



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

Accreditation - (Cycle - 2)

PEER TEAM REPORT ON

**INSTITUTIONAL ACCREDITATION OF
BHARATI VIDYAPEETH'S COLLEGE OF ENGINEERING FOR WOMEN
C-41377**

**Pune
Maharashtra
411043**

**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:	BHARATI VIDYAPEETH'S COLLEGE OF ENGINEERING FOR WOMEN Pune Maharashtra 411043	
2.Year of Establishment	2000	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:	1	
Departments/Centres:	3	
Programmes/Course offered:	4	
Permanent Faculty Members:	59	
Permanent Support Staff:	56	
Students:	1194	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. A good institute providing technical education for women 2. Strategic location 3. Good faculty retention	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 07-10-2024 To : 08-10-2024	
6.Composition of Peer Team which undertook the on site visit:		
	Name	Designation & Organisation Name
Chairperson	DR. ABHAY KUMAR	Director,IIIT Agartala
Member Co-ordinator:	DR. AMITA RANI	Dean,DEENBANDHU CHHOTU RAM UNIVERSITY OF SCIENCE AND TECHNOLOGY MURTHAL
Member:	DR. RAMAKRISHNA MALKAPURAM	Director,Vignans Foundation for Science Technology and Research Off Campus
NAAC Co - ordinator:	Dr. Priya N	

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

Qualitative analysis of Criterion 1

Bharati Vidyapeeth's college of engineering for women follows a curriculum prescribed by the affiliating university i.e. Savitribai Phule Pune University. To facilitate the smooth execution of the curriculum, Academic Calendar is prepared which is aligned with the university's academic schedule. This calendar includes the duration of the semester, internal assessments for theory and lab courses, and significant events like Sports Day, and General Holidays. Course instructors identify slow and advanced learners through continuous internal evaluations. To provide additional support, remedial classes and counseling are offered to slow learners, while advanced learners are encouraged to pursue courses through online resources. However, more intervention of technology is required in curriculum delivery such as Youtube resources and other such online resources.

The institution's curriculum actively integrates cross-cutting issues such as Environment and Sustainability, Human Values, and Professional Ethics as a part of the curriculum as prescribed, contributing to a value-based and holistic development of students. Throughout the year, various activities for gender sensitization are organized by the institute. Although the university determines the syllabus, the college makes adequate efforts to address the mentioned issues.

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

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 and teachers use ICT-enabled tools including online resources for effective teaching and learning process
2.5	Evaluation Process and Reforms
2.5.1 QIM	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 QIM	<i>Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website</i>
2.6.2 QIM	<i>Attainment of POs and COs are evaluated.</i> Explain with evidence in a maximum of 500 words

Qualitative analysis of Criterion 2

The institute should organize hands on training for effective experiential learning in every domain. Much scope is left for enhancing learning experience by use of participative and problem-solving learning methodologies. The institute may make use of exponents for providing special learning in soft skills domain for overall personality development.

The assessment structure involves internal evaluation, accounting for 30 marks, and external evaluation, which carries 70 marks. The Principal serves as the chief superintendent during university examinations, and an Observer from the university oversees the process. Students having grievances related to the university examinations can approach institute examination section and College Examination Officer (CEO) in traditional way. Student grievances are diligently addressed, and the institution ensures a fair grievance redressal system examination process, however, integration of technology in the ERP of university/institute is envisaged so as to speed up redressal mechanism while maintaining high level of fairness.

Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website. The same is also disseminated among students by organizing special induction program.

Programme attainment with reference to CO and PO are calculated and arrived at every semester. Course Outcome (CO) attainment is assessed using a combination of direct and indirect methods such as mid examinations, semester end examinations, quizzes and course end survey. However, more efforts are required to implement in the true spirit.

Criterion3 - Research, Innovations and Extension (Key Indicator and Qualitative Metrics(QIM) in Criterion3)

3.2	Innovation Ecosystem
3.2.1 QIM	Institution has created an ecosystem for innovations, Indian Knowledge System (IKS),including awareness about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident
3.4	Extension Activities
3.4.1 QIM	Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.
3.4.2 QIM	Awards and recognitions received for extension activities from government / government recognised bodies

Qualitative analysis of Criterion 3

The institute has set up an IIC as per regulatory body and a few faculty members have also been patents granted/published in their name. However, it is still in the infancy stage and much needs to be done to make innovation, incubation as vibrant culture of the institute. The college may endeavor to interact with sister institutes to promote cross disciplinary ideas for the purpose of startup and incubation. Many initiatives such as hands on training should be provided for creative thinking, the first ladder in the process of startup.

IKS, as per mandate of NEP 2020, needs to be strengthened. Modular programs can be organized to inculcate IKS among the students using intervention of technology such as AI.

The institute extends its responsibility towards the local community and society at large. The institute emphasizes on students' involvement in extension activities and encourages their active participation. The NSS cell organizes Awareness rallies, Gender sensitivity programs, Women Empowerment activities, Self-defence workshops, Digital awareness & Road safety programs and promoting sanitation practices among the rural areas. The institute should make itself aware of various central/state govt. initiatives and disseminate it further to the neighborhood community.

Institute's NSS program officer is appointed as District & Area coordinator by NSS SPPU. However, institute must strive to get recognition from govt. approved bodies for the extensive work that it does as an outreach program.

Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrics(QIM) in Criterion4)	
4.1	Physical Facilities
4.1.1 QIM	<p>The Institution has adequate infrastructure and other facilities for,</p> <ul style="list-style-type: none"> • teaching – learning, viz., classrooms, laboratories, computing equipment etc • ICT – enabled facilities such as smart class, LMS etc. <p>Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc (Describe the adequacy of facilities in maximum of 500 words.)</p>
4.2	Library as a Learning Resource
4.2.1 QIM	<i>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</i>
4.3	IT Infrastructure
4.3.1 QIM	<p>Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection</p> <p><i>Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words</i></p>

Qualitative analysis of Criterion 4

The institute has adequate campus area with good infrastructure facilities such as Laboratories, ICT-enabled classrooms, Library and sports facilities. The laboratories and Computer Centres are well equipped. The institute provides good shared hostel facility, and other shared facilities such as indoor and outdoor games, and a well-equipped gymnasium.

ICT enabled Classrooms with smartboards and a seminar hall is available. The institute has a Auditorium (shared), administrative office, staff rooms, Placement office and examination cell and workshop.

The institute has a moderately automated library. Library has adequate number of books and journals. The Library has membership of e-resources like DELNET, Digital Library, INFLIBNET. However, smart operation is envisaged such as automated footfall count and remote access.

In IT infrastructure, the institute is equipped with more than 400 Computers that are available at various labs and other places in the campus. Internet connectivity with a total of 300 Mbps bandwidth is provided. Wi-

fi/LAN facilities in the girls' hostel must be strengthened. However, the institute should have a well-drafted IT policy for effective implementation. The policy should be updated periodically to keep abreast of changing times.

Criterion5 - Student Support and Progression (Key Indicator and Qualitative Metrics(QIM) in Criterion5)	
5.4	Alumni Engagement
5.4.1 QIM	There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services

Qualitative analysis of Criterion 5

The institute has a registered Alumni Association. Alumni participate in providing career guidance to their juniors. Though some members help students in exploring internships/training opportunities, however, participation from a wider section should be explored. Contribution from the alumni in terms of monetary/support need to be highly strengthened keeping in view that the institute is celebrating its silver jubilee this year.

Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrics(QIM) in Criterion6)	
6.1	Institutional Vision and Leadership
6.1.1 QIM	<i>The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.</i>
6.2	Strategy Development and Deployment
6.2.1 QIM	<i>The institutional perspective plan is effectively deployed and functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc</i>
6.3	Faculty Empowerment Strategies
6.3.1 QIM	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 QIM	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 QIM	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

The institute has an elaborate hierarchical structure to effectively administer the institution. The Bharti Vidyapeeth's Board of Governance is the apex body with regard to the matters in policy making. The principal of the institution is the head of the administrative setup. The leadership has provided necessary procedures to carry out the administrative work. The college has a moderately decentralized management system. The institute has implemented ABC as mandated in NEP-2020. The governance is supportive of the

day-to-day functions of the institute in line with vision and mission of the institute, however, the institute's growth rate is not as expected. The institute's financial scenario can only be improved by introducing vocational courses which is also the need of the hour.

The institute should have a well-documented and exhaustive long-term and short-term prospective plan with clearly defining the objectives, action plan and the outcomes desired from the vision and mission statements for its holistic development.

Welfare measures like group insurance, gratuity, medical facility, maternity leave, fee concession for the wards, sponsorship for publications are provided to teaching and non-teaching staff. The faculty members are encouraged to undergo refresher courses, participate in conferences/workshops and become members of professional bodies by providing them financial support. The college also organizes FDPs. Performance appraisal system needs improvement. The college should implement Career Advancement Scheme for promotions.

Significant amount of extra-mural funding has not been procured by the institute. The intellectual/physical resources should be exploited for resource mobilization.

To maintain financial compliance, the Institution has created a process for performing annual internal and external audits on financial transactions.

Further, the institute has a functional IQAC. However, the broad function of IQAC should be towards holistic quality development of the institute. It is envisaged that IQAC should proactively work towards policy documentation and its implementation.

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

7.1	Institutional Values and Social Responsibilities
7.1.1 QIM	Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years. <i>Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words</i>
7.1.4 QIM	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 QIM	Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual
7.3	Institutional Distinctiveness
7.3.1 QIM	Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

Qualitative analysis of Criterion 7

BVCOEW is a women institute, therefore, gender audit of faculty and staff has been carried out. Various programs towards gender sensitization have been carried out as a part of NSS/outreach activities. Grievances

Redressal Cell, Internal Complaints Committee (ICC) and Anti Ragging committee to address students' issues do exist. Hostel facilities are good. The campus is secure with CCTV installed at major locations and also female security guards. A shared day-care facility is also in place.

The Institute conducts Technical fest, Cultural Festival and Sports Festival to provide a platform for diversified participation in the campus. Curricular and extracurricular activities are conducted to create awareness on values, rights, obligations, and responsibilities to the student community and it celebrates all major festivals.

The institute follows the following Best Practices

1. Mentor Mentee Scheme.

The institute follows the practice of conducting a pre-semester meeting, before the commencement of each semester, to ensure the availability of syllabus copies, previous year question papers and lecture notes, all verified by the course mentor. Monthly mentor-mentee meetings ensure the effective delivery of planned theory lectures, lab sessions, and tutorials, aligned with continuous evaluation plans. Midterm and end-term meetings review students' performance in various exams, discussing and verifying corrective actions. In addition to the academics, it is also spread over knowing personal and psychological issues and help the students accordingly. Meeting with the parents is also conducted, if required. Through this practice, the course mentors offer tailored advice, fostering meticulous performance evaluation and improvement strategies for mentees.

2. Training for enhancement of employability skill set

The practice aims to boost students' technical and soft skills, ultimately increasing placement ratios. In response to challenges in campus placements linked to diverse socio-economic backgrounds and skill gaps, the institute has launched a comprehensive pre-placement training program. Key initiatives include a Capacity Building Programme for second-year students focusing on self-assessment and goal setting, Peer-to-Peer Training. Additional components include mock interviews for final-year students, various Skill Enhancement Clubs for coding, aptitude, and HR preparation, and a Test Series Club that simulates competitive tests. The practice has led to increased placement success, with positive feedback from students indicating its effectiveness in preparing them for the job market.

While the results of these efforts are evident in the improved placement ratios, student startups have yet to be established, highlighting an area for future growth and innovation. To suggest more, choice of best practices should be broadened to ensure students ready for future of work i.e. AI, ML, IoT, Cyber security, Blockchain etc.

Women Empowerment as Institutional Distinctiveness

The vision of the institute is to empower women through technical education. In line with the vision of the institute, the institute is able to create an ecosystem of good infrastructure, student support system etc. besides getting patronage of experienced management. The graduates of this institute have brought laurels in the university exam and have been hired by leading companies.

The institute still has long miles to go. It has to strive for expanding the gamut of programs it runs in terms of launching job oriented/ entrepreneurial programs in emerging domains such as BE in Data Science, AI/ML

etc. The future of job shall require trained manpower in industry 5.0 standard and this institute must do handholding in providing such skillset.

Section III: Overall Analysis based on Institutional strengths, Weaknesses, Opportunities & Challenges (SWOC)

Overall Analysis

Strength:

- Good faculty retention
- Strive to provide technical education for girls
- Locational advantage
- Strong and supportive management
- Decent Demand and enrolment ratio
- Good infrastructure and good placement

Weaknesses:

- Incubation/start up culture is in infancy
- Limited Vertical/Horizontal growth of the institute
- Skewed faculty cadre ratio with inadequate number of faculty with Ph.D.
- Moderate quality of placement/internship
- The career advancement scheme/ promotion policy for faculty/ staff is still in the planning stage.
- Minimal intervention of technology
- Limited practices for mobilizing funds.

Opportunities:

- Large scope for interaction with existing national laboratories/MNCs for students' internship/hiring.
- Opportunity to come up as a leading women technical institute.
- Large scope exists for collaboration with sister institutes for inter-disciplinary and cross-disciplinary academic and research opportunities.
- Institute's strategic location for quality intake.
- Involvement of industry experts in content delivery

Challenges:

- With the foreign universities setting foot in the country, it's a formidable challenge for this institute as well.
- Scope of building new infrastructure is limited.
- To have wide student diversity
- To recruit research oriented teaching fraternity
- Extra-mural funding

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)

- • Institute must strive to get approved under UGC (2f)
- • To prepare Institutional development plan as per UGC
- • To launch new programs in emerging areas
- • To create an ecosystem for incubation/startup in the campus
- • To issue health card to all students and ensure medical check-up every semester.
- • To focus on better industry-institute connect
- • Recommended use of SAMARTH – Govt. of India initiative as ERP for the institute.
- • Fully automated library with remote access

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. ABHAY KUMAR	Chairperson	
2	DR. AMITA RANI	Member Co-ordinator	
3	DR. RAMAKRISHNA MALKAPURAM	Member	
4	Dr. Priya N	NAAC Co - ordinator	

Place

Date