMESH REDDY	Member	
4	Dr. Sujata Shanbhag	NAAC Co - ordinator	

Place

Date