



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

Accreditation - (Cycle - 1)

**PEER TEAM REPORT ON
INSTITUTIONAL ACCREDITATION OF
UNIVERSAL COLLEGE OF ENGINEERING**

**Kaman Vasai East
Maharashtra
401212**

**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:	UNIVERSAL COLLEGE OF ENGINEERING Kaman Vasai East Maharashtra 401212	
2.Year of Establishment	2012	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:		
Departments/Centres:	5	
Programmes/Course offered:	5	
Permanent Faculty Members:	112	
Permanent Support Staff:	28	
Students:	1591	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. Infrastructure and physical facilities for courses offered adequate 2. Research environment needs improvement 3. Teaching learning and supported activities are good	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 27-09-2018 To : 28-09-2018	
6.Composition of Peer Team which undertook the on site visit:		
	Name	Designation & Organisation Name
Chairperson	MR. H N PANDYA	Professor,Saurashtra University
Member Co-ordinator:	DR. PROF. S. S. KUSHWAH	
NAAC Co - ordinator:	DR. PRIYA N	

Section II: CRITERION WISE ANALYSIS

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

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

Qualitative analysis of Criterion 1

The institution being an affiliated institution, has no scope to frame syllabus on its own but the faculties of the institution attend events in which syllabus framing process takes place. To carry out the implementation of the syllabus, the institution has a meticulous system. Work load distribution and lesson plans follow the academic calendar of the affiliating University. The institution has a good concept of “course file” in which copy of Vision and Mission, copy of syllabus, time table, lesson plans, list of experiments, hand written notes, assignments, PPTs, old question papers with model answers etc. are included. Prior to practicals, all laboratory resources are checked and put in order. Final time table is displayed at relevant places. The program output is checked through tutorials, internal assessments. Mentors analyse the performance of the students. Parents are informed about the wards’ performance. Cross cutting issues are handled through various activities. The importance of human values is established through blood donation camps and the Thalassemia detection camps. Environment awareness is practised as a part of Swachhata activity. The students of the institution obtained the 4th rank in Swachhathon event held at New Delhi for the design and fabrication of recycling of sanitary napkins. The institution is engaged in the Organic & Smart farming of vegetables as a part of environment care. The feed back from the stake holders is obtained, analysed and follow up actions are taken.

Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrics(QIM) in Criterion2)	
2.1	Student Enrollment and Profile
2.2	Catering to Student Diversity
2.2.1 QIM	The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners
2.3	Teaching- Learning Process
2.3.1 QIM	Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences
2.3.4 QIM	Innovation and creativity in teaching-learning
2.4	Teacher Profile and Quality
2.5	Evaluation Process and Reforms
2.5.1 QIM	Reforms in Continuous Internal Evaluation(CIE) system at the institutional level
2.5.2 QIM	Mechanism of internal assessment is transparent and robust in terms of frequency and variety
2.5.3 QIM	Mechanism to deal with examination related grievances is transparent, time-bound and efficient
2.5.4 QIM	The institution adheres to the academic calendar for the conduct of CIE
2.6	Student Performance and Learning Outcomes
2.6.1 QIM	Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students
2.6.2 QIM	Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution
2.7	Student Satisfaction Survey

Qualitative analysis of Criterion 2

The institution assesses the students in their studies by means of unit tests and tutorials. Peer group studies, library hours, interactive classroom teaching sessions, course exit and student teacher survey forms are additional means to assess the students. Based on such assessment, slow learners and advanced learners are distinguished. Remedial coaching and revision are done to help slow learners. Communication skills in English language is strengthened by workshops and special classes. Advanced research and practical applications of the subjects offered to advanced learners to train them beyond the syllabus. Mentoring and involvement of parents are used to vigil the progress of the students. Open classrooms, short term training programmes, workshops and guest lectures are the different teaching methods adopted. Students are encouraged for MOOC and NPTEL. Through MOU with IIT Mumbai, e-cell, robotics club, E-Yantra and remote learning centre are activated. Teaching through LCD projector, internet facility, ICT enabled teaching, demonstrative models and tutorials, case studies are indicated as innovative and creative teaching by the institution. Term work is evaluated by journal marks, assignment marks, case studies, mini project, attendance, and performance in laboratory. Internal assessment is through two internal test. The average marks of these tests are considered in theory examination conducted at term end. Additional tests are conducted for absentees due to medical reasons and/or sports personnel representing the institution at various levels on the scheduled dates of tests. The transparency of internal assessment is exhibited by displaying the marks on the notice board and answer sheets are given to the students for their satisfaction. Grievances are solved by rechecking the answer sheets by third party examiners by paying nominal fees. Program outcome, course outcome and program specific outcomes are calculated following "Average Method" and then displayed on the web site

and same is maintained in the academic diary.

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

Qualitative analysis of Criterion 3

Research funding by Government to faculty members with small amount seems started from year 2016-17. It has an Entrepreneur Cell to mentor student in this field. Few students have started their own business in in the computer fields and in food chain. From year 2014-15 the institution has started conducting workshops/seminars. The trend towards publishing research papers has noticeably increased in last years. Malpractices and plagiarism are checked. Incentives are given to the teachers who receive recognition or awards at the national or international levels. Some books have been published by the teachers. Some extension activities done during last couple of years. This includes support to Kaman for improving minor irrigation system and improving planning for Kaman Gram Panchayat. Help to needy by giving food and support in nearby villages is carried out through a scheme called "Joy of Giving". Blood donation camps and Thalassemia check programs are conducted. "Hand to Hand youth foundation" created by the students help underprivileged. There are some MoUs claimed which are functional.

Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrics(QIM) in Criterion4)	
4.1	Physical Facilities
4.1.1 QIM	The institution has adequate facilities for teaching- learning. viz., classrooms, laboratories, computing equipment, etc.
4.1.2 QIM	The institution has adequate facilities for sports, games (indoor, outdoor),gymnasium, yoga centre etc., and cultural activities
4.2	Library as a Learning Resource
4.2.1 QIM	Library is automated using Integrated Library Management System (ILMS)
4.2.2 QIM	Collection of rare books, manuscripts, special reports or any other knowledge resources for library enrichment
4.3	IT Infrastructure
4.3.1 QIM	Institution frequently updates its IT facilities including Wi-Fi
4.4	Maintenance of Campus Infrastructure
4.4.2 QIM	There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

Qualitative analysis of Criterion 4

As a part of physical facilities, institution has all class rooms with audio-video and wall mounted LCD projectors, laboratories are having enough infrastructure. Separate instructional, administrative and amenities areas are available. RO purified water and each floor has CCTV facility. Adequate space for indoor and outdoor games. Annual sports week and several cultural activities are conducted with in house infrastructure. Library management through a committee with Principal as chairman and librarian as secretary while all HODs are members. Library has stacking section, reference section. It is digital library with students' book cards having bar coded transactions, e-books and e-Granthlaya for library automation. Adequate number of books, research journals, newspapers, storage of previous years question papers and access to NPTEL. Rare books are downloaded and stored to offer to the users. As knowledge resources, books on GRE, GATE, UPSC, MPSC are also available. IT facility regularly updated. There are 544 laptops available to laboratories, administration departments, resource room, examination cell, and staff members. Wi-Fi facility available on each floor and its bandwidth is regularly upgraded. The institution has different types committees such as library committee, Civil committee, computer maintenance committee, Furniture and fixtures committee to take care of physical, academic and support facilities.

Criterion5 - Student Support and Progression (Key Indicator and Qualitative Metrics(QIM) in Criterion5)	
5.1	Student Support
5.2	Student Progression
5.3	Student Participation and Activities
5.3.2 QIM	Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution
5.4	Alumni Engagement
5.4.1 QIM	The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years

Qualitative analysis of Criterion 5

The institution help student to get benefit of Government scholarship and freeship. Various schemes are offered for the overall growth of the students. Students started getting benefits in preparing for the competitive examinations, career counselling and vocational education and training since last two years. It is claimed to have timely redressal of the students' grievances. Placement of students seems increased since last two years. Some students have passed external qualifying examinations other than university. One or two students only won the award or medal in sports or cultural activities. Students' council exists and it is active. Faculties help students in working of council. Students participate in their discussion of their subjects, syllabus. Students are selected in council on the basis of their academic performance. The council often help to raise funds for social activities, community development projects and for the needy. They are encouraged to participate in the national level events of IETE and other institutions like technical paper presentation, project presentation, workshops and seminars. Alumini Association is registered. Alumni help freshers to get jobs. In last five Alumni have contributed between one to three lakhs. Structural health monitoring project was presented and appreciated at IIT, Mumbai.

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

Qualitative analysis of Criterion 6

Following the mission and vision, the institution has ten year planning in the field of education, administrative and infrastructural to raise the college in top ten colleges of India. Decentralisation is practised by delegating decision making power to College Development Committee headed by Principal by the Governing body. CDC further entrusts the HODs who through participative management hold meeting with the faculty members and manage the academic activities. Examination controller, librarian, training and placement officer, administrative officer are given liberty to work on their own. Strong industry-institution interaction is exemplified as the strategic plan activity which was deployed by arranging expert lectures and training programs by industry persons. Institution has well organizational structure. Different types of committees are constituted and the meetings of such committees are hold on the regular basis. Teachers are given sponsorships to attend workshops/seminars etc. along with ON duty facility. Security, pick and drop, bank on the campus are common facilities for the students and staff. Provident fund is provided to non-teaching staff. Concession in fees to the wards of faculty members studying in sister institutions. Maternity leave to the

female staff. Performance appraisal system exists. Staff fill the self-appraisal forms. HODs provide feedback. Principal notes the behaviour of staff. All these are considered at the interview stage. Proper encouragement is given in response to self-appraisal. If needed, proper suggestions are given for candidates having some limitations. With third party Chartered Accountant proper audit is done. Fund raising is mainly from the fee income. IQAC plays major role in framing the systematic activities of the institution leading to quality measures. Steered through IQAC, the institution practises operative methodologies in the teaching learning, Examinations and evaluation, promoting the students and faculties for extracurricular activities. Institution has shown continuous and steadily growing performance in academic and administrative fields.

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

Qualitative analysis of Criterion 7

Good facilities are provided to the girls students showing the concern towards the gender sensitivity issues. Girls' common room, sanitary nappy vending machine, anti-ragging committee, women development cell, Girls scouts, personal counselling, locker facility, security on each floor, separate staircase for girls students in case of peak times are some the facilities provided to girl students. Wet waste is dumped in a compost pit, solid waste is handed over to vehicles of Municipal Corporation and e-waste is given to proper disposal agencies. Water harvesting is practised by collecting water in storm water drains, filtered and channelized to

the storage well. As green practice, plantations and lawns are maintained regularly, building is made airy and having enough light thus saving electricity. Paperless office is in the way. National days and anniversaries like M. Visvesvaraya, Dr. Radhakrishnan are celebrated. Financial transparency is observed by following the rule of Shikshan Shulka Samiti framed by Maharashtra government, paying 70% of the fee income as salary and proper auditing. The institution describes its three best practices. First one being to support the students and faculties in academic and other activities. Second is to develop the communications skills, leadership, innovation, team building among students by arranging unique courses and test series on similar topics with the help of professional trainers. Third best practice is to arrange mega events to prepare the students to demonstrate their knowledge and skills to the society. Performance of the institution matching with the vision is claimed in which students have gained position at the national level through the mentoring of the faculties. Examples cited are Smart India Hackathon 2017, Swachhata Hackathon, entrepreneurial activities and establishment of own business by the student.

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

Strength

Strength

The college has good infrastructure for teaching-learning like good number of classrooms with adequate furnishing, spacious laboratory with necessary equipments. Separate sitting arrangement for every faculty, adequate space for administrative activity. A systematic approach for monitoring students' performance. The "Course File" of every teacher is a well maintained vigilance of the academic calendar. Systematic feedback mechanism, well documentation of every criterion for NAAC evaluation. Fire-fighting facility on every floor is very good. Canteen facility is good.

Weakness

Sports ground seems to be made spacious. Hostel and residential facilities for faculties can be good asset to the institution. Research centres and research collaboration with industries and leading research institutions needs to be strengthened. Number of Professors can be increased.

Opportunities

The institution being surrounded by industries can take advantage of making sound link with industries. More add on course needed by the industry can be offered.

Challenges

To achieve global standards, institution needs to strengthen the research aptitudes among the faculties. Consultancy can be encouraged among the faculties.

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)

- More Value Added and skill based COURSES can be offered to the students in addition to other general development activities.
- Research and consultancy activities need to be channelized by the establishment of research centre, incubation centre and strengthening links with the research institutions and industries.
- Hostels, staff quarters, day care centres need to be established.
- Special classes for competitive and GATE like examinations should be encouraged.
- Encouragement needed to opt for higher studies.
- E-governance drive for digitalization of records of the students and linking them with the DIGILOCKER, UMANG and UIDAI will lead the institution to become Smart institution.
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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	MR. H N PANDYA	Chairperson	
2	DR. PROF. S. S. KUSHWAH	Member Co-ordinator	
3	DR. PRIYA N	NAAC Co - ordinator	

Place

Date

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