INSTITUTIONAL ASSESSMENT AND ACCREDITATION
(Effective from July 2017)

Accreditation - (Cycle - 1)

PEER TEAM REPORT ON

INSTITUTIONAL ACCREDITATION OF
VILASRAO DESHMUKH FOUNDATION,GROUP OF INSTITUTIONS,LATUR
C-7289

Latur
Maharashtra
413531

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:	VILASRAO DESHMUKH FOUNDATION,GROUP OF INSTITUTIONS,LATUR Latur Maharashtra 413531
2.Year of Establishment	2010
3.Current Academic Activities at the Institution(Numbers):	
Faculties/Schools:	1
Departments/Centres:	5
Programmes/Course offered:	5
Permanent Faculty Members:	12
Permanent Support Staff:	31
Students:	776
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. Located in rural area 2. Affordable fee structure 3. Good gender ratio
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 28-02-2024 To : 29-02-2024
6.Composition of Peer Team which undertook the on site visit:	

	Name	Designation & Organisation Name
Chairperson	DR. ASHISH GHOSH	Director,International Institute of Information Technology
Member Co-ordinator:	DR. PROF.VENNAPUSA VENUGOPAL REDDY	Professor,Jawaharlal Nehru Technological University Aanantapur College of Engineering pulivendula kadapa dt
Member:	MR. P SRINIVASA RAO	FormerProfessor,JNTUH COLLEGE OF ENGG
NAAC Co - ordinator:	Dr. Shyam Singh Inda	

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(QlM) in Criterion1)	
1.1	Curricular Planning and Implementation
1.1.1 QlM	**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 QlM	*Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum*
1.4	Feedback System

Qualitative analysis of Criterion 1
Vilasrao Deshmukh Foundation Group of Institutions (VDFGOI) technical campus is established in the year 2010 beside highway on 50 acres land in a single academic building with engineering, diploma, Pharmacy, and a high school. The engineering institute with five branches is affiliated to DBATU, Lonere from academic year 2019-20., Earlier it was affiliated to SRTMU,Nanded. This institute follows an approach to develop and deploy action plans for effective curriculum implementation. At the beginning of each semester, Principal of the institute conducts a meeting with all the HODs and Academic Dean and takes the review of the activities to be conducted in the semester and directs to prepare the timetable of different activities to be conducted during the semester, such as academic calendar, academic time table, guest/ expert lectures, workshops, seminars etc. It ensures effective curriculum delivery through implementation of Academic calendar, institute calendar, Teaching plans, Course files, practical file, etc. Academic dean shares the academic calendar to each department. Value added courses, choice based credit courses, skill oriented courses needs to be introduced in the course curriculum of UG courses. Principal presentation needs to evolve qualitative or quantitative information on criteria one. As the college is under a University, there is less acdemic flexibility.
The university's present curriculum is composed with the courses like environmental engineering, industrial management, professional ethics, soft skills etc. Final year students are encouraged to present projects entitled with green energy, bio-gas, water management, solar etc. As a part of curriculum students are encouraged for industrial visits and internship, and prepare report of same. Feedback about curriculum delivery is collected randomly at the end of the semester.
The college could not provide the data with reference to percentage of students offered with internships, MOOC courses completed, number of value added courses and the impact analysis of the same. Feedback from other stake holders such as parents, recruiters, alumni etc is not found on quality of curriculum aspects. Vision and mission statement are similar and the mission statement in not appropriate and not relevant.

Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrices(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
It follows the admission process as per the guidelines given by the Government of Maharashtra under the aegis of State Common Entrance Test Cell and the Directorate of Technical Education, through the Centralized Admission Process. The Admission Committee monitors fair and transparent admission process and does counseling of students helping them in admissions. The students who have been granted admission come from diverse social background and also as per the reservation policy. VDF College has strategy to support students to receive financial assistance from Government. The college has significant contribution out of CSR funds to support the academics. Qualified and experienced faculty twelve permanent faculty members put in their efforts through their effective teaching to impart knowledge to the students. All together there are 37 teaching faculty members exists in college; however only 12 of them are regular. All departments develop action plans for effective implementation of the curriculum in consideration with the DBATU academic calendar. Faculties facilitate teaching learning process on regular basis. As the hostels are not existing in campus, most of the academic facilities are used during college timings only. Course mapping with Pos is found in few courses in few programmes. awareness on Outcome based education (OBE) is insufficient on college basis. Faculty members are encouraged to participate in seminars, workshops, conference. Out of 37 faculty only 2 faculties completed Ph.D., 05 faculties have registered for Ph.D. Degree. 1 teacher have completed M.Phil Degree. There are no associate professor and have only one professor with principal designation. IQAC could not concentrate on continuous assessment methods of students for ensuring the attainment of stated Graduate attributes. The institute has defined Program Educational Objectives (PEOs) and Program Outcomes (POs) which are overlapped with POs. Grievance redressal system on evaluation process needs more transparent. Students satisfaction survey needs to be conducted every semester, and the feed back should be taken seriously.

Criterion3 - Research, Innovations and Extension (Key Indicator and Qualitative Metrices(QlM) in Criterion3)	
3.1	Resource Mobilization for Research
3.2	Innovation Ecosystem
3.2.1 QlM	**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 QlM	**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 QlM	**Awards and recognitions received for extension activities from government / government recognised bodies**
3.5	Collaboration

Qualitative analysis of Criterion 3
As an initiative, Research and Development Cell was formed in 2019. The cell includes six members, the chairman being the Principal of the Institute. Various activities have been planned under this cell and the planning for future events has also been done. Quality papers needs to be published/submitted by the faculty and no research projects are sanctioned by external agencies during the assessment period. No FDP is organized and no consultancy revenue generation data is available during the assessment period. No patents are filed during the assessment period. Further the incubation centre is not established yet. Some extension activities such as Yoga day celebration, tree Plantation**,** women's empowerment programme, and food donation camps and organized**.** Besides, the institute has taken part in Corona vaccination. Health and cleanliness programmes are also conducted on different occasions. These extension activities teach them collaboration, team work, leadership, time management, positive relationship, empathy and above all it increases their communicative competence. Working off campus with unfamiliar people develops their self confidence, boosts their self esteem and above all it helps in making them a responsible person. It develops a sense of belongingness towards society. The institute should establish MoUs and collaboration for research and innovation activtities with the nearby HEIs in the neigborhood cities like Nagpur, Pune, Mumbai.

Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrices(QlM) in Criterion4)	
4.1	Physical Facilities
4.1.1 QlM	**The Institution has adequate infrastructure and other facilities for,** • **teaching – learning, viz., classrooms, laboratories, computing equipment etc** • **ICT – enabled facilities such as smart class, LMS etc.** **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.)**
4.2	Library as a Learning Resource
4.2.1 QlM	*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*
4.3	IT Infrastructure
4.3.1 QlM	**Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection** *Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words*
4.4	Maintenance of Campus Infrastructure

Qualitative analysis of Criterion 4

Infrastructural design of the single academic building is the major attraction of the institute. The college has 18 adequate equipped classrooms with black boards spread in approximately 1260 sq.m. Some of them are provided with LCD projection system and 100mbps Wi-Fi facility with LAN connectivity. The classrooms have sufficient and all required good quality furniture. The college has tutorial rooms for discussion on Projects, seminar and completing assignments.

To aid the students with experiential learning the institute has a 34 laboratories with equipments as per the norms and also one Language lab.

Central library covers approximately 460 sq. m of entire one portion the building and it has 10713 books in it. DELNET facility is purchased in only 2023. Library automation software is available. Partially the digital library facilities are available. Inflibnet facility is not available as the institute did not possess 12(B) status from UGC, New Delhi.

VDFGOI has 277 computers fully equipped with 100 Mbps internet facility. These computers are set up into computer laboratories. Besides curricular practical, various workshops which need the computer systems are conducted here. These labs are also used to conduct online exams like NEET and JEE which help earn the extra funds for the institute.

To provide the facility of sports to the students the college has considerably sufficient ground which includes 200 m track, cricket and foot ball ground of approximately 1080 sq.m. each. In addition to this, it also has volley ball court. Kabbadi court, ball badminton court, tennis court, throws ball court.

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
Some of the students get financial support from the local Goverment. A language lab is available; but needs to function more actively. ICC is there to adress students grievences and sexual harrasments. Students are trained for competitive exminations and higher studies. Mentor-mentee program is to be effectively implemented and utilised. There is a training and placement cell in the college. Few campus interviews are conducted in the campus, and about 25% of the students are placed. At this moment the maximum salary package is 6.75 lacks, with an average package of 1.8 lacks. Attempts are needed for more placement and placement with higher salary. Students are sometimes sent for internship to industries. Students need more practical exposure. Cocurricular activities like seminars, symposium, workshops need to be improved. Soft-skill developmentt needs to be improved. Students sometimes take part in sports and other co-curricular ativities. Sports prizes and momentos needs to be preserved and displayed. A registered alumni association is available from 2022-23; but it needs to have frequent meetings and should help the Institute.

Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrices(QlM) in Criterion6)	
6.1	Institutional Vision and Leadership
6.1.1 QlM	*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.*
6.2	Strategy Development and Deployment
6.2.1 QlM	*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*
6.3	Faculty Empowerment Strategies
6.3.1 QlM	**The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression**
6.4	Financial Management and Resource Mobilization
6.4.1 QlM	**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)**
6.5	Internal Quality Assurance System
6.5.1 QlM	**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**

Qualitative analysis of Criterion 6

This college is under a group called Vilasarao Deshmukh Foundation. The board of governors, manages the whole foundation. This college is managed by a board of trustee. The board has regular meetings for discussing the activities of the Institute. The Principal is the academic head of the college. There is an IQAC cell constituted in 2019. The cell needs to put more attention for the internal quality assurance. Powers could be deligated/distributed among the faculty members for decentralization and efficient management. The Principal should have some financial powers, at the present moment financial power is with principal upto 25lacks with approval from the group CEO. HR management policies need to be framed for recruitment of regular faculty members and retention. The Institute has administrative officers and Finance officers. Financial audits are done regularly; however they should get the audit done by good quality auditors. They have well-laid leave rule for both faculty and non-faculty. Annual salary enhancement rules could be implemented in a better way. Financial support could be given to the teachers for professional developments, participation in workshops, FDP etc. Strategies could be made for mobilization of funds. Strict internal and external audits could be maintained. The IQAC was constituted in 2019, which needs to be active for internal quality assurance. More quality improvements initiatives are mandatory for the betterment of the college.IQUA has to set bench marks for faculty and students to have continous quality improvement.

Criterion7 - Institutional Values and Best Practices (Key Indicator and Qualitative Metrices(QlM) in Criterion7)	
7.1	Institutional Values and Social Responsibilities
7.1.1 QlM	**Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.** *Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words*
7.1.4 QlM	**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)**
7.2	Best Practices
7.2.1 QlM	**Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual**
7.3	Institutional Distinctiveness
7.3.1 QlM	**Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words**

Qualitative analysis of Criterion 7
Institute maintains a good gender ratio among faculty and students. It is mostly serving local people with affordable fee. Provide regual salary and essential leave. Participation in sports activiteis needs improvement to be considerd as best practice. Documentations are needed for this. Yoga practises are given more importance for mental and physical health. They maintain regular finanial audit. Attention is given to have regular industry visits. Impact analysis of the best practices needs improvement. The best practices of the college are not alighed with the best practices of the department and the vision of the Institute. Medical facilities need to be improved in the campus.

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

Overall Analysis

Strength:

Good gender ratio in the college

Located in rural area and managing with socio-economic balance

Affordable fee structure

Weaknesses:

Only 12 permanentt teachers

Only 2 faculty have Ph.D

Outcome based education not found

Poor placement activities

No hostel in the campus

Lack of innovation, incubation, and research facilities

Opportunities:

Utilize alumni-base for the benefit of the college

Starting PG programs in the college

Induction of skill-based programs

Professional development of teachers

Enhance training and placement activities

Challenges:

Attract good quality local students. Attract students from other parts of India.

Attract good quality faculty with ph.d. degree.

Generate industry-ready skilled students.

Utilisation of infrastructural facilities after college hours.

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)

- IQAC co-ordination to be strengthened

- More permanent good quality faculty needed

- Enhance soft-skill of students

- Innovation and incubation center should be established to initiate research and development activities

- Industrial collaboration to be strengthened

- External academic and administrative audit to be conducted

- Professional development of teachers needed

- Students need more practical exposure

- IT and laboratory infrastructures needs to be enhanced

- Skill development of students needed

- Training and placement activities should be improved

- Increase co-curricular activities like FDP, seminars, workshops etc,

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. ASHISH GHOSH	Chairperson	
2	DR. PROF.VENNAPUSA VENUGOPAL REDDY	Member Co-ordinator	
3	MR. P SRINIVASA RAO	Member	
4	Dr. Shyam Singh Inda	NAAC Co - ordinator	

Place

Date

Sl.No	Name		Signature with date
1	DR. ASHISH GHOSH	Chairperson	
2	DR. PROF.VENNAPUSA VENUGOPAL REDDY	Member Co-ordinator	