



INSTITUTIONAL ASSESSMENT AND ACCREDITATION (Effective from July 2017)

Accreditation - (Cycle -2)

PEER TEAM REPORT ON

**INSTITUTIONAL ACCREDITATION OF
ALDEL EDUCATION TRUST'S ST. JOHN COLLEGE OF
ENGINEERING AND MANAGEMENT
C-33765
Maharashtra
Palghar
401404**

Section I:GENERAL INFORMATION

1.Name & Address of the institution:	ALDEL EDUCATION TRUST'S ST. JOHN COLLEGE OF ENGINEERING AND MANAGEMENT Palghar Maharashtra 401404
2.Year of Establishment	2008
3.Current Academic Activities at the Institution(Numbers):	
• Faculties/Schools:	2
• Departments/Centres:	9
• Programmes/Course offered:	9
• Permanent Faculty Members:	80
• Permanent Support Staff:	60
• Students:	1486
4.Three major features in the institutional Context (As perceived by the Peer Team):	<ol style="list-style-type: none">1. • Institute is located in backward area of Maharashtra and catering to the needs of rural students.2. • Institute has good physical infrastructure.3. • Institute imparts value driven and skill building education
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	Visit Date From : 17-04-2023 Visit Date To : 18-04-2023

6.Composition of Peer Team which undertook the on site visit:	
Chairman:	Damodaram Avula
Member Co - ordinator:	Sanjiv Tokekar
Member:	Mani Kant Paswan
NAAC Co - ordinator:	Dr. 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)**

<i>Criterion1 - Curricular Aspects (Key Indicator and Qualitative Metrices(QIM) in Criterion1)</i>	
<i>1.1</i>	<i>Curricular Planning and Implementation</i>
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
<i>1.2</i>	<i>Academic Flexibility</i>
<i>1.3</i>	<i>Curriculum Enrichment</i>
1.3.1 QIM	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum

1.4 Feedback System

Qualitative analysis of Criterion 1

The institution is affiliated with the University of Mumbai and follows its curriculum. Each semester, the institution prepares and aligns its academic calendar with the university calendar. Teaching loads are distributed to the faculty member according to their specialization and subject choices. Lecture plans are prepared based on syllabi and learning outcomes, and activities are conducted accordingly. The institution has a Management Information System for monitoring attendance, academic progress of students and faculty, and relevant reports are taken from it and sent to the students and their parents. Expert talks, workshops, and industry visits are organized to bridge the gap between industry and academics as well as to provide students with practical exposure. The feedback is taken twice a semester, accordingly corrective action is taken. Two internal tests are conducted, and the performance is averaged to allocate the Internal Assessment scores based on various rubrics.

The Institute gives importance on Professional Ethics, Gender Sensitization, Human Values, Environment, and Sustainability. Various courses and activities are conducted to address these issues. The curriculum includes courses such as Professional Communication, Cybersecurity, and Environmental Studies to impart knowledge on these topics. The Institute conducts activities such as blood donation drives and natural calamity donations to instil human values in students. The Institute ensures a safe environment for women on campus and at least one-woman member is included in various policy-making committees. The courses and activities aim to make students aware of utilizing engineering knowledge for societal benefit, and extension activities associated with environment and sustainability are conducted under the banner of NSS.

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

2.1	<i>Student Enrollment and Profile</i>
2.2	<i>Student Teacher Ratio</i>
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 using ICT tools
2.4	<i>Teacher Profile and Quality</i>
2.5	<i>Evaluation Process and Reforms</i>
2.5.1 QIM	Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient
2.6	<i>Student Performance and Learning Outcomes</i>
2.6.1 QIM	Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website and attainment of POs and COs are evaluated
2.7	<i>Student Satisfaction Survey</i>

Qualitative analysis of Criterion 2

Institute has a well-defined mechanism to identify slow and advanced learners through assessment done by faculty and program assessment committee. Following activities are conducted to improve the standard of slow learners:

- Peer mentoring
- Remedial lecture arranged.
- Individual attention is given by respective subject teacher/mentors
- Simplified and focused study material, University question papers solutions
- Counselling for students to enhance their confidence levels.

Following activities are conducted for advance learners:

- Motivate to appear in GRE/GATE examination.
- Motivate to enroll NPTEL courses other MOOC courses.
- Motivate to go for internships and higher studies.
- Encouragement Participation in Online coding/Tech-fest /Seminars /Conferences events
- Encouraged to participate in SIH events
- Motivate to publish papers
- Advanced assignments or tasks are assigned to advanced learners.

The institute follows the model of Outcome Based Education and students apply their knowledge and skills to solve industrial and societal issues. Emphasis is given on the classroom teaching to understand the theory. Most of the classrooms are having ICT tools. Students learn about application of theory through laboratory courses, industrial training, industrial visits, mini-projects, and major projects. In addition, students organize and participate in various forums and activities to enhanced learning experience. Experiential learning is promoted through mini-projects, major projects, internships/field training, industrial/site visits, workshops, technical symposiums, and inviting industry experts to deliver talks. Participative learning is promoted through various technical events, group activities, brainstorming sessions, and case studies in PG level. Final year students projects they solve technical and scientific issues. Problem-solving methodologies are through real-time projects, contests, and internships. The institute uses ICT tools for online teaching and learning, including installed Smart boards in classrooms, LCD projectors, and video conferencing platforms

for events and workshops. Faculty members use ICT tools for delivering their content online and offline, including live streaming through Google Meet.

The University of Mumbai has a mechanism for internal and external assessment, with a time-bound and grievance redressal system. The distribution of syllabus for each evaluation tool, the frequencies of examinations, and tentative schedules are informed to students at the beginning of the semester through academic calendar. The university norms allocate 20% marks for Internal Assessment Tests and 80% marks for the End Semester Examination for the UG program of Engineering and 40% and 60% for MMS. Well-defined evaluation system exists. End Semester Examination is conducted separately. Students can apply for grievance if they find any part of the answer book unassessed, wrongly assessed.

The University of Mumbai sets course outcomes which may modified by course teachers if necessary, and program outcomes are displayed on the institute website and notice boards. Course outcomes are communicated to the stakeholders through various means and evaluated using direct and indirect tools to determine attainment. Program outcomes are assessed through direct and indirect methods and displayed on the website.

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

<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 and has 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 are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.
3.4.2 QIM	Awards and recognitions received for extension activities from government / government recognised bodies
3.5	<i>Collaboration</i>

Qualitative analysis of Criterion 3

The Institute has a research and development cell established to support faculty as well as students pursuing research. Faculty members are mentored by faculty members and researchers from premier institutions. Institute organises workshops and conferences for students and faculty members to share their research work and also gets exposure from researchers attending the events. The Institute encourages students to participate in project competitions and exhibitions. The Institute has servers and workstations to support research. Some laboratories are used for consultancy. The Institute also encourages Intellectual Property Rights, resulting in 5 patents granted, 5 patent published, and 2 copyright granted in last five years.

The Institute has been actively promoting participation in extension activities among individuals to improve the neighbouring communities. The Institute has organized various social activities focusing on providing cloth, books, and goods donations, as well as awareness programs on AIDS, road safety, yoga, voter awareness, cancer prevention, anti-drug drive, HIV/AIDS, cancer prevention, anti-malaria awareness, and plantation drives. These activities aim to provide education and support to the underprivileged section of society.

The Institute also encourages community involvement in its work by planning events, such as the mass blood donation movement and plantation drives through different NGOs in the city.

The Institute further promotes extension learning by organizing various events such as the celebration of International Women's Day with the theme "Gender Equality Today for a Better Tomorrow." It also conducts field visits to various villages to create awareness on social issues like Women's Equality, Anti Dowry, Save the Girl Child, National Unity, Clean Habits, Plastic Ban, Swachh Bharat Abhiyaan, Water conservation, etc.

The Institute also conducted a community-based survey to get factual situation about Malnutrition, Health & Hygiene, E-waste, Solid Waste, Energy Conservation, and Computer Literacy. Due to Covid-19 restrictions, the Institute has conducted online health-related activities such as Quiz on Environment Day, HIV/AIDS awareness talk, Cancer Prevention.

Students are doing Swachh Bharat Internship in villages. Further, the Institute also extends support in terms of consultancy services, such as soil, concrete, brick, paver-block, fly ash testing to the nearby

construction industries.

***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	Availability of adequate infrastructure and physical facilities viz., classrooms, laboratories, ICT facilities, cultural activities, gymnasium, yoga centre etc. in the institution
<i>4.2</i>	<i>Library as a Learning Resource</i>
4.2.1 QIM	Library is automated using Integrated Library Management System (ILMS), subscription to e-resources, amount spent on purchase of books, journals and per day usage of library
<i>4.3</i>	<i>IT Infrastructure</i>
4.3.1 QIM	Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection
<i>4.4</i>	<i>Maintenance of Campus Infrastructure</i>

Qualitative analysis of Criterion 4

The Institute has built-up area of 18072.01 Square meter for various departments. Institute has 29 classrooms majority ICT enabled with LCD projectors, smart board facility is also available. Institutes website has various learning resources such as PowerPoint presentations and videos for students. The laboratories, the central workshops and language lab have internet facilities. The centralized store has inventory control and supply system. The Institute has an ICT-enabled seminar hall. The Institute has an auditorium, two seminar halls, two playgrounds, badminton court etc. and indoor game faculties such as, table tennis, chess, and carom boards.

The library of St. John College of Engineering and Management having a total carpet area of about 489.22 Square meter. The library is equipped with various facilities such as computers, Wi-Fi, and LAN connectivity. The library having circulation counter, reference section, journal section, reading hall, digital library, and scanning section etc.. The institute library currently uses KOHA Integrated Library Management Software (ILMS). The institute library has 5293 titles and 24989 book volumes, and 62 journals and magazines. Apart from the physical collection, the library also offers various e-resources such as ProQuest, DELNET, EBSCO E-Journals, Kninbus E-library and Typeset with Turnitin an Anti-Plagiarism software. The institute has spent around 57.35 lakhs in last 6 years for resources of library.

The institute has sufficient IT infrastructure with 750 computers and all connected on LAN. The institute also total 280 Mbps bandwidth taken from four different vendors, order is placed for another 100 Mbps leased line.

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

<i>5.1</i>	<i>Student Support</i>
<i>5.2</i>	<i>Student Progression</i>
<i>5.3</i>	<i>Student Participation and Activities</i>
<i>5.4</i>	<i>Alumni Engagement</i>

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

Class representatives for every class are elected through an election process. Members at various posts are nominated by faculty coordinators through a well-defined process. The Student Council organises and conduct technical, cultural, sports events smoothly at institute level. They are expected to work for overall development of students.

Students of the institute have representation in following committees.

1. Anti-Ragging Committee,
2. Students Grievance Redressal Committee,
3. Women Development Cell (WDC),
4. SC-ST Committee,
5. Internal Quality Assurance Cell (IQAC),
6. Department Advisory Board (DAB),
7. Departmental Forum, such as Mechanical Engineering Students Associations (MESA), Sophisticated and Perpetual Coders Association (SPCA), Information Technology Students Association (ITSA), Association of Students Skills for Electronics and Tele-communication (ASSET), Association of Civil Engineers (ACE).
8. Placement and Training (PAT)
9. Library committee.

The institute has a registered Alumni Association. Alumni contributes by giving expert lectures. They support in organizing different events. They also give feedback and extend the support for infrastructure facilities.

<i>Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrices(QIM) in Criterion6)</i>	
<i>6.1</i>	<i>Institutional Vision and Leadership</i>
6.1.1 QIM	The governance and leadership is in accordance with vision and mission of the institution and it is visible in various institutional practices such as decentralization and participation in the institutional governance
<i>6.2</i>	<i>Strategy Development and Deployment</i>
6.2.1 QIM	The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, deployment of institutional Strategic/ perspective/development plan etc
<i>6.3</i>	<i>Faculty Empowerment Strategies</i>
6.3.1 QIM	The institution has effective welfare measures and Performance Appraisal System for teaching and non-teaching staff
<i>6.4</i>	<i>Financial Management and Resource Mobilization</i>
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)
<i>6.5</i>	<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. 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

Vision and Mission statements have been stated and have clear focus towards development of students. These are suitably displayed at prominent locations in the college and website. The top management including governing body, management, and college development committee frame the policies to focus on institutional goals. The internal quality assurance cell and central committee coordinators implement the policies that align with the vision and mission of the Institute. The Principal and Heads of Departments have regular meetings to conduct review plans of each department. The Institute has an academic calendar that includes co-curricular and extra-curricular activities aligned with the vision and mission of the institute. The Institute practices decentralization and participative management. All the departments have the authority to make decisions on academic matters, and the Heads of Departments plan and execute academic activities of their programs. There is a culture of participative management in which various committees are set up to execute and ensure the smooth functioning of activities.

The institute has two statutory bodies that perform various functions to pursue the institution's vision and mission.

1. Governing Body.
2. College Development Committee

The governing body is responsible for managing the institution effectively and planning its future development. The Governing Body has educationists and industrialists as members. Governing Body meeting held once a year to take policy decisions regarding financial, academic, and administrative matters for the overall development of the institute.

The College Development Committee (CDC) monitors the progress of various academic activities and programs in pursuit of the institution's vision and mission. The Principal consistently implement policies to achieve the vision. The Principal and the Head of Departments form central-level committees to provide decentralized administration and smooth functioning to achieve the institution's objectives and goals. The institute has HR policies, recruitment policies, purchase policies, IT policy, and research policy.

The management conducts regular reviews to assess compliance with the strategic plan, both long-term goals, and short-term goals. The strategic plan incorporates all aspects of academic, administrative, and

quality issues. The institute encourages existing faculty to pursue higher qualifications, thereby increasing the number of faculty registered for their Ph.D. The management has also implemented several measures for faculty retention. They give all statutory benefits and some additional benefits also available. The institute has

Performance Appraisal System for teaching and non-teaching staff. The institute uses available funds effectively. External and internal financial audits are conducted every year. The Internal Quality Assurance cell is working effectively and has different committees to monitor the activities of teaching learning, research and development, industry interaction and training and placement activities. Internal academic audit is conducted by IQAC every semester.

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

<i>7.1</i>	<i>Institutional Values and Social Responsibilities</i>
7.1.1 QIM	Measures initiated by the Institution for the promotion of gender equity and Institutional initiatives to celebrate / organize national and international commemorative days, events and festivals during the last five years
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 diversity and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)
<i>7.2</i>	<i>Best Practices</i>
7.2.1 QIM	Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual
<i>7.3</i>	<i>Institutional Distinctiveness</i>

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

The institute has implemented gender-sensitive policies for all teaching and non-teaching staff on campus. This includes the office section, accounts section, HR team, counsellor, lab attendants, lab assistants, and security staff. The strategic placement of security staff, including women security personnel, ensures that all genders feel safe and secure on campus.

Gender Diversity:

The institute comprises a diverse group of students and faculties, with female enrolment ranging from 20-40% and female faculty members ranging from 35-45%. The institute encourages female to enrol in its courses. Gender equity is observed in higher positions in the institute, such as Director, Dy. Campus Director, HOD, Dy. HOD, section in-charge, and heads/members of various committees.

The institute celebrates national and international commemorative days, events and festivals throughout the year. Commemorative days such as Independence Day, Republic Day, Constitution Day, Unity Day, Teachers' Day, Engineers' Day, and Women's Day are celebrated with great enthusiasm. Also, the institute organizes various events such as the Annual Day/Graduation Day.

The institution observes four important national days, including Independence Day, Republic Day, Constitution Day, and Voters Day. On these days, special events and activities are organized to celebrate the historical significance of each of these days. Independence Day, which is celebrated on 15th August, is celebrated with great enthusiasm and patriotism at the college. Republic Day is another important day, celebrated to imbibe the values of the Constitution and duties towards it. Constitution Day, which is celebrated on 26th November, is also observed at the institution. Finally, National Unity Day is celebrated on 31st October, with the aim to promote national unity and integrity.

The NSS unit of the institution organizes awareness programs on constitutional obligations, values, rights, duties, and responsibilities of citizens. These programs help sensitize students and employees towards their role in upholding the principles of the Constitution. The NSS unit also focuses on promoting social responsibility, communal harmony, and national integration among students.

Best practices

1. Management Information System (MIS) for Continuous Monitoring
2. Skilling through Hackathon

3.

Laghuswapna – An Industry Institute Program for MSMEs.

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

Overall Analysis

Good Infrastructure including land & buildings.

Qualified, Experienced, and dedicated faculty

NBA Accreditation for 03 Programs

Proactive and supportive management with dynamic leadership.

Good sports Facilities.

Effective extension activities.

Emphasis is given to the coding skills for all students by arranging special coding classes.

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)

- • Improving the student's placement by adding more technology value added course.
- • Effective measures may be taken to improve the number of PhD Qualified Faculty.
- • Efforts may be made to achieve UGC Autonomous status.
- • Alumni contribution to be strengthened.
- • Resource mobilization to research and consultancy assignments to be strengthen

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	Damodaram Avula	Chairperson	
2	Sanjiv Tokekar	Member Co-ordinator	
3	Mani Kant Paswan	Member	
4	Dr. Vishnu Mahesh K R	NAAC Co-ordinator	

Place: Date