



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

**Accreditation - (Cycle - 1)**

**PEER TEAM REPORT ON  
INSTITUTIONAL ACCREDITATION OF  
KAVIKULGURU INSTITUTE OF TECHNOLOGY AND SCIENCE,  
RAMTEK**

**Ramtek  
Maharashtra  
441106**

**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:	KAVIKULGURU INSTITUTE OF TECHNOLOGY AND SCIENCE, RAMTEK Ramtek Maharashtra 441106	
2.Year of Establishment	1985	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:		
Departments/Centres:	15	
Programmes/Course offered:	14	
Permanent Faculty Members:	134	
Permanent Support Staff:	118	
Students:	1855	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. Institute in rural setup with approx 48.96 acres of land with greenery 2. Good retention of staff 3. 33 years old institution catering to the educational needs of the region	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 17-09-2018 To : 18-09-2018	
6.Composition of Peer Team which undertook the on site visit:		
	<b>Name</b>	<b>Designation &amp; Organisation Name</b>
Chairperson	DR. PARAG SANGHANI	
Member Co-ordinator:	MR. H S SHAN	
Member:	DR. NASIB SINGH GILL	Director
NAAC Co - ordinator:	DR. PRATIBHA SINGH	

## 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)

Criterion 1 - 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 institute is situated in rural area of Ramtek, Distt. Nagpur, Maharashtra and is scattered over 48.96 Acres. It is following the syllabi prescribed by affiliating University RTMNU Nagpur for all its 8 UG (Civil Engg, Computer Science, IT, Electronics Engg., Electrical Engg., ECE, Mechanical Engg., Architecture), 4 PG (MTech in CSE, CE, Mechanical Engg, Electronics Engg.) and 2 Ph.D. programmes (ME, CE). The institute came into existence in 1985. The institute follows evaluation system as stipulated by the affiliating University. The institute needs to enhance their focus on certificate or skill development/add on programs. The institute needs to give more thrust on digital education for improving the quality of faculties and Students.

The institute practices well defined academic calendar for effective implementation of curriculum designed by the affiliating university. The importance to gender balance, climate change, human right, ethical and moral values needs to be effectively integrated in the curricular aspects. Training activities organised on human rights, right to information, anti ragging are useful for students to improve their knowledge about their rights and accountability. The institute is well equipped in terms of computer labs, internet access, etc. and needs to strengthen effective implementation of ICT Based teaching-learning process to enhance their learning opportunities. There are active NCC and NSS units, which are found to be useful for students to develop skills and values. The institute needs to develop more smart classrooms.

Further, structured mechanism to collect feedback on curriculum exists and the institute needs to work on processing this feedback regarding curriculum and its classroom delivery from stakeholders and communicate to the University. The Institute has representation at the University level in designing of course curriculum. The institute is following CBCS as offered and designed by the affiliating University. The institute needs to engage its students in the field projects and internships.

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 admission process of the institution is done by the Centralised Admission Process as per rules laid down by the State Government. The institute organizes orientation/induction programmes for freshers. The orientation programmes conducted for the students are found to be helpful to enhance their learning ability. Special efforts are made to support slow learners through remedial classes. The advanced learners need to be motivated to opt for more online open courseware. The exposure of students to industrial environment may be quite beneficial for students to know industrial processes. Special attention to differently-abled (divyang) students may be focussed including provision for lifts. The graduate attributes of the institution need to be effectively articulated, communicated and implemented. The institute has tried to improve the teaching-learning process through orientation programmes, industrial visits and projects, etc. However, very limited industry visits and interactions happened in last few years. There are 22 teachers with Ph.D. as on date, and rest having only postgraduate degrees. Participative and experiential learning methodologies need to be strengthened for effective teaching-learning process. Evaluation process framed by the affiliating University is followed by the institute. Continuous evaluation and Internal assessment is in practice. The institute needs to bring more transparency by sharing the performance of laboratory work for internal evaluation. Processes for internal assessment grievances needs to be strengthened and communicated to the students. The student satisfaction survey is carried out however the outcome of this survey needs to be properly implemented and monitored. Institute is trying to formulate outcome based teaching - learning process. However, this initiative required the detailed understanding of the processes and analysis needs to be introduced to assess attainment of PO, PSO and CO.

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

Being in a rural setup the Institute needs to more focus on entrepreneurship and innovation. The Institute should develop an Incubation Centre in line with Central Govt. Startup India mission. The extension activities are visible through NSS and NCC Units.

There are two Research Centres for Ph.D. in ME and CE. The faculty are active in attending seminars and conferences. The faculty members should be encouraged more to publish papers in UGC approved reputed journals and incentive-based policy be framed for encouragement of the faculty. The faculty members be encouraged to take up more research projects for seeking grants from different funding agencies. The institute needs to develop formal research collaboration with universities/research institutions. There are 22 teachers with Ph.D and rest faculty members be encouraged to pursue Ph.D. The institute needs to have formal consultancy in place.

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

#### Qualitative analysis of Criterion 4

The institute with 48.96 acres of land ensures adequate infrastructure facility for teaching- learning process. The sufficient number of classrooms, seminar halls, library, amenities, canteen, playground, etc. are found to be effectively utilized in teaching learning process. The institute has a good library that uses library software SLIM21 for library operations. Adequate books are available in the library and there is adequate seating space in the library. The entire campus is Wi-Fi. The institute has provided facilities such as seminar hall, auditorium, canteen, Bank and Post-Office.

The campus is under CCTV Surveillance to promote the discipline and security on the campus. The institute has adequate power backup and drinking water with purifier. The institute has good sports facilities for both indoor and outdoor. The institute needs to encourage students and faculties for improving further utilization of library resources including e-resources. The institute needs to formalize proper preventive maintenance system for better functioning of entire campus. Transportation facility needs to be planned to attract more students from nearby places. The institute has limited number of LCD projectors and smart classrooms.

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 students are admitted through centralised admission process for general and from reservation quota. Government scholarships and freeships are provided by the institute as per the norms. The Institute also provides limited scholarships to needy students from its internal resources. Student council of the institute as per norms of affiliating university is in place and is found to be active in development of student community. The student related issues are taken up by student council and helps to resolve the same. A calendar is framed for organising meeting of student council regularly, in which students activities are reviewed for betterment of students.

The Placements Cell of the institute is responsible for placements of students. Though institute is located near the industrial hub - Nagpur, the placements have been declining since last 5 years.

The institute has mechanisms for redressal of student grievances including sexual harassment and ragging cases. The institute has an Alumni Association which is yet to be formally registered. The institute needs to enhance linkage/participation of alumni in different activities of the institute.

The students are supported through remedial classes. The facility of skill enhancement through seminars, competition, GD, interview skills needs to be increased so that it may enhance employability of students. The students are found to undertake successfully various professional/govt examinations. The encouragement to students to prepare and participate in competitions is fostering skills of the students.



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

#### Qualitative analysis of Criterion 6

The institute has organisational structure and the governance is carried out as per the hierarchy. Though the management has a vision and mission but the institute needs to have strategic plan to transform the institute into a centre of excellence. Decentralization and delegation of powers including financial needs to formalised and properly documented. Though it is an engineering institute, there is limited use of ICT and no integrated ERP system is in place for effective administration. The institute is providing provident fund and gratuity facility to its staff. More financial support for attending conferences and membership fee for professional bodies will improve research output of the institute. Faculty members are to be encouraged to attend FDPs/Refreshers Courses at reputed Institutes/Organisations in different parts of India and abroad. The institute is following practices for performance appraisal, promotions, sponsorships, leaves, etc. for teaching and non-teaching staff. The institute is yet to develop strategies for mobilisation of funds, efficient utilization of resources, and sustainability. Resource mobilization through alumni, stakeholders and other sources may be explored. The institute has Internal Quality Assurance Cell (IQAC) but its contributions in the process of



quality improvement need to be strengthened. Policies and procedures for periodic review of administrative and academic departments need to be strengthened. The management and leadership need to focus on quality education and research, good academic ambiance, holistic development of students and sustainability of the institute.

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

#### Qualitative analysis of Criterion 7

The institute provides good safety and security within campus. The institute conducts several awareness events on Women Empowerment, gender sensitivity, etc. but the same are yet to show the impact. The institute needs to furnish the existing common rooms for girls. The institute have waste water treatment mechanism and rain water harvesting facility. The Institute has started implementing green practices but with limited impact. The Institute office is not paperless and thus needs to initiate digital practices for the purpose. Institute is trying to train the students for improving their life skills. There is no policy for e-waste

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

**Strength**

**Strength**

- Sufficiently large campus area with multiple building infrastructure.
- Location in a rural setting, but close to an industrial city.
- Very good faculty retention in most departments.
- Progressive, keen management striving for quality academic output.

**Weakness**

- Faculty/student ratio as well as faculty cadre ratio needs improvement
- Senior faculty available in a few departments.
- Inadequate use of ICT in teaching and learning.
- Sponsored R & D and consultancy work are yet to pick up.
- Industry-Institute interaction is at low level.

**Opportunities**

- More employment for the students on- and off campus.
- Resource generation through testing work in Civil Engineering Department from nearby industries as well as from alumni.
- Young faculty enthusiastic/keen to take the institution to scale new heights.
- Can create modern laboratory facilities on the campus through Industry partnerships
- Ample possibilities to undertake innovation and entrepreneurial activities.

**Challenges**

- Attracting quality faculty and students in large numbers.
- Improving students' success rate at the University examinations.
- Getting curriculum autonomy from the affiliating university.
- Orienting faculty to use ICT tools more often in teaching/learning/ evaluation
- Improving quality placements for the students

#### **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)

- Efforts to be made to recruit more faculty members particularly at Senior level in all departments.
- Encouragement to non-doctoral faculty members for Ph.D. registration.
- Outcome based education system to be rigorously followed and stakeholders should be properly informed.
- Faculty to make greater use of ICT facilities to supplement conventional face-to-face class-room instruction techniques with the help of e-learning resources to improve the teaching-learning process.
- Students and faculty need to use various online MOOC courses available in NPTEL and other such platforms to enhance their exposure.
- Efforts to be made to improve research/consultancy to be carried out by faculty and procurement of more number of sponsored R&D/consultancy projects from Govt. agencies and/or industry.
- All departments to be encouraged to carry out innovative activities for inculcating start-up and entrepreneurship among students.
- Facilities for differently abled staff and students to be created.
- Better system of taking feedback from all stake holders to be established so that after analysis, necessary actions are taken.
- Institute should mobilise resources and increase industry interaction through its alumni network.

**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. PARAG SANGHANI	Chairperson	
2	MR. H S SHAN	Member Co-ordinator	
3	DR. NASIB SINGH GILL	Member	
4	DR. PRATIBHA SINGH	NAAC Co - ordinator	

Place

Date

NAAC