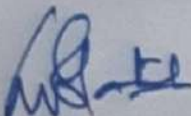# INSTITUTIONAL ASSESSMENT AND ACCREDITATION
(Effective from July 2017)
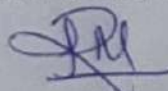
Accreditation - (Cycle - 2)

PEER TEAM REPORT ON

INSTITUTIONAL ACCREDITATION OF
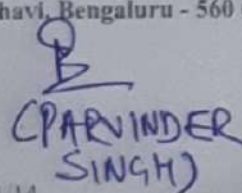## GHARDA FOUNDATION'S GHARDA INSTITUTE OF TECHNOLOGY
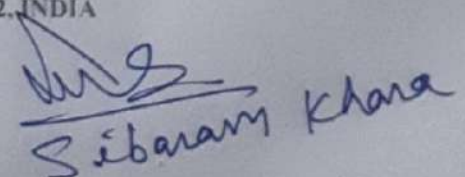## C-33694

Khed
Maharashtra
415708

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
An Autonomous Institution of the University Grants Commission
P.O. Box No. 1075, Nagarbhavi, Bengaluru - 560 072, INDIA

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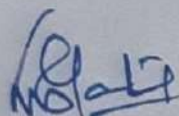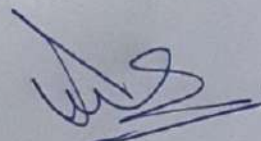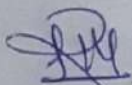Pin 415708, Maharashtra State

(PARVINDER SINGH)

Sibaram Khara

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Section I:GENERAL INFORMATION

1.Name & Address of the institution:	GHARDA FOUNDATION'S GHARDA INSTITUTE OF TECHNOLOGY Khed Maharashtra 415708
2.Year of Establishment	2007
3.Current Academic Activities at the Institution(Numbers):	
Faculties/Schools:	1
Departments/Centres:	5
Programmes/Course offered:	5
Permanent Faculty Members:	61
Permanent Support Staff:	42
Students:	1091
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. Green Lush and Environment friendly campus 2. Excellent Solar Research and Innovation Center 3. Good Connect with Students and Parents
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	Visit Date From : 12-01-2023 Visit Date To : 13-01-2023
6.Composition of Peer Team which undertook the on site visit:	

	Name	Designation & Organisation Name
Chairperson	DR. SIBARAM KHARA	Vice Chancellor,Sharda University
Member Co-ordinator:	DR. PARVINDER SINGH	Professor,Deenbandhu Chhotu Ram University of Science and Technology Murthal
Member:	DR. RAMCHANDRA JAHAGIRDAR	Principal,KG REDDY COLLEGE OF ENGINEERING AND TECHNOLOGY
NAAC Co - ordinator:	Prof. Amiya Kumar Rath	

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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**
1.1.2 QIM	**The institution adheres to the academic calendar including for the conduct of CIE**
1.2	Academic Flexibility
1.3	Curriculum Enrichment
1.3.1 QIM	**Institution integrates crosscutting issues relevant to Professional Ethics ,Gender, Human Values ,Environment and Sustainability into the Curriculum**
1.4	Feedback System

Qualitative analysis of Criterion 1

Curriculum planning at the outset of each semester is done and implementation is carried through teaching learning processes. Before the start of each semester, the Principal organizes a meeting with the Heads of the Departments(HODs) and Dean Academics to plan the Academic Calendar which is circulated among students andfaculty. Cross cutting issues relevant to professional ethics & values, gender, values and Environments added in curriculum.HOD invites preferences of subjects to be taught in the coming semester from the facultymembers.Beforethe beginning oftheacademicactivity,eachteacherpreparestheteachingandtheory/practical/tutorial plans. The teaching plans are displayed on the E-learning resource center (ELRC).Teaching learning records are documented with items of Course details vision and mission, timetable, lists of COs/POs, assignments/tutorials andothers. A classroom lectures are conducted with traditional chalk and board, presentations using ICT facilities, and teaching aids. Classroom learning is a synchronous method of learning where there is one-on- one interaction between the student and the teacher happens. Basic concepts/ fundamentals are covered during classroom teaching whereas when the concepts are not clear in the traditional approach then classroom lectures are supplemented by tutorials and other asynchronous modes. Every faculty member is assigned a group of students as mentees.The mentor conducts a meeting with the mentees, records their complaints, suggestions, requirements, and grievances, and guides them appropriately. Institute ensures effective curriculum delivery by traditional approacheslikeNPTEL/SWAYAM,IIRS Outreach Centre by ISRO, Coursera, E-learning, Library facility, vocational Training Programs, Industry-sponsored projects, Guest lectures, Soft skill development programs and Central Computing Facility.The institute adopts continuous Internal Evaluation (CIE) to assess all aspects of student development on a continuous basis. The schedule of CIE are planned in the institutes' and Departments' academic calendar and published. Students are made aware of the evaluation processes through the orientation programs/bridge course(s)/the introductory lecture of the course. Two Sessional examinations are conducted before the University examination in each semester. The timetable of the same is displayed prior to one week on the departmental notice board. The Institute has a separate centralized examination cell to conduct these examinations in centralized manner. Question paper is prepared by faculty and submitted to the Sessional examination coordinators at a specified time. To take care of all assessment activities, the exam cell is headed by the examination cell coordinator and supported by the Head of the departments. COE with his team ensures smooth evaluation of answer scripts. Answer scripts are evaluated within 7 days after the exam conduction. The process of ensuring the quality of assessment and

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question papers require to be implemented. The emphasis on outcome analysis of each sessional examination needs improvement.

Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrices(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 and organises special Programmes 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**
2.3.2 QIM	**Teachers use ICT enabled tools for effective teaching-learning process.**
2.4	Teacher Profile and Quality
2.5	Evaluation Process and Reforms
2.5.1 QIM	**Mechanism of internal assessment is transparent and robust in terms of frequency and mode**
2.5.2 QIM	**Mechanism to deal with internal examination related grievances is transparent, time- bound and efficient**
2.6	Student Performance and Learning Outcomes
2.6.1 QIM	**Teachers and students are aware of the stated Programme and course outcomes of the Programmes offered by the institution.**
2.6.2 QIM	**Attainment of programme outcomes and course outcomes are evaluated by the institution.**
2.7	Student Satisfaction Survey

Qualitative analysis of Criterion 2

At entry-level, advanced and slow learners are identified from performance in diagnostic tests, 12th (PCM) score, performance, and punctuality during lectures/practical and observations of course coordinators in the first semester. A diagnostic test and proficiency module for students is conducted for the First Year (FE) in the induction program to assess the student's basic awareness in fundamental tests like English, mathematics, chemistry, physics computer proficiency. The performance in these tests along with academic performance gives a better idea about advanced and slow learners. On the other hand, teachers takes initiatives for addressing the issues of slow learners. Faculty members give time to clear their doubts. The teacher repeatedly teaches the content as per the requirements of slow learners. Project and mini-project works are given to students to facilitate participative learning and problem-solving capacity building. Internships and industrial projects facilitate experiential and participative learning. Participation in technical events, certificate programs, and guest lecturers increases the problem-solving ability of the students. Teachers use ICT for the assimilation of cutting-edge knowledge and delivery of the same. The platforms servicing Massive Online Open Courses (MOOCS) are being utilized efficiently by the faculty. Faculty is proactively doing certification courses of SWAYAM /NPTEL, and Coursera and succeeding in the relevant examinations. During the COvid-19 lockdown, the institute provided adequate support in terms of connectivity and teaching platforms. The most widely used platform for lecture delivery was Google meet. All the online lectures conducted during the lockdown period were recorded and were made available on the eLearning Resource Center (eLRC). Institute uses computing and communication facilities in teaching learning. ICT-based infrastructures like

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classrooms, Multimedia Hall, Seminar Hall, Conference Hall, and Auditorium are in place. ICT tools & facilities are used in teaching learning processes such as Smartboard, LCD Projector, LAN, Wi-Fi, PA systems, and Speaker sets wherever required. Faculty members are provided with a computer with internet.In strict compliance with the objectives of Outcome-Based Education (OBE), the Program Outcomes (POs), Program Specific Outcomes (PSOs) and Course Outcomes (COs) are framed by the departments offering the concerned program after rigorous consultation with all faculty. completion of a course. They are clearly specified and communicated during the lecture hours. **Tests** are conducted twice a semester and each of them covers the evaluation of the entire relevant COs attainment. **End Semester Examination** is based on descriptive and MCQ, and a metric for assessing whether the entire COs are attained. The indirect assessment is done through the Course Exit Survey. Rubrics are formulated for the assessment of Laboratory, Mini projects, Major projects, Seminar, and Internship courses. The attainment of Course Outcomes of all courses with respect to set attainment levels is given under. The attainment of each CO is computed by setting the target. The COs of each course is mapped to POs & PSOs with weights of 3 to 1. The awareness of outcome based education across all faculty and related assessment methods require improvement.

Criterion3 - Research, Innovations and Extension (Key Indicator and Qualitative Metrices(QIM) in Criterion3)	
3.1	Resource Mobilization for Research
3.2	Research Publications and Awards
3.3	Extension Activities
3.3.1 QIM	**Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.**
3.4	Collaboration

Qualitative analysis of Criterion 3

30% of teachers have Ph.D. including those who completed during the past three years. One faculty has submitted a Ph.D. thesis, and two faculties are likely to submit the thesis. Apart from that, presently, fourteen faculties are pursuing Ph.D. from various universities. Many faculty members regularly participate in seminars and workshops and publish research papers in journals. During the last five years, the college has published seventy-five research papers in the Journals. Out of seventy-five, sixty-one papers were published in peer-reviewed journals. The institute has **NSS unit** and it has organized various activities for the awareness of Covid 19 and the vaccination process. 'Quiz on Corona Awareness' has been organized along with conducting online sessions on the use of the 'Arogya Setu App'. All the students and their parents had been using the app. During lockdown period, students visited nearby slum areas and offered food and other required help to people. During the flood conditions at Chiplun, the NSS unit distributed food packets and flood relief material. Through various activities, students learned the importance of helping hands and developed their sensitivity for the same. To provide the solution to water storage problem in Konkan region with less expense, the students of the Department of Civil Engineering had constructed WaterTank by the 'Use of Ferrocement Technology' in collaboration with JalvardhiniPratishthan NGO, Mumbai. Through such activities, the experience helped the students to bridge the gap between practical and theoretical knowledge.Furthermore, nine thousand and five hundred and twenty-four students participated in making the activity successful. The institution has several collaborations or linkages for faculty exchange, student exchange, internship, and research. Institute has had three hundred and twenty-three linkages in the last five years. In the last five years twenty-one MoUs with other parties have been signed, viz., A Tech- consultancies, Inbitech Solutions, Sira Constructions, AURA Aerosol LLP, and GM's valuers and consultants. In some companies, students have been taking summer vacation training to get real-world experience.

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Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrices(QIM) in Criterion4)	
4.1	Physical Facilities
4.1.1 QIM	The Institution has adequate infrastructure and physical facilities for teaching- learning, viz., classrooms, laboratories, computing equipment etc.
4.1.2 QIM	The Institution has adequate facilities for cultural activities, sports, games (indoor, outdoor), gymnasium, yoga centre etc.
4.2	Library as a Learning Resource
4.2.1 QIM	Library is automated using Integrated Library Management System (ILMS)
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.

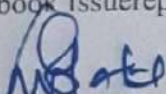Qualitative analysis of Criterion 4

The institute is well equipped with adequate infrastructure and physical facilities. Adequate numbers of classrooms are available. The institute has IT resources, ELRC portal, laboratory equipment, library resources, internet connectivity, sports ground, hostels, medical center, stores, canteen, gymnasium, transport for students and staff, CCTV and round the clock security, the whole campus is covered with fire hydrated system. The facility of Bank and ATM is there in the campus. **Open air Auditorium** with seating capacity of 1000 is there. **Three classrooms** from each department have Wi-Fi facilities/LAN, LCD projector and Audio system.

The institute has been conducting **cultural activities**. The institute also organized **annual cultural activity** named Synergy to promote and cultivate various skills, and competencies and foster holistic development.

There are **fivesports grounds** (11,617 Sqm), for football, cricket, Volleyball, Kho-Kho, Kabaddi, and other outdoor games. The ground is protected by a boundary wall and surrounded by trees and flowers. Annual sports are conducted every year. Institute also has the facility of Gymnasium.

The institute has been conducting program on yoga on Yoga Day. This program is conducted with the help of reputed yoga practitioners. **Art of Living courses**were conducted for meditation of students and staff. The institute is well connected to nearby cities.The institute has**4 buses** for students' transportation.The institute has a **central library** equipped with Integrated Library Management System and has been using the software since 2011. Cataloguing System along with books, CDs, and Journals are in place.

The institute is currently using OPAC/WEB-OPAC facilities to the students as well as faculty through the library. Web-OPAC home page displays cover images of newly arrived 10 items in the library. User cans details by clicking the cover image. OPAC is very useful in making books available to students and faculty in the shortest possible time. Accession Register, Daily-monthly-year circulation reports, donated books report, Borrower's book Issuereport, etc. are readily available.

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Institute keeps IT infrastructure up-gradation regularly. 730 Desktop computers has been procured and 474 are in use. All are connected to LAN and the internet, out of which 439 desktop computers are available to faculty and students. The Central Computing facility has been provided with 50 numbers of PCs with the latest configuration through Common Computer Centre.

The Institute is working as a **remote Centre to IIT Bombay** for the advancement of teachers as per the training schedule. The internet bandwidth is **120 Mbps**. SQL server and MS office are in place. To promote research activities, the institute has Computation Fluid Dynamics Lab donated by Gharda Chemicals of worth Rs.1 cr. The computer laboratories of mechanical and computer departments are upgraded with i7 based computers.

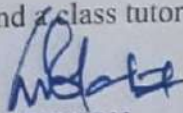| Criterion5 - Student Support and Progression (Key Indicator and Qualitative Metrices(QIM) in Criterion5)	
5.1	Student Support
5.2	Student Progression
5.3	Student Participation and Activities
5.3.2 QIM	**Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities (student council/ students representation on various bodies as per established processes and norms)**
5.4	Alumni Engagement
5.4.1 QIM	**There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services**

Qualitative analysis of Criterion 5

The institute has a process of selection of the **Students Representative Council** (SRC) as per norms given by the University of Mumbai. The SRC takes care of co-curricular and extracurricular activities of students. The SRC includes a student coordinator representing activities as General Secretary, Sports Secretary, Cultural Secretary, NSS Secretary, Technical Head, Ladies Representative and one student representative from each class. Students are also engaged in different events and given roles in organizing and participating in commemorative days and cultural activities like Independence Day Celebration, Gokulashtami&Dahihandi Celebration, Garba Nights in Navratri, Republic Day Celebration, ShivJayanti Celebration, Ambedkar Jayanti Celebration, and many more. The documentation of student participation in various bodies and functions of institute needs to be strengthened. The useful inputs from alumni needs to well documented and implemented. They are also appointed as class secretaries & area adoption coordinators. Students are exposed to all these activities & they get vast experience in administration, co-curricular & extracurricular activities which will be helpful to them in their future careers. Students are actively engaged in the experiential curricular activities in the solar innovation centre on panel fabrication, panel mounting, laser cutting, PCB designing, developing different small-scale solar devices and training program. The community outreach program which was hampered during covid-19 may be revived to engage students in community study.The Alumni association of the institute was registered on 16th july6 2015 vide registration number Maharashtra/5523/Ratnagiri with the Registrar of Societies, Ratnagiri. The objectives of the association encompass; to get the entire Alumni of a particular institution together under one roof, to build a strong Alumni Network amongst the Alumni Community, to maintain an Alumni Database, to create common interest groups and provide a forum for discussion, to inform the Alumni about the ongoing and future activities and to facilitate current students with useful career guidance through Alumni engagement.The alumni interactions are done in two major verticals and feedback is taken from alumni; firstly, the alumni meet and the secondly, the convocation ceremony. The convocation ceremony is conducted on behalf of the University of Mumbai.Alumni contributed to the knowledge sharing with the students of the institute. They visited the

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institute whenever possible. The alumni delivered seminars on various topics such as 'Big Data & Hadoop'. However, institute is expected to manage the vast alumni database through interactive ERP avoiding the google sheet.

Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrices(QlM) in Criterion6)	
6.1	Institutional Vision and Leadership
6.1.1 QIM	**The governance of the institution is reflective of and in tune with the vision and mission of the institution**
6.1.2 QIM	**The effective leadership is visible in various institutional practices such as decentralization and participative management**
6.2	Strategy Development and Deployment
6.2.1 QIM	**The institutional Strategic / Perspective plan is effectively deployed**
6.2.2 QIM	**The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules and procedures, etc.**
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	**Institutions 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 and recorded the incremental improvement in various activities** **(For first cycle - Incremental improvements made for the preceding five years with regard to quality** **For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives)**

Qualitative analysis of Criterion 6

The governance of the institution is reflective in tune with the vision and mission of the institution, which is governed by various Statutory and non-statutory committees. The vision and mission is envisioned through academic, co-curricular and extra-curricular activities. The institute has the College Development Committee (CDC) consisting of representatives from management, teaching, and non-teaching staff along with the Principal. It acts under the overall guidance of the governing body. Institute has a department head for each department and a class tutor for each class.
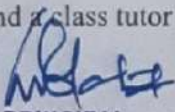
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All the staff members are involved in all activities in the college and college administration is done through decentralized manner and usually decisions are taken in democratic manner with the help of various committees. The senior staff members are appointed as conveners of various committees and are given full autonomy in decision making. The constitution of committees is prepared and faculty of different levels and across departments has been appointed as active members in the same accordingly.

The institute has prepared 5 years' perspective plans along with strategies to improve overall academic performance and infrastructure.

The boards of trustees are involved in the long-term planning of the institute for finance, land, development, institute visioning, and growth. Sanction of budget and quality policies of the institute fall under the purview of the board of trustees.
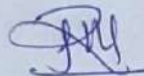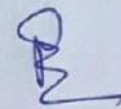
The governing body looks after the overall development of academic activities including the addition and deletion of programs, expansion activities of the campus, and review of academic and development activities.

The principal is the head of the institute. Overall responsibility of running the institute, preparing and proposing the budget, and complying with statutory requirements of university/ AICTE/ DTE is held by the Principal. Academic and non-academic staff report to the Principal. The scheme of Gratuity, EPF, EPS,all type of leaves and residential accommodation is implemented for all teaching and non-teaching staff members.

The academic audit, energy audit, green audit, financial audit are carried out.

More Senior, experienced and dynamic leadership is required at all the levels.

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Criterion 7 - Institutional Values and Best Practices (Key Indicator and Qualitative Metrices(QIM) in Criterion7)	
7.1	Institutional Values and Social Responsibilities
7.1.1 QIM	Measures initiated by the Institution for the promotion of gender equity during the last five years.
7.1.3 QIM	Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words) • Solid waste management • Liquid waste management • Biomedical waste management • E-waste management • Waste recycling system • Hazardous chemicals and radioactive waste management
7.1.8 QIM	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).
7.1.9 QIM	Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).
7.1.11 QIM	Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).
7.2	Best Practices
7.2.1 QIM	Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.
7.3	Institutional Distinctiveness
7.3.1 QIM	Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

Qualitative analysis of Criterion 7

The College is carrying out practice of educating and following the idea of gender sensitization among the students. College constituted an Anti-ragging cell to create awareness. The curriculum includes courses such as Professional Communications & Ethics and Business Communication & Ethics, in which gender equity is also taught. The college has an Internal Compliant Committee to take necessary actions on sensitive issues of women and provide support them.

The academic and hostel premises is equipped with CCTV systems to ensure safety. The footage of the recording can be accessed on demand and necessary actions can be taken upon any suspicious activity. The college campus is illuminated with solar light to ensure safety at night.

Waste is collected through separate bins located at designated places on the college campus like corridors, faculty cabins, classroom seminar hall, hostels, guest-house, and faculty residences. Organic Waste Converter plant and Biofilter plant was setup at college campus. College serves society through various social activities under NSS (National Service Scheme).

Commorative days celebration along with cultural program is carried out.

The college has a Mentorship scheme. In the scheme, the mentor follows the development of the mentee by

providing personal counselling at different stages. The personal problems of the girl students discussed with the committee members and counsellor are kept confidential.The institution has provided separate common rooms for boys and girls.

Best Practice 1:

The college has made an Area Adoption Programme Portal. This Portal addresses the complaints related to

Civil work, computer and infrastructure. It works on Intranet. The helpdesk provides username, password and complaint ID. Project and IT help desk submit the monthly reporting of their Monthly Information System (MIS) to the local managing committee. If any complaint needs budgetary provision, then the Local Managing Committee/Principal takes a decision.

Best Practice 2:

The institute has established the eLearning Resource Center in 2010 with intranet and from 2020 as an Online Teaching Assistant for all GIT students. Student can access it from anywhere. Online subject help is provided in the form syllabus, teaching plan, question papers, presentations, e-books, faculty notes, lecture 12000 videos, flash animations for all Engineering Subjects in a structured format. Faculties can upload the content through their own Google Drive Link.

Student can give feedback/remark to subject data content through comments (if permitted) Assignments, Notices, Video Lectures can be displayed on the same page. Academic, Account, Exam, Library, etc. dept. can post their notices from their page.

Following is the address: https://sites.google.com/a/git-india.edu.in/elrc

Institutional Distinctiveness

Institute has established Hoshang Patel Tech Center as Innovation & Development centre. . The student are exposed to process of manufacturing & Installation of Solar Panels, setting up panels on roofs, house hold lights and solar pumps. The students of GIT as well as outside undertake industrial training there. This centre caters the need of solar power requirement of college, near by village street lights and group company. It is a very good initiative.
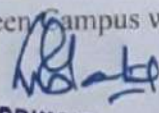
Section III:OVERALL ANALYSISbased on Institutional strengths.Weaknesses,Opportunities & Challenges(SWOC)(up to 500 words)
Overall Analysis
Strength:

1.Excellent infrastructure with equipped with advanced equipment and software:

2. Effective use of ICT facilities in teaching-learning and dissemination process with well-maintained web portal i.e. E-learning resource Centre (ELRC) accessible to students.

1. Green Campus with solar lights, waste management, and energy conservation systems in place.

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1. Central Library has a reference section, stack section, separate reading rooms for boys and girls respectively, and e-journals access.
2. Institute-level financial assistance to meritorious students.

Weaknesses:

1. Moderate placement ratio to core branches:
2. Externally funded research projects:

3 Poor involvement of Alumni and interaction: tute's activities.

4 The rural location of the institute.

Opportunities:

1. To arrange more number of FDPs/STTPs/National level/International level conferences/programs.
2. Enhance collaboration with premier organizations in areas of research, consultancy, and expert sessions
3. To nurture and train the entry-level average students for future challenges
4. To enhance student exposure through industry internship-sponsored projects and site visits.

5. To promote student participation in co-curricular and extracurricular activities at the state.

Challenges:

1. To improve the placements of students of core programs
2. To encourage students for competitive examinations and higher studies
3. To provide the opportunities to students through Innovation, Incubation, Entrepreneurship Cell, and start-up activities
4. Upgrade faculty and students as per industry requirements
5. The low enrolment in a core program and unable to attract high merit students: It is the scenario

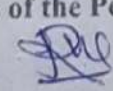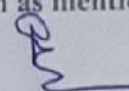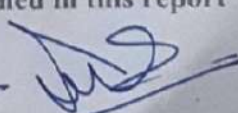| Section IV:Recommendations for Quality Enhancement of the Institution |
|---|
| (Please limit to **ten major ones** and use telegraphic language) (It is not necessary to indicate all the ten bullets) |
| • It is recommended to recruit the faculty at senior level. |
| • More senior, experience and dynamic people need to be deployed at all leadership levels. |
| • Functional collaboration with industry need to be addressed. |
| • Research project and publication need to be encouraged. |
| • The placement count and quality need to be increased. |

I have gone through the observations of the Peer Team as mentioned in this report

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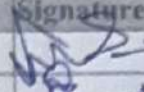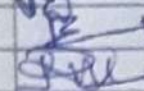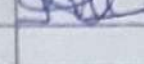Pin 415 708, Maharashtra State

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Signature of the Head of the Institution

Seal of the Institution

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Sl.No	Name		Signature with date
1	DR. SIBARAM KHARA	Chairperson	13/01/23
2	DR. PARVINDER SINGH	Member Co-ordinator	13/1/2023
3	DR. RAMCHANDRA JAHAGIRDAR	Member	13/01/23
4	Prof. Amiya Kumar Rath	NAAC Co - ordinator	

Place Lavel

Date 13/01/2023

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