



INSTITUTIONAL ASSESSMENT AND ACCREDITATION (Effective from July 2017)

Accreditation - (Cycle - 1)

PEER TEAM REPORT ON INSTITUTIONAL ACCREDITATION OF BHARAT-RATNA IINDIRA GANDHI COLLEGE OF ENGINEERING C-15687

**SOLAPUR
Maharashtra
413255**

**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:	BHARAT-RATNA INDIRA GANDHI COLLEGE OF ENGINEERING SOLAPUR Maharashtra 413255	
2.Year of Establishment	2006	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:	1	
Departments/Centres:	6	
Programmes/Course offered:	8	
Permanent Faculty Members:	42	
Permanent Support Staff:	43	
Students:	856	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	<ol style="list-style-type: none"> 1. Lush Green Campus 2. Fully equipped Workshop and Computer Lab 3. Situated in rural area and facilitating students from rural background 	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 29-01-2024 To : 30-01-2024	
6.Composition of Peer Team which undertook the on site visit:		
	Name	Designation & Organisation Name
Chairperson	DR. DINESH GOYAL	Director,POORNIMA INSTITUTE OF ENGINEERING AND TECHNOLOGY
Member Co-ordinator:	DR. DHARMENDRA SHARMA	Professor,The Maharaja Sayajirao University of Baroda
NAAC Co - ordinator:	Dr. Vinita Sahu	

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 planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment
1.2	Academic Flexibility
1.3	Curriculum Enrichment
1.3.1 QIM	<i>Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum</i>
1.4	Feedback System

Qualitative analysis of Criterion 1

Bharat-Ratna Indira Gandhi College of Engineering (BIGCE), Kegaon, Solapur was founded in 2006 by Kai. Sushilatai Gaikwad Bahuuddeshiya Sanstha, Solapur and is recognized by AICTE. Dr. Babasaheb Ambedkar Technological University, Lonere, Raigad Maharashtra.

The curriculum design and development including almanac for various programmes offered by the Institute is provided by the affiliating university. The curriculum is revised regularly by affiliating university by involving major stakeholders keeping in view of the changing societal, global needs and employability of students. The flexibility in the curriculum planning and delivery is limited to the extent permissible by the parent university.

Institute prepares academic calendar in tune with the calendar proposed by the affiliating university to ensure effective academic delivery. The Institute follows semester system of examination as decided by the affiliating University. 40% weightage is given for internal assessment and 60% for end term Theory examinations. Internal / continuous assessment is based primarily on written test

The Institute has started offering skill-development and value-addition courses to enrich Curriculum. The Institute also makes efforts towards discharging its Social Responsibility which it tries to invoke through organising various events. In order to sensitise its students with the cross-cutting issues relevant to environment and sustainability, human values and professional ethics, the Institute organises various programmes through its societies like WSC (Women's Study Centre), Green Society etc. For holistic development of the students, the Institute has recently introduced dedicated add-on certificate courses. These courses impart life skills thus providing opportunity to students for hands-on experience and building bridges with the professional world. The institute is trying to provide some exposure of industry through internships and projects.

Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrics(QlM) in Criterion2)	
2.1	Student Enrollment and Profile
2.2	Student Teacher Ratio
2.3	Teaching- Learning Process
2.3.1 QlM	Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences and teachers use ICT-enabled tools including online resources for effective teaching and learning process
2.4	Teacher Profile and Quality
2.5	Evaluation Process and Reforms
2.5.1 QlM	Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient
2.6	Student Performance and Learning Outcomes
2.6.1 QlM	Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website
2.6.2 QlM	Attainment of POs and COs are evaluated. Explain with evidence in a maximum of 500 words
2.7	Student Satisfaction Survey

Qualitative analysis of Criterion 2

Admission is based on JEE/MHCET for UG and GATE/ PGCET for PG programmes. The Institute follows rules and regulations of the State Government with regard to catering diverse needs of students like differently abled and other categories.

Most of the labs and experimental setups are available in the campus, Students also intern with hospitals and nearby industries to gain hands-on experience. The institute has fully functional Workshop and computer lab.

Some of the ICT enabled resources are available with institution. Beyond classroom learning is ensured through sources like NPTEL & SWAYAM courses.

The internal assessment is duly taken care at institute level. The external assessment is transparent to the extent provided by the affiliating university. The students' academic grievances are also taken care.

In strict compliance with the objectives of Outcome Based Education (OBE), the Program Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) are framed by the affiliating University and are relevant to local, regional and national needs but attainment methodologies be strengthened. The University has propagated the same across all stakeholders and have also practiced the same in external assessment system. The institute adheres to all the compliances of affiliating University pertaining to OBE and is disseminating the CO-PO-PSO up to some extent. The institute is trying well to adopt the attainment strategies of CO-PO mapping and evaluation, for improvement in teaching learning process.

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, 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
3.3	Research Publications and Awards
3.4	Extension Activities
3.4.1 QIM	Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.
3.4.2 QIM	Awards and recognitions received for extension activities from government / government recognised bodies
3.5	Collaboration

Qualitative analysis of Criterion 3

Institute has commenced efforts towards creating awareness on innovations, IPR & entrepreneurship. Some Awareness meets, workshops, seminars and guest lectures on Entrepreneurship have been organized. The ecosystem for Indian knowledge system and innovations is yet to be developed.

Institute organizes number of extension activities to promote institute-neighbourhood community to sensitize the students towards community needs. The college undertakes various extension activities in the neighbourhood community as well as in the organization. These activities lead to the creation of students' awareness on social challenges for making better human being with empathy.

The institute & its stakeholders received recognition from external bodies for their extension & outreach activity program & contributions.

Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrics(QlM) in Criterion4)	
4.1	Physical Facilities
4.1.1 QlM	<p>The Institution has adequate infrastructure and other facilities for,</p> <ul style="list-style-type: none"> • teaching – learning, viz., classrooms, laboratories, computing equipment etc • ICT – enabled facilities such as smart class, LMS etc. <p>Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc (Describe the adequacy of facilities in maximum of 500 words.)</p>
4.2	Library as a Learning Resource
4.2.1 QlM	<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>
4.3	IT Infrastructure
4.3.1 QlM	<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>
4.4	Maintenance of Campus Infrastructure

Qualitative analysis of Criterion 4

The Institution has sufficient facilities in the campus for teaching learning practices and student activities. The Institute campus has well-ventilated classrooms, seminar halls, computing facility, power back up etc. for providing the atmosphere for teaching learning.

This infrastructure is complemented by basic computer networking devices, projectors/scanners and printers. The College has employed full time IT Engineer for maintenance and support of the ICT infrastructure.

The Institute has some Indoor and Outdoor Sports facilities with carom, Football, Cricket, Volleyball, etc.

The Library and information centre is provided with sufficient number of books, journals and DELNET facility. The library has attached open reading space and reprographic facility. The manuscripts and rare books needs to be procured.

Learning combined with visual presentations or working on certain software is much more enjoyable and comprehensive for the students. The college provides open-ware scientific packages & software's like Python, Java, R-programming, AutoCAD etc.

Most of the maintenance activities like cleaning, gardening, civil work, sanitary services electrical, and computer repair & maintenance, etc are taken care off. External agencies are appointed for laboratory maintenance, major civil / electrical repair & maintenance, etc work whenever required.

Criterion5 - Student Support and Progression (Key Indicator and Qualitative Metrices(QlM) in Criterion5)	
5.1	Student Support
5.2	Student Progression
5.3	Student Participation and Activities
5.4	Alumni Engagement
5.4.1 QlM	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 facilitates most of the students in getting scholarships from the State and Central Government. The overall progression percentage of students for last five years is good.

The institute encourages the students to participate in events and sports and strives to ensure interaction with alumni for their academic support. Feedback is obtained from alumni and graduating students. Off late the alumni has started some contribution in internship and placement activities of the institute

The Institute is yet to register Alumni Association. The alumni help in connecting the student's fraternity. The Alumni Associations needs to play pro-active role in placement, organising social events, fund raising funds, internships, consultancy, field projects, etc.

Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrices(QlM) in Criterion6)	
6.1	Institutional Vision and Leadership
6.1.1 QlM	<i>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.</i>
6.2	Strategy Development and Deployment
6.2.1 QlM	<i>The institutional perspective plan is effectively deployed and functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc</i>
6.3	Faculty Empowerment Strategies
6.3.1 QlM	<i>The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression</i>
6.4	Financial Management and Resource Mobilization
6.4.1 QlM	<i>Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)</i>
6.5	Internal Quality Assurance System
6.5.1 QlM	<i>Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities</i>

Qualitative analysis of Criterion 6

The Institute needs continuous patronage from the management & governing body. Institute has some plans

for near future but well defined long term and short-term goals can be documented with timeline. Currently the institute is governed by Principal under charity commissioner of Solapur. Under the leadership of the principal & as per directions of affiliating University, the institute is planning to implement NEP from coming years.

The various administrative and academic departments of the College are executed through bodies & offices such as HoD's, IQAC, ICC etc.

Some of the committees are constituted for the academic, administrative and extra-curricular purposes. Anti-Ragging Cell, Grievance Redressal Committee, Anti Sexual Harassment Committee, Internal Quality Assurance Cell and the Internal Complaints Committees are in place where some role of students is evident.

Institute has started to organise Faculty Enhancement programmes for skill up-gradation and training for staff. The Institute has system for performance appraisal for teaching and non-teaching staff. Some of the welfare measures like PF for non teaching staff & medical leave for teaching & non teaching staff are in place.

The Institute's major source of income is through students' tuition fee. The accounts are audited regularly through external agency and as per orders of Municipal Corporation, Solapur few facilities are not accessible. Internal audit limits to financial transactions of some offices of the institute.

Being the 1st cycle of NAAC the role of IQAC has been limited to execution of set norms by the parent University the governing body. IQAC have taken some initiative for quality enhancement in teaching learning process and can be further strengthened. Quantitative Analysis of incremental improvement made during the preceding five years also need attention.

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><i>Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words</i></p>
7.1.4 QIM	<p>Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)</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>
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>

Qualitative analysis of Criterion 7

At all levels of academic and administrative endeavours the institute encourages participation and representation of both male and female students and employees. In addition to having CCTV cameras and

security personnel on duty around-the-clock, the institution also has Anti-Ragging Cell, Gender Committee, Prevention of Women Harassment Cell, and Student Grievance Redressal Cell. For female students common rooms are available.

The institution provides resources for alternative energy sources and energy-saving techniques, including solar energy systems and LED lights. Facilities for the handling of both biodegradable wastes like Vermi-compost etc. have been established by the Institution. Facilities for rain water harvesting and rechargeable borewell are available and well in place.

The institution offers a good environment that promotes tolerance and harmony towards the cultural, regional, linguistic, communal, socioeconomic, and other diversity in terms of festival celebration and the organisation of cultural programmes and awareness programmes on socioeconomic issues. The Institute routinely holds courses to educate students and staff members about their constitutional duties. The college attempts to inculcate values of inclusion and respect for people from all strata. It makes students key agents in the process of empowering young minds through education. All festivals like Diwali, Dasara, Eid-ulFitr,Sri Jagadguru Basaveshwara Jayanti, Dr. Babasaheb Ambedkar Jayanti, Chhatrapati Shivaji Maharaj Jayanti etc.

The institute claims the following two practices as the best practices:

- 1. Digital Transformation Of Teaching And Learning**
- 2. Counseling and Career guidance – for Secondary and Higher Secondary Students**

The effectiveness measurement and action taken is yet to be visualized.

The institute claims its distinctiveness in terms of excellent education at a low cost that is possible due to support of scholarships from Central & state Government.

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

Overall Analysis

Strength:

1. Excellent Workshop & Computing facility
2. Scholarships for students
3. Lush green campus with green practices
4. Dynamic & Young Faculty

Weaknesses:

1. Faculty cadre ratio not maintained
2. Research funding & Consultancy work is negligible
3. Placements & Industry Academia interaction is week
4. Research publication & IPR are inadequate
5. Enrolment ratio is less and geographical diversity is limited

Opportunities:

1. With good number of MoU's the collaborations can be extended in teaching learning & research activities
2. Incubation & entrepreneurship ecosystem can be developed
3. Course like biomedical can be flagship program for the institute
4. Courses of rural technologies can be initiated
5. Attract good faculty at senior level

Challenges:

1. Non industrial location of the institution
2. Keeping pace with rapid changes in academia & industry
3. Strengthening PG & UG Programs
4. Developing research facilities in campus
5. Placement numbers and quality

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)

- ICT infrastructure & Lab equipment's to be repaired/maintained/updated regularly
- Library facility to be augmented and digitized
- OBE should be disseminated and practiced in totality
- IQAC needs to be strengthened
- Attract diverse students and achieve 100% enrolment as per intake
- Attract quality faculty & to maintain cadre ratio
- Innovation & research ecosystem to be established
- Alumni Association to be strengthened and participative
- Hygienic environment in academic & non academic area to be ensured
- Internships, placements and industry interaction to be scaled up
- Welfare measures for faculty, staff and students to be enhanced
- More emphasis can be given on sports & cultural activities

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

Signature of the Head of the Institution

Seal of the Institution

Sl.No	Name		Signature with date
1	DR. DINESH GOYAL	Chairperson	
2	DR. DHARMENDRA SHARMA	Member Co-ordinator	
3	Dr. Vinita Sahu	NAAC Co - ordinator	

Place

Date