INSTITUTIONAL ASSESSMENT AND ACCREDITATION
(Effective from July 2017)

Accreditation - (Cycle - 1)

PEER TEAM REPORT ON

INSTITUTIONAL ACCREDITATION OF
HIRASUGAR INSTITUTE OF TECHNOLOGY, NIDASOSHI

Nidasoshi
Karnataka
591236

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:	HIRASUGAR INSTITUTE OF TECHNOLOGY, NIDASOSHI Nidasoshi Karnataka 591236
2.Year of Establishment	1996
3.Current Academic Activities at the Institution(Numbers):	
Faculties/Schools:	
Departments/Centres:	5
Programmes/Course offered:	9
Permanent Faculty Members:	78
Permanent Support Staff:	103
Students:	879
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. 21 years old institution run by SJPN trust (governed by holy Math) catering to the needs of educationally backward region of Karnataka 2. Institute is located in rural area with approx 48.26 acres of land 3. Good retention of staff
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 18-12-2018 To : 19-12-2018
6.Composition of Peer Team which undertook the on site visit:	

	Name	Designation & Organisation Name
Chairperson	DR. RENU JAIN	Vice Chancellor(in-charge)
Member Co-ordinator:	DR. NASIB SINGH GILL	Director
Member:	DR. SATISH CHANDRA SHARMA	Professor,IIT Roorkee
NAAC Co - ordinator:	Vishnu Mahesh K R	

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 delivery through a well planned and documented process
1.2	Academic Flexibility
1.3	Curriculum Enrichment
1.3.1 QlM	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 Village Nidasoshi, Distt. Belgaum, Karnataka and is scattered over 48.26 Acres. Institute follows the syllabi as prescribed by affiliating Visvesvaraya Technological University (VTU), Belgavi for all its four UG (Computer Science, ECE, EEE, ME), One PG (M.Tech in Mechanical Engg-Thermal) and 4 Ph.D. programmes (ME, ECE, EEE, Engg. Chemistry). The institute came into existence in 1996.The institute follows academic calendar & 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 practices well defined academic calendar for effective implementation of curriculum designed by the affiliating university. The University has introduced Choice Based Credit System (CBCS) in the year 2014. Academic flexibility is ensured through core and elective courses. The institute focuses on the effective planning and implementation of the curriculum. The importance to gender balance, climate change, human rights, ethical and moral values needs to be effectively integrated in the curricular aspects. Training activities are 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 is having e-learning system in practice to enhance their learning opportunities. There is active NSS unit, which is found to be useful for students to develop skills and values. Further, structured mechanism to collect feedback on curriculum exists. The implementation of this feedback regarding curriculum is limited by norms of the affiliating University. The Institute has representation in BoS and BoE at the University level. The institute needs to strengthen engagement of its students in the field projects and internships. The institute needs to give more thrust on digital education for improving the quality of faculties and Students.

Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrices(QlM) in Criterion2)	
2.1	Student Enrollment and Profile
2.2	Catering to Student Diversity
2.2.1 QlM	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 QlM	Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences
2.3.4 QlM	Innovation and creativity in teaching-learning
2.4	Teacher Profile and Quality
2.5	Evaluation Process and Reforms
2.5.1 QlM	Reforms in Continuous Internal Evaluation(CIE) system at the institutional level
2.5.2 QlM	Mechanism of internal assessment is transparent and robust in terms of frequency and variety
2.5.3 QlM	Mechanism to deal with examination related grievances is transparent, time-bound and efficient
2.5.4 QlM	The institution adheres to the academic calendar for the conduct of CIE
2.6	Student Performance and Learning Outcomes
2.6.1 QlM	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 QlM	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 Karnataka Examination Authority (KEA) 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 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 made reasonable efforts to improve the teaching-learning process through orientation programmes, industrial visits and projects, etc. However, more industry visits and interactions may help in better employment. There are 10 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. 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. The institute has developed an in-house tool FCAR for assessing Cos, Pos attainment, however, its more understanding and analysis needs to be done.

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 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 QlM	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 area the Institute needs to focus more 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 Unit. As on date, there are four Research Centres for Ph.D. in ME, ECE, EEE and Engg. Chemistry. The faculty have published about 170 papers in Journals and few of the faculty members have published few good publications in reputed International peer reviewed Journals. The faculty are active in attending seminars and conferences. The faculty members should be encouraged more to publish papers in SCOPUS/SCI/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 10 teachers with Ph.D and rest faculty members be encouraged to pursue Ph.D. The institute needs to have formal consultancy in place and consultancy by senior faculty in potential areas be encouraged. Students have made number of fabricated projects dealing with rural applications. E-Yantra project with IIT Mubai collaboration is in progress.

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 facilities for teaching- learning. viz., classrooms, laboratories, computing equipment, etc.
4.1.2 QlM	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 QlM	Library is automated using Integrated Library Management System (ILMS)
4.2.2 QlM	Collection of rare books, manuscripts, special reports or any other knowledge resources for library enrichment
4.3	IT Infrastructure
4.3.1 QlM	Institution frequently updates its IT facilities including Wi-Fi
4.4	Maintenance of Campus Infrastructure
4.4.2 QlM	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 48.26 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 e-Lib for library operations and the institute is in the process of fully automating the library. Adequate books are available in the library and there is adequate seating space in the library. Each Department is also having their own library with a stock of good reference books. The institute needs to encourage students and faculties for improving further utilization of library resources including e-resources. The institute has a good Sports Complex with a good Gym and indoor facilities. The sports facilities may be further augmented by adding Basket Ball, Badminton courts, etc.
The entire campus is Wi-Fi. The institute has provided facilities such as seminar hall, auditorium, canteen, and Bank. 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 sports facilities both indoor and outdoor. The institute needs to formalize proper preventive maintenance system for better functioning of entire campus. The institute exploits its rich solar energy in the hostels and rain-water harvesting system is in place. The institute has good transportation facilities and good connectivity being on the Belgaum-Bijapur state highway.

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
5.3.2 QlM	Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution
5.4	Alumni Engagement
5.4.1 QlM	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 a centralised admission process by State Govt. 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 the students from its internal resources. Student council needs to be in place as per norms of affiliating university is in place and may play active role in development of student community.

The Placements Cell of the institute is responsible for placements of students. The institute is located near the industrial hub – Belgaum and has the potential to increase placements as well as average pay package.

The institute has mechanisms for redressal of student grievances including sexual harassment and ragging cases. The institute has an Alumni Association, which needs to play more proactive role for better placements as well as to enhance industry linkages.

The students are supported through remedial classes. The facility of skill enhancement through seminars, competition, GD, and interview skills exist, however, more efforts in this direction 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 Metrices(QlM) in Criterion6)	
6.1	Institutional Vision and Leadership
6.1.1 QlM	The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the institution
6.1.2 QlM	The institution practices decentralization and participative management
6.2	Strategy Development and Deployment
6.2.1 QlM	Perspective/Strategic plan and Deployment documents are available in the institution
6.2.2 QlM	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 QlM	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 QlM	The institution has effective welfare measures for teaching and non-teaching staff
6.3.5 QlM	Institution has Performance Appraisal System for teaching and non-teaching staff
6.4	Financial Management and Resource Mobilization
6.4.1 QlM	Institution conducts internal and external financial audits regularly
6.4.3 QlM	Institutional strategies for mobilisation of funds and the optimal utilisation of resources
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
6.5.2 QlM	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 QlM	Incremental improvements made during the preceding five years *(in case of first cycle)* Post accreditation quality initiatives *(second and subsequent cycles)*

Qualitative analysis of Criterion 6

The governance of the college is guided by the vision and mission of its founder. Institution has a visionary leadership that emphasizes on imparting quality education to the students. The management continuously strives to develop the college as one of centers of academic excellence in the field of engineering and technical education, while addressing the changing needs of the industry, society and competition. Efforts are made to follow ethical practices in admissions, teaching-learning processes and assessment of students. Time-to-time the institute changes its teaching pedagogy, methodologies and approaches to cover-up the slow learners with the fast learners to enable them to be competent enough to compete in competitions. Institution has de-centralized its programmes by involving young and active faculty to run the programmes through participation and involvement. Management promotes and encourages a culture of participative management among the faculty, staff and students. The Principal is given necessary academic, administrative and financial freedom to design and implement various academic and non-academic activities, which are useful for the development of the students and the college. The college maintains proper documents and records for handling the grievances

of the faculty and staff. The college is governed by the rules and procedures of the affiliating university/AICTE for recruitment. The faculty is also encouraged to participate as members in the Board of Studies and Board of Examiners. It also provides need-based soft loans to its employees. The finance section of the college conducts regular financial audit for ensuring proper management of funds in the college and the funds are regularly used for infrastructural development. As the first cycle of accreditation, the Internal Quality Assurance Cell (IQAC) is involved in preparing documents but needs to be more pro-active in planning, coordination and maintaining quality in all the existing programs and courses offered by the institution. IQAC time-to-time helps to develop quality benchmarks/ parameters for various academic activities. Regular feedback collected from alumni, parents, employers and staff on functioning of the Institute is considered to enhance further development. The feedback reports needs to be analysed on quantitative and qualitative parameters to facilitate necessary decisions for enhancement of quality.

Criterion7 - Institutional Values and Best Practices (Key Indicator and Qualitative Metrices(QlM) in Criterion7)	
7.1	Institutional Values and Social Responsibilities
7.1.2 QlM	1. Institution shows gender sensitivity in providing facilities such as: 1. Safety and Security 2. Counselling 3. Common Room
7.1.5 QlM	Waste Management steps including: • Solid waste management • Liquid waste management • E-waste management
7.1.6 QlM	Rain water harvesting structures and utilization in the campus
7.1.7 QlM	Green Practices • Students, staff using a) Bicycles b) Public Transport c) Pedestrian friendly roads • Plastic-free campus • Paperless office • Green landscaping with trees and plants
7.1.18 QlM	Institution organizes national festivals and birth / death anniversaries of the great Indian personalities
7.1.19 QlM	The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions
7.2	Best Practices
7.2.1 QlM	Describe at least two institutional best practices (as per NAAC Format)
7.3	Institutional Distinctiveness
7.3.1 QlM	Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

Qualitative analysis of Criterion 7

The institute campus is serene and peaceful with lot of greenery. Apart from their own transportation facility, the institute is well connected by road so students, faculty and staff largely use public transportation system. It has a plastic-free campus and discourages the stakeholders to use plastic. The college has placed sign boards, hoardings and pamphlets at different locations for eco-friendly campus. The college regularly organizes death/birth anniversary of national/state level personalities to sensitize its students towards social responsibility. The institution emphasizes events and workshops on the values and ethical practices in

different functional areas. Gender equity and dignity is followed in all the departments with good spirit. The institution offers limited number courses on soft-skills, communication, presentation and employability enhancement programs for the students. The teaching learning methods followed indicate the right direction to the overall development of the students. The college encourages student's talent in co-curricular, extracurricular, service and hobby areas. The students learn the organizing and managerial abilities and gain hands on experience on all the functional areas. The students' progress is regularly monitored through interaction, mentorship and counseling programs. The college has a mentoring system in place. Extension programs are conducted by NSS. The college needs to create barrier free entry and exit points with ramps and provision of lifts for the comfort and convenience of differently-abled students. There is a regular audit of financial transactions and the college ensures transparency in its administrative and academic functions by proper record keeping.

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

Strength

- Large campus area with serene and peaceful 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 cadre ratio needs improvement
- Less faculty with Ph.D. qualifications.
- Inadequate utilization of ICT resources in teaching and learning.
- Sponsored R & D and consultancy work are yet to pick up.
- Industry-Institute interaction needs to be enhanced.

Opportunities

- More employment for the students on- and off campus.
- Resource generation through consultancy from nearby industries as well as through alumni.
- Young faculty enthusiastic/keen to take the institution to scale new heights.
- Middle level leadership needs to be nurtured.
- Can create modern laboratory facilities on the campus through Industry partnerships
- Opportunities to undertake innovation and entrepreneurial activities.

Challenges

- Attracting quality faculty and full students' enrolment.
- Enhancing communication skills among students from rural background.
- Striving for the autonomous status from the affiliating university.
- Motivating faculty for quality publications in peer reviewed international journals.
- Maintaining competitive edge with other similar institutions nearby.
- Improving placements with good CTC.

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 so as to maintain AICTE prescribed cadre ratio.

- 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 classroom 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.

- Faculty motivation to attract more funding from agencies like DST/ CSIR/ ISRO/ DRDO/ BRNS/ AICTE etc.

- Efforts to be made to formulate a proper Consultancy Policy and to attract consultancy from nearby industries.

- Facilities for differently abled staff and students to be created.

- Effective feedback system from all stake holders to be established so that after analysis, necessary actions are taken.

- Alumni need to be engaged in a more tangible way.

- Institute should mobilise resources and increase industry interaction.

- Institute must forge MoUs with some peer national/international institutions.

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. RENU JAIN	Chairperson	
2	DR. NASIB SINGH GILL	Member Co-ordinator	
3	DR. SATISH CHANDRA SHARMA	Member	
4	Vishnu Mahesh K R	NAAC Co - ordinator	

Place

Date

Sl.No	Name		Signature with date
1	DR. RENU JAIN	Chairperson	
2	DR. NASIB SINGH GILL	Member Co-ordinator	
3	DR. SATISH CHANDRA SHARMA	Member	