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INSTITUTIONAL ASSESSMENT AND ACCREDITATION (Effective from July 2017)

Accreditation - (Cycle -1)

PEER TEAM REPORT ON

INSTITUTIONAL ACCREDITATION OF
WALCHAND INSTITUTE OF TECHNOLOGY, SOLAPUR
Maharashtra
Solapur
413006

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:	WALCHAND INSTITUTE OF TECHNOLOGY,SOLAPUR Solapur Maharashtra Chennai413006
2.Year of Establishment	1983
3.Current Academic Activities at the Institution(Numbers):	
• Faculties/Schools:	-
• Departments/Centres:	6
• Programmes/Course offered:	15
• Permanent Faculty Members:	133
• Permanent Support Staff:	123
• Students:	2561
4.Three major features in the institutional Context (As perceived by the Peer Team):	<ol style="list-style-type: none"> 1. Well established Institution to cater to the needs more of rural students 2. Better Industry- Institute interactions to offer internships and placements 3. Advanced Teaching – Learning processes through LMS and LCS
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	Visit Date From : 15-10-2018 Visit Date To : 16-10-2018
6.Composition of Peer Team which undertook the on site visit:	

Chairman:	Sreemannarayan Kulkarni
Member Co - ordinator:	H N Pandya
Member:	Eshwara Prasad Koorapati
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)

Criterion1 - Curricular Aspects (Key Indicator and Qualitative Metrics(QIM) in Criterion1)

<i>1.1</i>	<i>Curricular Planning and Implementation</i>
1.1.1 QIM	The institution ensures effective curriculum delivery through a well planned and documented process
<i>1.2</i>	<i>Academic Flexibility</i>
<i>1.3</i>	<i>Curriculum Enrichment</i>
1.3.1 QIM	Institution integrates cross- cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum
<i>1.4</i>	<i>Feedback System</i>

Qualitative analysis of Criterion 1

Institution being an affiliated college of Solapur University, Solapur, Maharashtra, the control over the curriculum is minimum. However, some of the faculties have representation in the Board of Studies, academic council and senate of the university which empowers the institution in planning and implementation of the curriculum. The curriculum has Choice Based Credit System where choice is offered in the form of electives. Course contents are delivered through the Academic calendar. This calendar includes teaching plans, assignments, quizzes, stake holders' meet, schedules of In-semester and End-semester evaluation, industry visits, Internship, co-curricular activities and extra co-curricular activities. Time table making and allocation subjects to the teachers are planned as per the ability of the teachers in the relevant subjects. Remedial classes, make-up classes, skill development and value added courses are part of course enrichment. Faculties have created Open Education Resources (OERs) to accelerate learning process for students. Three tests are offered to the students. Students are evaluated based on the performance in tests and the assignments for every subject. PO and PSO are decided from the inputs of the stake holders. "Course Exit Survey" is performed to get assessment of the course. For girl students Yoga training, lectures on health issues, representations of girl students in various committees at par with the boys, social awareness rallies etc. are offered to justify the gender issues. Women grievance cell also exists. As part of social responsibilities students participate in blood donations, road safety, saving water, andhashradha Nirmulan, Swachhata abhiyan etc. Various courses are conducted in every department to achieve human values, professional ethics, employability, environment sustainability etc.

The effective implementation of CBCS is not there but limited to only Electives.

Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrics(QIM) in Criterion2)

2.1 Student Enrollment and Profile

2.2	<i>Catering to Student Diversity</i>
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	<i>Teaching- Learning Process</i>
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	<i>Teacher Profile and Quality</i>
2.5	<i>Evaluation Process and Reforms</i>
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	<i>Student Performance and Learning Outcomes</i>
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	<i>Student Satisfaction Survey</i>

Qualitative analysis of Criterion 2

Learning levels of the students are assessed through In-Semester tests, Internal continuous evaluation, quizzes, MOODLE and inbuilt assessment by OER. Based on such assessments, students are segregated as slow learners and advanced learners. Slow learners are offered remedial and make-up classes, retests, more practice and personal counselling. Advanced learners are offered to participate in the national/international level workshops and technical competitions. They are encouraged to be a part of Entrepreneurship Development Cell, soft skill development cell and professional students' chapters like ISTE and CSI. Institution is engaged in students' centric teaching like participative learning in which gamification, think-pair activities, short tests following group discussion are adopted. Industrial training, workshops, concept visualization schemes like animations, videos etc., projects and virtual labs are used to impart experiential learning. To enhance critical thinking and analytical thinking, real-time societal problems with solutions, open ended quizzes, interdisciplinary activities etc. are used. Special Apps are developed for course delivery. Innovation in teaching-learning is achieved by means of "Generation of course contents" (using Open Education Resources[OER]), Google class rooms, role play, flipped classrooms, virtual laboratory, online courses of NPTEL, MOOC etc., MOODEL and Webinars. The institution practises the internal evaluation method in addition to University's In – semester examination. For this, oral examination, group discussion, case studies, presentation, e-submission, online certification courses like NPTEL, MOOC etc. and participation in various national and social activities are considered. Internal assessment is made transparent by informing students about course coverage, course weightage and assessment schedules. The results are made available with answer sheet to all stake holders. Any grievance is taken by the departmental committee; if student is yet not satisfied he can approach the Institutional Grievance Redressal Committee. In practical sessions, students are assessed through regular attendance, pro-activeness, performance in weekly assignments. PO, CO and PSO computed and stated and communicated to stake holders and also displayed on the website. Institution has also brought reforms in CIE by employing several on-line tools.

<i>Criterion3 - Research, Innovations and Extension (Key Indicator and Qualitative Metrics(QIM) in Criterion3)</i>	
<i>3.1</i>	<i>Resource Mobilization for Research</i>
<i>3.2</i>	<i>Innovation Ecosystem</i>
3.2.1 QIM	Institution has created an ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge
<i>3.3</i>	<i>Research Publications and Awards</i>
<i>3.4</i>	<i>Extension Activities</i>
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
<i>3.5</i>	<i>Collaboration</i>

Qualitative analysis of Criterion 3

In response to “Eco system for Innovation” and “creation and transfer of knowledge” institution has described the infrastructure in terms of laboratories, equipment and publications of research papers. Funding for research laboratories and equipment from external agencies is also mentioned. The institution provides budget for research and development. Linkage for access of library resources from IIT Bombay is also mentioned. Projects done by the UG students are claimed as attempt to nourish the research temperament in the students. Good number of researchers are working for their Ph.D. degrees and 23 researchers have obtained their Ph.D. degrees as per at the time of SSR submission. Consultation work for the industries is done with some revenue generation. Solapur university has recognised the institution as research center in some areas like computers, civil engineering, mechanical engineering and Electronics and telecommunication engineering. The existence of dedicated Innovation center is not mentioned but there are few funded laboratories being established for research. Funding by the institution to the students for research is also not mentioned. Transfer of knowledge in terms of patents does not exist and on the same line book publications also not reflected. Overall, research output is claimed as innovative work.

The institution has done number of activities to arouse the concern and awareness towards the society. Blood donation camps, Girls’ counselling over HB count, tree plantation, save rivers, stop child abuse, visit to blind schools, fire safety demonstration by RTO, Digital cash, Swachhata Abhiyan, awareness for traffic norms by Police etc. are different activities done by the institution. For holistic development of students there is need for further improvement.

***Criterion4 - Infrastructure and Learning Resources
(Key Indicator and Qualitative Metrics(QIM) in Criterion4)***

<i>4.1</i>	<i>Physical Facilities</i>
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	<i>Library as a Learning Resource</i>
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	<i>IT Infrastructure</i>
4.3.1 QIM	Institution frequently updates its IT facilities including Wi-Fi
4.4	<i>Maintenance of Campus Infrastructure</i>
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 institution spread over 22 acres of land has four buildings: Main building, Civil-Mechanical building, library building and central workshop. Main building accommodates several educational departments and provides space for administrative work. 29 class - rooms are well-furnished and have LCD projectors and Laptops in limited number. There are 80 laboratories with necessary equipments. Eight seminar halls, studio recording and facility for Online education also available. Play ground with 42,199 Sq. Mtrs space available for different outdoor games. Spacious open air theatre with budgetary provision for cultural activity exists. For indoor games, facility is provided. Yoga and Pranayama are regularly organized for faculties and students. Library has adequate number books, journals, volumes. It has LIB-MAN software with 1 TCS bar code printer and 4 Laser bar code scanner. As library services, spacious reading room and 25 computers are available for students. Various rare books are downloaded from Rare Book Society of India (RBSI). Ph.D. theses and M.Phil. dissertations are available. LAN facility with adequate hardware along with intranet access, Wi-Fi, Firewall, MOODLE etc are part of IT facility. The institution has licensed IS and number of licensed application softwares. Maintenance of infrastructure is by means of internal resources and external agencies. Laboratories are maintained by faculty in-charge and laboratory assistant with menial staff. Virtual classrooms are maintained by Remote Center coordinator. There is a committee for computer maintenance. Library is taken care by library committee. Sports facility is looked after by gymkhana in –charge and menial staff. Gardeners are responsible to maintain landscaping. Common area of the college is cleaned by sweepers and supervisors. There is a reprographic facility for the students which is outsourced. Institution has hostel facility for 400 students (both boys and Girls together). There are few staff quarters available for emergency services. Day care centers for children is also not available. There is a Bank available in the campus where salary of the faculty is credited. However, ATM and post office etc. are not available in the campus. There is a medical centre with limited facilities but they have association with multi speciality hospitals for further treatment. Canteen / Cafeteria is available with subsidised rates.

***Criterion5 - Student Support and Progression
(Key Indicator and Qualitative Metrics(QIM) in Criterion5)***

5.1	<i>Student Support</i>
5.2	<i>Student Progression</i>
5.3	<i>Student Participation and Activities</i>
5.3.2 QIM	Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution
5.4	<i>Alumni Engagement</i>
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

Student council exists and it consists of ladies representative, university representative, sports secretary, cultural secretary, NSS secretary and magazine secretary. Students are included in bodies like IQAC, Women's Grievance Redressal Committee, anti-ragging committee, ISTE, CSI, IEI. Students also have role in departmental committee, technical events, institutional cells (Entrepreneurship cell and skill development cell) and associations of departmental level. Training and placement cell also takes help of the students. Alumni association is registered and it is functioning. The alumni association consists of president, secretary, joint secretary, treasurer and seven other members. Governing body of this association meets twice a year and general body meets once a year. Alumni members have presence in IQAC, departmental advisory committee, BOS membership, industry expertise, internship and entrepreneurship awareness, students' employability and alumni feedback. Financial contribution of Alumni in last five years is less than one lakh rupees.

Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrics(QIM) in Criterion6)

6.1	<i>Institutional Vision and Leadership</i>
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	<i>Strategy Development and Deployment</i>
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	<i>Faculty Empowerment Strategies</i>
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	<i>Financial Management and Resource Mobilization</i>
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	<i>Internal Quality Assurance System</i>
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 institution has a clear mention of the Vision. To realize this, number of goals is set in the mission. Management is instrumental in carrying out visionary activities. It gets proactively engaged in the institution to guide the staff. The Head of the institution is at the second level of institutional activities. Every departmental Head is directly responsible for departmental academic matters. Faculties take guidance from the Head of the departments. Management and Head of the institute nominate special In-charges to lead various committees. In the administrative wing, Registrar, finance officer, office superintendent, Account, training-placement officer, Librarian and rector are working. As part of decentralised and participative management number of case studies are mentioned. Every case describes the need generated from the bottom level (Students) and proceeding through various bodies or designated representatives to the Highest level (Head of the institution). Proper decisions are taken at every stage and finally the result is passed to the students following the hierarchy. Strategic plan and deployment is responded by an example of "A national level technical symposium WIT-char". Right from the objective to the outcome, all stages of planning and deployment is shown. Head of the institution/Principal is the key position between the governing body and different committees, bodies etc. He coordinates overall activities of the college. Effectiveness of bodies/cells/committees is responded through an example of "Pradhan Mantri Kaushal Vikas Yojana" wherein proper documentation of courses offered under this scheme is described. Medical leave, duty leave, maternity leave, encouragement for higher studies and achievements through felicitation and awards, facility of cooperative society, advance against salary etc. are the measures for the welfare of the teaching and non-teaching staff. The Performance Appraisal System introduced by UGC is adopted and followed for teaching staff while

performance of non-teaching staff is evaluated based on the circular of General Administration Department of Maharashtra state government. Internal and external audit done. Funds are mobilised from various sources like students' fees, consultancy, industry projects, grants from different agencies (AICTE, UGC etc.), training programs and funds from parent trust. Utilization of these funds is done properly by minimizing the cost, e.g., purchase through bidding process, use of paperless office, use of solar panels to reduce electricity bills. The institution has set two practices following the IQAC initiatives: Employability enhance program and MOODLE. Both these practices provided good results. For review of teaching learning process, structure and methodologies of operations and learning outcomes, the institution has followed the NPTEL, MOOC and OER to keep faculties up to date in the knowledge. The institution claims minimum 10% increase in improvement in various fields in last five years. Notable increase is in the ICT and digital content development.

**Criterion7 - Institutional Values and Best Practices
(Key Indicator and Qualitative Metrics(QIM) in Criterion7)**

7.1	<i>Institutional Values and Social Responsibilities</i>
7.1.2 QIM	1. Institution shows gender sensitivity in providing facilities such as: <ol style="list-style-type: none"> 1. Safety and Security 2. Counselling 3. Common Room
7.1.5 QIM	Waste Management steps including: <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	<i>Best Practices</i>
7.2.1 QIM	Describe at least two institutional best practices (as per NAAC Format)
7.3	<i>Institutional Distinctiveness</i>
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

Guards, CCTV cameras, anti-ragging committee, vigilance of rectors with their team, fire extinguishers, women redressal committee takes care of safety and security of gender sensitivity. Every faculty works as mentors, a central counselling facility available where for two days of a week for two hours expert counsellors help solve students' stress and phobia of the study. Psychiatric doctors also visit the institution. Separate common rooms for girls with napkin vending machine facility. Solid waste is segregated as bio-degraded and non-biodegraded. With the help of pulveriser and vermiculture technique waste is best treated. Liquid waste is treated by "anaerobic filters". E-waste is handled by transferring them to the schools of the trust. Water harvesting is done by roof top harvesting and open space harvesting. In roof top harvesting collection of water, filtering, channelizing and storage is done. In open space, slopes are created, trenches, and storage tanks are made to recharge bore-wells and

to increase percolation of water in the land. Encouragement to use of bicycles, public transport and plastic free materials on the campus. Using digital payment system and intranet facility paperless office is practised. Lawns in large areas and good number of trees on the campus for green practice. Independence day, republic day, Maharashtra day and Yoga day are celebrated. Also, Gandhi Jayanti, Lal Bahadur Shashtri Jayanti, birth anniversary of Atal Bihari Vajpayee (Good governance day) and Sadar Patel's Jayanti (Rashtraya Ekta Diwas) and voter's day are celebrated. The celebration includes rally, street play, elocution competition etc. financial transparency is exhibited by auditing done by the Government authorities and audit statement uploaded on the website. For academic transparency, academic calendar, curricular and extra-curricular activities, chance to ever student and faculty to grow etc. practised. Service conditions, promotional policies, deputation policy are made available on the website. Formulation and use of "Professional Learning Community (PLC)" is one of the best practices of the institution. Number of outreach programs is a second best practice where solution to sugar industries for less use of water and number of social awareness programs are carried out. Industry Institute Partnership Cell(IIPC) is claimed as distinctive area showing matching performance of the institution with its vision. Through this cell, recommendations from industries are passed to BOS, student exposure to industry, orientation courses, functional MoUs, consultancy and free services to need based projects are done. This cell has helped to emerge as solution provider to several industries and at several places in the society.

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

Overall Analysis

Strength

Good infrastructure consisting of well equipped classrooms, laboratories, gymkhana, sports ground, indoor facility, residential facility for boys and girls, Wi-Fi, ICT. Library resources are good. Industry interaction, consultancy and solutions to the industry adds to institution capability. Adequate number of faculties with qualifications, students' centric teaching with NPTEL, MOOC and MOODLE, publication rate etc. are good.

Weakness

Linkages and collaborative research work with leading national and international research institutions are less. Contribution of faculties in publishing standard books and reference books needs to be encouraged. Awards winning temperament among students and faculties in different types fields need an environment.

Opportunity

Being oldest and experienced institution, drive can be launched to attract talented students from all corners of the country and across the national boundaries. Explore the possibilities of expanding the industry linkages beyond the local industries. Chance of becoming a premier institution of the country by enhancing the existing capabilities with inclusion of nationally recognized faculties, researchers and management personnel.

Challenge

Sustain as reputed institution as more and more competitors in the education field are coming up. To be an independent, autonomous institution like a University. To become an emerging research institution to attract international activities in the campus. To obtain hefty research grants from national and international agencies.

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)

- Patent filing and registering culture can be strengthened.
- To achieve global competency among faculties and students their exchange programs with standard international institutions can be established.
- Can link with the national data repository so students can access their documents online from anywhere.
- Should become nodal agency to encourage other colleges to adopt online education like MOOC and MOODLE
- Apart from technical competency, students be trained for administrative jobs, to become entrepreneurs and be part of national growth engine.
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- ...
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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

Signature of the Peer Team Members:

Sl.No	Name		Signature with date
1	Sreemannarayan Kulkarni	Chairperson	
2	H N Pandya	Member Co-ordinator	

3	Eshwara Prasad Koorapati	Member	
4	DR. PRATIBHA SINGH	NAAC Co-ordinator	

Place: Date