



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

Accreditation - (Cycle - 1)

**PEER TEAM REPORT ON
INSTITUTIONAL ACCREDITATION OF
CMR INSTITUTE OF TECHNOLOGY**

**Kandlakoya village Medchal Mandal and District Hyderabad
501401**

**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:	CMR INSTITUTE OF TECHNOLOGY Kandlakoya village Medchal Mandal and District Hyderabad Telangana
2.Year of Establishment	2005
3.Current Academic Activities at the Institution(Numbers):	
Faculties/Schools:	-
Departments/Centres:	5
Programmes/Course offered:	3
Permanent Faculty Members:	239
Permanent Support Staff:	137
Students:	3324
4.Three major features in the institutional Context (Asperceived by the Peer Team):	<ol style="list-style-type: none">1. The institute has an autonomous status recognized by UGC under section 2f & 12b of UGC Act, 1956.2. The programmes run by the institute are NBA accredited.3. Good student enrolment for Under Graduate Programmes.
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	Visit Date From : 02-04-2018 Visit Date To : 03-04-2018
6.Composition of Peer Team which undertook the on site visit:	
Chairman:	Pradip Narayan Ghosh
Member Co - ordinator:	Benny Mathews Abraham
Member:	Rajanish
NAAC Co - ordinator:	DR. RUCHI THRIPATI

Section II: CRITERION WISE ANALYSIS

Observations (Strengths and/or Weaknesses) on each qualitative metrics of the key Indicator under the respective criterion (This will be a qualitative analysis of descriptive nature aimed at critical analysis presenting strength and weakness of HEI under each criteria)

Criterion1 - Curricular Aspects (Key Indicator and Qualitative Metrics(QIM) in Criterion1)	
1.1	Curriculum Design and Development
1.1.1 QIM	Curricula developed /adopted have relevance to the local/ national / regional/global developmental needs with learning objectives including program outcomes, program specific outcomes and course outcomes of all the program offered by the Institution
1.2	Academic Flexibility
1.3	Curriculum Enrichment
1.3.1 QIM	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 follows the curriculum designed by the apex University i.e. JNTUH. Recently the institute was awarded the autonomous status and is in a process to formulate its own curriculum. Choice based credit system was adopted from the academic year 2016-17. The curriculum has been designed for 192 credits. There are few Open Electives designed to offer competency in allied areas. The above said courses are intended for professional enhancement and personality development. The courses namely Disaster Management, Global Warming Impact, etc are offered as open electives to create awareness regarding the Environmental aspects. The curriculum has been enriched with non-credit courses on Yoga, Environmental Science and Technology etc. The social awareness is achieved through NSS activities and the gender equality issues are addressed through the Gender Sensitization Laboratory. The employability enhancement is accomplished through crash courses on Analytical Skills, Quantitative Aptitude, Verbal Ability and Soft Skills. Good number of students are enrolled and succeed in value added courses. The institute has incorporated courses such as Human Values and Professional Ethics in Engineering, Management Science, Management and Economics to give the student a feel of social responsibilities and it further adds to the inculcation of values.

The hands on aspect is ensured through the mini projects and final year projects which further enriches the curriculum. The institute is successful in exhibiting the Programme outcomes, Programme specific outcomes and course outcomes of the entire Programme offered; however the evaluation of attainment needs improvement. The sustainability of the environment is further attempted to infuse in the student community by the way of organization of various programs such as Haritha Haram, Swach Bharath, Go Green Save Earth, etc. The institute has initiated steps to form Student forums which are propagating and sensitizing the important issues such as ensuring eco-friendly environment, campaigning against Plastic usage, volunteering against sexual harassment of any kind, handling gender sensitive issues.

Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrics(QIM) in Criterion2)	
2.1	Student Enrollment and Profile
2.2	Catering to Student Diversity
2.2.1 QIM	The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners
2.3	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
2.3.4 QIM	Preparation and adherence to Academic Calendar and Teaching plans by the institution
2.4	Teacher Profile and Quality
2.5	Evaluation Process and Reforms
2.5.4 QIM	Positive impact of reforms on the examination procedures and processes including IT integration and continuous internal assessment on the examination management system
2.6	Student Performance and Learning Outcomes
2.6.1 QIM	Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students
2.6.2 QIM	Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution
2.7	Student Satisfaction Survey

Qualitative analysis of Criterion 2

The institution has a mechanism to categorize the students on the basis of their rank in State Common Entrance Test and their internal marks to assess the learning levels after admission and accordingly strategize the teaching-learning process. The advanced learners are identified on the basis of performance in internal tests and end- semester examination, active participation and learning during lecture and practical sessions, showing willingness to work on independent projects / special assignments etc through few processes. However the same needs to be systematized for the benefit of the advanced learners. There are few promotional avenues offered for the advanced learners such as helping them to work on innovative projects, encouraging them to participate in seminars, workshops events organized by the department, however this in itself can be enhanced by encouraging them through Open Educational Resources (OERs) and MOOCs.

The teaching learning is enriched with number of student centric methods such as seminars, NPTEL video lectures, Web-Learning-Resources, Simulation Software, Webinars, Modeling and organizing exhibitions, internship and in-plant training. However the student centric teaching learning can be further improved by organizing the industrial visits which will help in bridging the gap between industry and academia. The institution has a Learning Management System (LMS) in the form of eLSDM by JNTUH.

The Principal, Controller of Examinations and the respective HoDs prepare Academic Calendar jointly prior to the commencement of the academic year itself. The calendar also covers the working days, holidays and various events such as commencement of classes, continuous assessment tests, closing date of theory classes as well as details regarding the theory and practical examinations. The instructional days per semester are 90 as per the norms.

As far as the evaluation process is concerned, the institute has adopted the Continuous Internal Evaluation

(CIE) which is based on interaction in class, internal tests, presentation, seminars, performance in assignments and practicals. Blooms Taxonomy is in place to effectively address the needs of the diversified student community. The Blooms taxonomy has been further incorporated in the evaluation process by having two parts in the CIE which further comprises of short answer questions to test the conceptual / logical thinking skill vis-à-vis higher order analysis / synthesis /

concepts. The institute has still potential to introduce the examination management system with end to end automation of the examination process.

The institute has prepared student cards for the individual students having the Programme outcomes, Programme specific outcomes and course outcomes in the most visible form. The same is also been displayed by means of boards in various laboratories.

The attainment of outcomes is evaluated by both direct and indirect manner in the proportion of 80:20 respectively. The committee decides metrics and rubrics which have been used as a bench marking tool to analyse the marks obtained in the CIE and End Semester Examination. The indirect assessment of the outcomes is done through the 'Graduate Exit Survey' and on the basis of feedback.

Criterion3 - Research, Innovations and Extension (Key Indicator and Qualitative Metrics(QIM) in Criterion3)	
3.1	Promotion of Research and Facilities
3.2	Resource Mobilization for Research
3.3	Innovation Ecosystem
3.3.1 QIM	Institution has created an eco system for innovations including Incubation centre and other initiatives for creation and transfer of knowledge
3.4	Research Publications and Awards
3.5	Consultancy
3.6	Extension Activities
3.6.1 QIM	Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years
3.7	Collaboration

Qualitative analysis of Criterion 3

The institute is initiating steps towards establishing a culture of research and innovation with good number of initiatives such as close association with blue chip companies like Infosys, Pentagon and Zensar, taking up R&D projects and publishing research in journals. An exclusive R & D cell has been setup with a mandate to encourage the faculty members to undertake research activities. The R&D cell also facilitates the required facilities to individual researchers like state of art laboratories, library and internet connectivity. The R & D cell undertakes the periodical review and guidance to research scholars, it also helps in monitoring and assessing the progress of sponsored research projects. The planning and arranging seminars, conferences and workshops has been initiated under the umbrella of the cell. The culture of interdepartmental research, though in its inception has started in the institution and few centres in the form of VLSI and Embedded Systems are functioning. The institute should put in place the start-ups culture amongst student community.

The Entrepreneurship Development Cell was started in the institute in the year 2009. This cell organizes several awareness programs with the support of MSME. One of the faculty has published two patents in the areas of Transportation Management System and System & Method for providing Information Security of Local Area.

The institute is active in extension activities through its NSS unit, technical clubs, environment consciousness clubs and professional societies. Regular camps are organized through the department associations in the nearby villages to address societal needs. Some of the noteworthy extension activities undertaken by the institute are: awareness on child labour and primary literacy, awareness camps on healthcare, Aids and traffic safety norms. The institute also takes part in programs conceived by Central Government such as Swachh Bharath. Other extension activities include community orientation programmes, computer literacy programmes for schools, celebrating international yoga, literacy, health and women's day.

Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrics(QIM) in Criterion4)	
4.1	Physical Facilities
4.1.1 QIM	The institution has adequate facilities for teaching - learning. viz., classrooms, laboratories, computing equipment, etc
4.1.2 QIM	The institution has adequate facilities for sports, games (indoor, outdoor),gymnasium, yoga centre etc., and cultural activities
4.2	Library as a Learning Resource
4.2.1 QIM	Library is automated using Integrated Library Management System (ILMS)
4.2.2 QIM	Collection of rare books, manuscripts, special reports or any other knowledge resource for library enrichment
4.3	IT Infrastructure
4.3.1 QIM	Institution frequently updates its IT facilities including Wi-Fi
4.4	Maintenance of Campus Infrastructure
4.4.2 QIM	There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

Qualitative analysis of Criterion 4

The institute has infrastructure as per the AICTE norms with sufficient number of class rooms, tutorial halls, laboratories, library, staff rooms and HOD Rooms. There are several class rooms equipped with LCD projectors. A state of art shared auditorium with good audio-visual facilities exists in the campus. A yoga club has also been established by the institute. Though the institute has the indoor, outdoor and gymnasium facilities, they need significant improvement. Four seminar halls are equipped with interactive boards.

The Central library has 10447 titles, 45860 volumes, 10478 online journals, and 10642 ebooks. Digital library is equipped with 20 computers and web based resources. The Library has an Integrated Library Management System (ILMS) implemented with NewGenLib software package with Bar Code Scanners that support all in-house operations. The OPAC facility is in place. The barcoding of the books has been completed. The library offers good number of full text e-journals with search facility for the benefit of the researchers. The library has been enriched with IEEE ASPP, Springer Mechanical, J-Gate Engineering and Technology (JET), ASCE Packages, Knimbus, NDL, DELNET Membership and NPTEL videos.

The college has suitable facilities for technology deployment, up gradation of hardware, software and internet facilities. The blade servers along with the firewall is operational. The IT facilities are based on 15 dedicated Servers, 1132 Computers, 115 Printers and Scanners. Internet bandwidth with 100 Mbps is available out of which 40 Mbps is wired and the rest is for Wi-Fi. In addition the Reliance Jio Net with 100 Mbps capacity is also available.

The institution has a Media Centre where the faculty can record their lectures and provide the students with an opportunity to listen to them through the college portal. The e- content recording helps the students to improve their presentation and communication skills. There are maintenance committees for Labs, Class Rooms, Seminar Halls, Computers, Library, Sports, House Keeping, RO Water, Water Coolers-Cum-Dispensers, Usage Water, Gardening, Dispensary, Furniture and Fixtures, Transportation, Canteen, Auditorium, Fire Extinguishers etc.

Criterion5 - Student Support and Progression (Key Indicator and Qualitative Metrics(QIM) in Criterion5)	
5.1	Student Support
5.2	Student Progression
5.3	Student Participation and Activities
5.3.2 QIM	Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution
5.4	Alumni Engagement
5.4.1 QIM	The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years

Qualitative analysis of Criterion 5

The institute has good number of training activities for the students which have been made the part of the time table itself. Soft Skills, which include communication, Skills, mock interviews, group discussion are systematically recorded and played back to let the students know about their performance. AN event called as 'ILLUMINATE' is organized every year, which comprises of paper and project presentations, quiz and essay contest etc. Analysis of the other qualitative metrics go on following lines:

The institute doesn't have a formal student council. In its first place the institute has a mechanism of Student Advisory Committee, which is, formed with a class representative one male and one female from first year to final year. The class representatives are nominated on the basis of their academic performance in their respective sections. These class representatives get nominated to form the student advisory committee for each discipline. Members of the student advisory committee contribute towards coordination of the departmental, technical, social, cultural events both at departmental as well as at institutional level. Student advisory committee members jointly with their faculty advisors organize the seminars, workshops and cultural events which ensures participation of the students in all the endeavors. Faculty advisers in turn mentors the student advisory committee members in discharging their role and responsibilities for various academic and administrative tasks. The following are the academic and administrative committees in which students play an active role: Programme Assessment Committee, Department Advisory Committee, National Service Scheme, Anti-Ragging Committee, Grievance and Redressal Committee, Alumni association and Cultural and Sports Committee. The institute has student chapters of various associations viz. ISTE, IETE, IEEE, SAE, CSI and ASSE.

Registration process of the alumni association has been initiated. The Alumni Association contributes to the welfare of the institute. Alumni meetings are organized annually and so far, seven such meetings have been conucted. Alumni suggestions are obtained through feedback process and are considered while designing and updating the curriculum. Periodically, illustrious and prominent alumni are invited to deliver motivational lectures. Alumni pave way for job/career opportunities and also for higher education. Department-wise alumnus also participates in BoS deliberations. Alumni extend their support in industry-institute interaction to fill curriculum gaps. However the institute is unable to reap the benefits of its alumni placed in various industries in a big way.

Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrics(QIM) in Criterion6)	
6.1	Institutional Vision and Leadership
6.1.1 QIM	The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the institution
6.1.2 QIM	The institution practices decentralization and participative management
6.2	Strategy Development and Deployment
6.2.1 QIM	Perspective/Strategic plan and Deployment documents are available in the institution
6.2.2 QIM	Organizational structure of the institution including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism
6.2.4 QIM	Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions
6.3	Faculty Empowerment Strategies
6.3.1 QIM	The institution has effective welfare measures for teaching and non-teaching staff
6.3.5 QIM	Institution has Performance Appraisal System for teaching and non-teaching staff
6.4	Financial Management and Resource Mobilization
6.4.1 QIM	Institution conducts internal and external financial audits regularly
6.4.3 QIM	Institutional strategies for mobilisation of funds and the optimal utilisation of resources
6.5	Internal Quality Assurance System
6.5.1 QIM	Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes
6.5.2 QIM	The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms
6.5.5 QIM	Incremental improvements made during the preceding five years (<i>in case of first cycle</i>) Post accreditation quality initiatives (<i>second and subsequent cycles</i>)

Qualitative analysis of Criterion 6

The Vision, Mission, Objectives and Goals of the institution are well defined and in tune with the objective of higher education. All activities of the institution are carried out focusing on the mission of the institution. The institution has effective governance and leadership supported by well-defined structure. Collective decision making is based on facts and feedback.

The management interacts with the Principal who has been working in the college since its inception to review the academic administration, research and development for the growth of the institution. Major policy decisions are taken in governing body meetings. The Principal regularly interacts with all the departmental heads regarding academic calendar, students' progress, placement and training, research and extension activities, industry interaction, consultancy assignments, alumni interaction etc.

The Principal ensures keeping up with the standards as per the norms of AICTE, affiliating University and

State Government. Deans extend support in monitoring academic and administrative affairs. Deans, heads, senior professors and one assistant professor of various departments are members of CAC. The departmental head motivates the Staff and the students towards academic and administrative obligations and reports to the Principal on various activities for further guidance and advise in all academic and administrative matters.

Most of the faculty members are active members in several committees such as purchases,

grievance redressal, library, anti-ragging and discipline, transport, sports, canteen, cultural, technical, EDC, R&D, PACs, BOS, academic council, placements, alumni, faculty recruitment and selection, maintenance and many other academic & administrative committees. In few committees students are also members.

Governing body meets once in a semester to decide upon the recommendations of College Academic Committee (CAC) to develop an academic-roadmap, approve the recommendations of the Staff Selection Committee and also to prepare the annual budget. The CAC's are responsible to review the academic and related activities of the college, plan for resource mobilization and also to promote research and extension activities in the college campus. The Heads Committee looks after the attendance of the students and the class diary maintained by the teachers. Examination Branch Committee looks after implementation of examination system.

The institute follows the recruitment and promotion norms as prescribed by AICTE. The culture of the participatory administration is ensured as most of the staff members are involved in various committees in the capacity of members, coordinator and chairperson.

Several welfare schemes for the staff has been initiated, however the provision for maternity leave is just for one month. All the norms of state government, affiliating university, UGC, AICTE, TSBTE are followed for the faculty appraisal. The API system has been introduced for the faculty appraisal. Prior to establishment of IQAC, the institute underwent Academic Administrative Audit (AAA) commissioned by JNTUH-UAAC every year for its extension approval and also for increase in intake and new courses under the realms of Fact Finding Committee Every Year. The institute has been accredited by NBA for its quality and was accredited twice during the period 2012-2015 (for two programs) and 2016 to 2020 (for all programs).

Criterion7 - Institutional Values and Best Practices (Key Indicator and Qualitative Metrics(QIM) in Criterion7)	
7.1	Institutional Values and Social Responsibilities
7.1.2 QIM	Institution shows gender sensitivity in providing facilities such as a) Safety and Security b) Counselling c) Common Room
7.1.5 QIM	Waste Management steps including: • Solid waste management • Liquid waste management • E-waste management
7.1.6 QIM	Rain water harvesting structures and utilization in the campus
7.1.7 QIM	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 QIM	Institution organizes national festivals and birth / death anniversaries of the great Indian personalities
7.1.19 QIM	The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions
7.2	Best Practices
7.2.1 QIM	Describe at least two institutional best practices (as per NAAC Format)
7.3	Institutional Distinctiveness
7.3.1 QIM	Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

Qualitative analysis of Criterion 7	
<p>The Institute addresses several gender sensitive issues through campaigns, exhibitions and workshops. The social and community engagement activities are implemented through NSS cell. Equal opportunity without gender bias is visible in the institute as female faculty are appointed on various positions such as Deans/Professors. Fair representation of women on various apex bodies such as governing body, academic council, BOS, all administrative and academic committees has been ensured. CCTV surveillance system is operational in the institute. The mentoring scheme with mentor to mentee ration of 1:15 is operational, however there is no exclusive psychological counsellor. Separate girls-common refreshment room on every floor has been made available.</p> <p>Waste management systems are in place. The waste is segregated into three streams- biodegradables, dry and domestic hazardous waste. Dust collection bins are installed throughout the campus.</p> <p>Collection and disposal of sanitary waste, surgical waste is also in place. Eco-friendly, viable and integrated</p>	

system of liquid waste management is implemented and the liquid waste is discharged into the soak pit/septic tank. Around 50% of students use government transport system; 40% students and 90% of staff use subsidized college bus transportation system only because of the fact that frequency of public transportation especially during peak hours is extremely limited. College has attempted to maintain its campus free of plastic. Placards are displayed regarding ban on plastic. Collection bins are kept at various locations to collect plastic material. However, the institute has to plant more trees as there is no visible green belt inside the campus. The institute has put in place a solar panel of 120 KVA. Ground water recharging is being done in some part of the campus.

The institution ensures transparency in its financial transactions by hosting the audited annual financial statements on the college website. It also hosts the organizational manual on the website and communicates the attendance and performance in CIE through electronic reports. Transparency is maintained in internal assessment and answer booklets after valuation are shown to students. The institute also organizes national festivals and birth / death anniversaries of the great Indian personalities from time to time. However there is no well documented IT policy, Gender Policy and Green audit.

In view of lack of communication and presentation skills among the students coming from the rural Background, the institute has taken up an initiative under the 'Career and Professional advancement', which has been exhibited as one of the best practices. The initiative has resulted in good placement of the students which in turn has maintained consistently good admissions for the institute. The other best practice exhibited is "CMRIT e-Management", which aims at coordination among the institute, staff, students, parents and other stakeholders through e-mode and thereby ensures dissemination of information on time. The distinctiveness of the institute is creating an opportunity of higher education to the rural students and bringing them in the mainstream by providing good placement opportunities.

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

Strength

CMR Institute of Technology has established in the year 2005 under MGR Educational Society in Kandlakoya village. The built up area of the institute is 31193.72 Sq.M. The institution aims at imparting quality education to students in Engineering & Technology and Business Management. The institute is approved by AICTE, Permanently affiliated to JNTUH, accredited by NBA and achieved UGC autonomous status recently.

Institutional Strengths

- Autonomous Institution(UGC with 2(f) & 12(B) Status)
- Accredited by NBA
- Implementation of OBE model
- Sizable number of faculty with Ph.D. qualification
- Automated library with e-learning facility
- Good placement record

Institutional Weakness

- Hostel facilities not up to the mark
- Few industry collaborations
- Few Patents
- Few government funded projects
- Tune of Consultancy to be improved
- Poor student enrolment in Post Graduate Engineering programmes.

Institutional Opportunity

- Introduction of courses in niche areas such as Data Sciences
- CBCS need to be strengthened
- More thrust on ICT in teaching – learning
- Research activities to be augmented with more UGC, ICSSR and AICTE sponsored minor, major research projects and publications.
- Quality improvement scheme for faculty in collaboration with premier institutes

Institutional Challenge

- A systematic consultancy cell generating funds
- To introduce more specializations in existing programmes
- More industry oriented innovative programs
- Extensive ICT in teaching – learning and in administration
- Augment faculty development activity
- Getting quality students in view of mushrooming of institutions.

In the wake of the prevailing Engineering and Management Education scenario the CMR Institute of Technology should strive hard to be quality conscious in imparting the state of art knowledge to the student community. Looking at the rapid rate of obsolescence in the field of Engineering disciplines the institute stands a better chance in revising and updating its curriculum being having an autonomous status. However

the institute has long way to go in this direction. The institute can build momentum in this direction by attracting quality faculty with congenial environment, offering the best of the ambience to the student community, working on the feedback by the stakeholders and thereby marching towards fulfilling the aspirations of the society at large.

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)

- Improve hostel facilities substantially with respect to cleanliness, over occupancy, food facility and support staff.
- Provision for the Maternity leave for the female employees as per the Government rules.
- Scheme for Industrial tours be initiated for all the Departments.
- Faculty should be encouraged to get more funded projects from the funding organizations.
- The teaching learning processes be made experience oriented.
- Tree plantation should be taken up on priority
- Research Papers should be published in reputed journals with more thrust on citations, impact factor and h index
- The institute should channelize the Alumni strength for overall betterment.
- Indoor games and gymnasium facility should be improved.
- Co-curricular activities need more encouragement.

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	Pradip Narayan Ghosh	Chairman	
2	Benny Mathews Abraham	Member Co - ordinator	
3	Rajanish	Member	
4	DR. RUCHI THIRIPATI	NAAC Co - ordinator	

Place

Date

NAAC