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INSTITUTIONAL ASSESSMENT AND ACCREDITATION (Effective from July 2017)

Accreditation - (Cycle -3)

PEER TEAM REPORT ON

INSTITUTIONAL ACCREDITATION OF
SHIVAI SHIKSHAN PRASARAK MANDAL'S SUNDARRAO
MORE ARTS, COMMERCE AND SCIENCE COLLEGE
POLADPUR
C-34103
Maharashtra
Raigad
402303

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:	SHIVAI SHIKSHAN PRASARAK MANDAL'S SUNDARRAO MORE ARTS, COMMERCE AND SCIENCE COLLEGE POLADPUR Raigad Maharashtra 402303
2.Year of Establishment	1998
3.Current Academic Activities at the Institution(Numbers):	
• Faculties/Schools:	3
• Departments/Centres:	12
• Programmes/Course offered:	12
• Permanent Faculty Members:	21
• Permanent Support Staff:	15
• Students:	502
4.Three major features in the institutional Context (As perceived by the Peer Team):	1. Grant-in-aid co-educational college located in a hilly rural region of Konkan Tribal area 2. College yet to procure 12 B Status 3. 50 Percent overall intake is girls
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	Visit Date From : 22-01-2020 Visit Date To : 23-01-2020
6.Composition of Peer Team which undertook the on site visit:	
Chairman:	Prasada Rao Alamanda

Member Co - ordinator:	Nongmaithem Rokendro Singh
Member:	Suresh Gadhavi
NAAC Co - ordinator:	Prof. Anantha Subba Rao

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)

<i>Criterion1 - Curricular Aspects (Key Indicator and Qualitative Metrics(QIM) in Criterion1)</i>	
<i>1.1</i>	<i>Curricular Planning and Implementation</i>
1.1.1 QIM	The institution ensures effective curriculum delivery through a well planned and documented process
<i>1.2</i>	<i>Academic Flexibility</i>
<i>1.3</i>	<i>Curriculum Enrichment</i>
1.3.1 QIM	Institution integrates cross- cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum
<i>1.4</i>	<i>Feedback System</i>

Qualitative analysis of Criterion 1

1.1.1 Course wise curriculum designed and developed by affiliating University of Mumbai. College implements the same as per the academic

calendar issued by the University and has little freedom to make any changes in the syllabi prescribed by the university

1.3.1 Affiliating University formulates course content by integrating cross cutting issues relevant to Gender, Environment & Sustainability, Human Values and Professional Ethics into the curriculum for all its affiliated colleges. College has not implemented any region specific add-on courses for curriculum enrichment.

Qualitative analysis of Criterion I (up to 500 words)

Affiliating University of Mumbai, prescribes course-wise content of syllabi and prepares year-wise academic calendar for curriculum transaction. College also prepares its own academic calendar before commencement of each academic year in line with that issued by the University. Academic diary system and monthly teaching plan prepared and followed by all teachers. Principal and corresponding Head of the department monitors curriculum transaction and progress of syllabi coverage. College offers different program options in terms of six courses in Arts and Humanities, one course in science and one course in commerce with an overall eight UG Courses being offered under regular stream.

Curriculum transaction is through semester mode with limited academic flexibility confined to the norms of the affiliating University. Medium of instruction for all arts and commerce courses is Marathi while science course is taught in English. Choice based credit system followed for all courses. Relevant add-on courses are yet to be introduced for curriculum enrichment. Two certificate courses, one in spoken English and other in basic accounting with syllabus framed by college are being offered since 2018-19.

Program outcomes and course outcomes are not specified by affiliating university. Feedback on curriculum from different stakeholders is collected. Salient features of Feedback submitted to principal and concerned HoD for onward transmission to University for consideration at the time of syllabi revision by the affiliating University. Two faculty members, one in geography and one in commerce have been serving in UG Board of Studies of the affiliating university. College has no role in integrating cross cutting issues of contemporary relevance into

curriculum since it adopts in-to-to the course-wisesyllabi prescribed by the affiliating University. College organised one workshop on revision of syllabi in geography in 2019.

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	Innovation and creativity in teaching-learning
2.4	Teacher Profile and Quality
2.5	Evaluation Process and Reforms
2.5.1 QIM	Reforms in Continuous Internal Evaluation(CIE) system at the institutional level
2.5.2 QIM	Mechanism of internal assessment is transparent and robust in terms of frequency and variety
2.5.3 QIM	Mechanism to deal with examination related grievances is transparent, time-bound and efficient
2.5.4 QIM	The institution adheres to the academic calendar for the conduct of CIE
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	<i>Student Satisfaction Survey</i>

Qualitative analysis of Criterion 2

2.2.1 After the commencement of class work, the teachers assess the individual learning levels of students based on their marks in the qualifying examination, internal assessment, and unit tests. Slow learners offered remedial classes. College at present has not developed any structured programs for advanced learners.

2.3.1 Black board teaching is followed predominantly and supplemented by other methods such as field work, industrial tours, projects and group discussions in some departments. Teachers need to employ modern methods of ICT extensively.

2.5.4 College follows continuous evaluation for internal assessment component in one subject, while Semester-end examinations are conducted by the University for the 3rd year only. College conducts semester end exams for the 1st and 2nd year examinations. Evaluation of answer scripts taken up through centralised system at the university level for the 3rd year. College participation in evaluation process and reforms is as per university norms.

2.6.1 Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are not stated by the affiliating University.

2.6.2 Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the college only in terms of academic pass percentage of their students.

Qualitative analysis of Criterion II (300 to 500 words)

Admissions processed on-line based on merit cum reservation by affiliating university of Mumbai. Student enrolment and profile indicate that average enrolment in the college for the last five years is about 50% of sanctioned strength, and only 50% seats are filled in reservation categories. However, over all in-take of girls is nearly 50%. Demand ratio for majority of the courses is less than 0.5. After the commencement of class work, the teachers assess the learning levels of the students. Slow learners are identified through their performance in seminars, unit tests, internal examinations and their marks in the qualifying examination. Special remedial classes are arranged for slow learners. No structured programs seem to be envisaged to cater to advanced learners. There is only one differently abled student. Ramps are not needed as since all the classrooms are in the asbestos top sheds with no provision for vertical growth. There are no students from outside the state.

Out of 21 (2 Associate professors and 19 Asst. Professors) sanctioned teacher posts, 20 (2 Associate professors and 18 Asst Professors) posts are filled and 12 members of the permanent faculty are having Ph. D degrees. Black board teaching is predominant with field work/ industrial tours, supplemented in science and commerce courses.

Internal Evaluation is done by the college for only one paper. Semester end exams for 1st and 2nd year study of BA, BSc and BCom are conducted by the college while the 3rd year exams are conducted by the affiliating university.

College as such has no role in evaluation process and reforms thereof. College facilitates grievance redressal mechanism for any examination related problems. Students have the facility of obtaining photocopies of answer scripts on demand from the university.

Course wise student performance is measured in terms of pass percentage. Average pass percentage is around 60% in BA, 50% in BCom and 30% in B Sc. Extensive use of modern ICT methods of teaching needs to be encouraged among teachers.

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

3.1 Resource Mobilization for Research

3.2	<i>Innovation Ecosystem</i>
3.2.1 QIM	Institution has created an ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge
3.3	<i>Research Publications and Awards</i>
3.4	<i>Extension Activities</i>
3.4.1 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
3.5	<i>Collaboration</i>

Qualitative analysis of Criterion 3

3.3.1 College initiated no incentives for promotion of research. There is no separate budgetary provision or resource mobilisation or sanction of seed money or allocation of research facilities. College has initiated an eco system for innovations including Incubation centre and other initiatives for creation and transfer of knowledge.

3.6.1 Several extension activities and awareness camps have been conducted in the neighbourhood community during the last five years as part of Institute Social Responsibility for better stake holder relationship as well as to sensitise the students towards contemporary social issues and to foster holistic development.

Qualitative analysis of Criterion III (300 to 500 words)

There is no visible effort from the college management towards promotion of research in terms of either provision of seed money to faculty members for pursuing research or in terms of creating or earmarking of facilities for encouraging research culture on campus. Resource mobilization for research not contemplated. Four minor research projects to a tune of only Rs. 1.3 lakhs sanctioned by the University of Mumbai were undertaken by the college during the last five years.

A few research papers were published in refereed journals by faculty members during the assessment period. 60% of existing faculty are Ph. D awardees. 32 Papers were presented in conferences and 38 books/book chapters were contributed by faculty members during the present assessment period. College administration sanctions duty leave and pays TA & DA for those teachers attending Conferences/ Seminars/Workshops. Three faculty members have been recognised as research guides. College does not have any of its departments recognised as research centre.

College through its NSS and LLEW units organised a total of 75 extension activities during last five years. NSS students were actively engaged to promote interaction with neighbourhood community through tree plantation, propagating water conservation methods in villages. Conducted several awareness programs, to propagate community development welfare measures as part of Institute Social Responsibility and also adopted a nearby village. One Student Kranti Vedpathak received third prize in District Level Poster Making Competition organized by NSS in 2017-18.

No significant collaborations exist with other institutions or industries. College has seven functional MoUs. In its present status college is not in a position to create any eco system for innovation or for creation and transfer of knowledge. Two of commerce students prepared a perfume and started marketing the same. This needs to be further examined for obtaining relevant promotions to initiate as a start-up project under incubation centre.

**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 resources for library enrichment
4.3	<i>IT Infrastructure</i>
4.3.1 QIM	Institution frequently updates its IT facilities including Wi-Fi
4.4	<i>Maintenance of Campus Infrastructure</i>
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

4.1.1 The institutional facilities for teaching - learning in terms of classrooms, laboratories, seminar halls, common rooms, sports facilities etc. need to be upgraded. After earlier floods the college constructed sheds for the classwork without any RCC roofs. Provision for vertical growth is thereby limited.

4.1.2 The institution has other facilities such as playground, sports facilities for indoor games, and Hall for cultural activities.

4.2.1 Library is partially automated with Soul2.o software. INFLIBNET / N-List facility not available. No separate reading Halls provided for boys and girls.

4.2.2 College has no collection of rare books as knowledge resource for library enrichment

4.3.1 Institution yet to update its IT facilities. Wi-Fi provision made in the present assessment period.

4.4.2 There are no established procedures for maintaining and utilizing physical, academic and support facilities. No separate budget allocated for maintenance and no AMC for computers available.

Qualitative analysis of Criterion IV (300 to 500 words)

College located in a campus area of 2.0 acres housing 09 class rooms, 5 laboratories, administrative office, library, seminar hall and play ground with 200 meters track. Other facilities include, girls' common room, multipurpose hall, indoor games facility, and women development cell. Anti ragging committee, internal complaints committee and grievance redressal committee exist.

College library is partially automated and equipped with 'Soul 2.0 software'. It has a total of around 8,231 books and 9 journals and 11 periodicals. Library is not equipped with INFLIBNET /N-List facility and no separate reading halls for boys and girls. It has a collection of some rare books in Marathi. Library needs more space and needs to be shifted to a separate building for inclusion of virtual library, inter library loan system and RFID.

No central computation facility available. College has a total of 13 computers. Wi-Fi facility exists, but often affected by frequent power cuts in that area.

Maintenance of infrastructural facilities is through outsourcing as per need. Separate Budget allocation for augmentation of infrastructural facilities does not exist. No separate budget allocation for maintenance and upgradation of campus facilities. No AMC for computers.

**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

5.1.5 All eligible students belonging to socially and economically weaker sections receive scholarships from state Government. College has no freeships to offer and not devised any other support systems

5.3.2 Nominated Student Council & representation of students on academic committees of the institution as per parent university guidelines till 2017. Elected student council as per Maharashtra state public University act needs to be established.

5.4.1 Registered Alumni Association exists and interacts with college authorities once a year to suggest development activities of the institution.

Qualitative analysis of Criterion V (300 to 500 words)

College facilitates sanction of state Government scholarships to all eligible students belonging to socially and economically weaker sections. College set up no freeships to supplement Govt. scholarships. Nominated student council exists as per parent University norms till 2017. Elected student council yet to be operational.

Students getting placement or selected through competitive exams coaching offered by the college are very few in number. Representation of students in various academic and administrative committees as per the guidelines of state Govt.

Grievance redressal cell, career counselling cell, anti ragging committee, anti sexual harassment committee, Women development cell are in place. Vending machine, as well as incinerator for sanitary napkins provided in Girls' common room. Suggestions and Complaint box kept for students use. College publishes prospectus and college magazine every year. CCTV surveillance installed for safety and security of all students. Doctor on call facility in place of onsite medical facilities operative.

Alumni association is functional and is registered. Alumni meet once in a year and suggest the improvements required on campus in terms of facilities or infrastructure to the college authorities. No major monetary assistance from Alumni association.

***Criterion 6 - Governance, Leadership and Management
(Key Indicator and Qualitative Metrics (QIM) in Criterion 6)***

6.1	<i>Institutional Vision and Leadership</i>
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	<i>Strategy Development and Deployment</i>
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	<i>Faculty Empowerment Strategies</i>
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	<i>Financial Management and Resource Mobilization</i>
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	<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

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 (in case of first cycle) Post accreditation quality initiatives (second and subsequent cycles)

Qualitative analysis of Criterion 6

6.1.1 The governance reflects an effective leadership in tune with the vision and mission of the institute

6.1.2 The institution practices decentralization and participative management through formation of different committees for different errands.

6.2.1. Long range Perspective plan and Deployment strategies have not been formulated

6.2.2 Organizational structure of the institute consists of Governing Body and College Development Council

6.2.4 Effectiveness of various bodies/committees is evident.

6.3.1 The institution has some welfare measures for teaching and non-teaching staff

6.3.5 Institution has Performance Appraisal System for teaching staff

6.4.1 Institution conducts internal and external financial audits regularly

6.4.3 Institutional strategies for mobilisation of funds need to be developed

6.5.1 Internal Quality Assurance Cell (IQAC) exists but needs to be institutionalised

6.5.2 College yet to review its academic audit and learning outcomes at periodic intervals through IQAC

6.5.5 Incremental improvements made for the preceding five years. Two out of 17 Post accreditation quality initiatives suggested by previous NAAC Peer Team implemented The Remaining are in partial Implementation stage

Qualitative analysis of Criterion VI (300 to 500 words)

College is run by Governing Body of The ShivaiShikshanPrasarakMandalMahad. All decisions and development activities are governed by Local Management Council which is renamed as College Development Committee (CDC) as per Maharashtra University Act 2016. CDC comprises of members of management, representatives from teaching and non teaching staff. Long range perspective plan yet to be developed.

Organizational structure involves Governing Body, College Development Council and Principal. Several committees were constituted for different errands and their effective functioning is visible. College grooms leadership with various programmes. Decentralisation and Participative administrative functioning encouraged.

College practices some welfare measures both for teaching and non-teaching staff. College has its own appraisal system for teaching staff.

Besides annual budgetary grant from state Government. College has no other financial resource mobilisation. Internal and external audit in place.

IQAC was established after first NAAC assessment, but not structured as per NAAC guidelines. IQAC needs to be more functional towards academic and administrative audit.

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	<p>1. Institution shows gender sensitivity in providing facilities such as:</p> <ol style="list-style-type: none"> 1. Safety and Security 2. Counselling 3. Common Room

7.1.5 QIM	<p>Waste Management steps including:</p> <ul style="list-style-type: none"> • 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	<p>Green Practices</p> <ul style="list-style-type: none"> • Students, staff using <ul style="list-style-type: none"> 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	<i>Best Practices</i>
7.2.1 QIM	Describe at least two institutional best practices (as per NAAC Format)
7.3	<i>Institutional Distinctiveness</i>
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

7.1.2 Institution shows gender sensitivity in providing facilities such as:

1.Safety and Security

2.Counselling

3.Ladies Common Room

7.1.5 Waste Management steps include

* Solid waste management through collection and disposal into a common pit for conversion to bio-fertilizer.

7.1.6 Rain water harvesting structures established and are in utilization in the campus

7.1.7 Green Practices

* Plantation is done every year

Minimization of vehicular traffic inside the campus

7.1.18 Institution organizes National festivals and birth and death anniversaries of some great Indian personalities to foster communal harmony and national integration

7.1.19 The institution maintains complete transparency in its financial, academic and administrative functions

7.2.1 Separate Whatsapp groups established in local Marathi language to aid teaching-learning and curriculum transaction.

Google classrooms set up to enhance the paperless academic and administrative work.

7.3.1 Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

Involvement of different NGOs through MOUs for organising institute social responsibility programmes effectively.

Qualitative analysis of Criterion VII (300 to 500 words)

College is sensitive towards gender bias in terms of safety and security, counselling and common room provision. Solid waste management through collection and disposal into a common pit for conversion to bio-fertilizer. Rain water harvesting structures provided.

Follows green practices like encouraging bicycle riders and use of public transport to lower carbon emissions.. Every year some activities are conducted for promotion of universal values such as National Integrity, communal harmony etc.

As part of UGC–Career advancement scheme (CAS) teachers get their personal promotions. College has developed separate Whatsapp groups in local Marathi language to aid teaching-learning and curriculum transaction. Google classrooms set up to enhance the paperless academic and administrative work.

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

Overall Analysis

Based on Institutional Strengths, Weaknesses, Opportunities & Challenges (**SWOC**)(*300 to 500 words*)

Strengths:

1. Govt. aided college located in a rural, hilly and tribal areacatering largely to students from marginalised communitieswith about 50% girls intake.
2. 90% sanctioned teacher posts (21 out of 22)are filled.
3. Proactive management.
4. Good Stake holder relationship.
5. Availability of land forfuture academic expansion if any.

Weaknesses:

1. No long range perspective plan and short range targets for academic improvement.
2. No region specific add-on courses for curriculum enrichment.
3. Inadequate infrastructural facilities for class rooms and laboratories.
4. Sanctioned seats are not filledconsecutively during last five years.
5. Less impetus on ICT in academics as well as in administration.
6. Lack of 12B status from UGC

Opportunities:

1. To improve student intake in all courses through some strategy deployment

2. To impart focussed training in soft skills and communication skills in order to enhance employability of socially and economically backward students
3. To procure more support for research through funded research projects so as to generate some basic research facilities on campus
4. To establish a good coaching centre to train students for various competitive exams
5. To initiate offering a few computer oriented contemporary courses

Challenges:

1. Motivate all faculty members towards establishing one or two departments as recognised research centres of the university and also to obtain recognition as research guides to promote research culture on campus
2. Improve placement opportunities through professional training in career counselling and personality development
3. Introduce some career oriented courses
4. Augment Finance Resource Mobilisation through Govt. and private organisations
5. Secure placements through functional MoUs

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)

- Formulate Long Range Perspective plan with short range targets for academic improvement
- Enhance infrastructural facilities to all class rooms and laboratories
- Initiate some computer based courses in UG program to facilitate inclusion and extensive use of ICT in curriculum transaction
- Strengthen library and learning resources through complete automation and equip the same with adequate number of computers and internet facility
- Establish a good language laboratory for imparting communication skills to empower students face competitive examinations successfully
- Augment IT infrastructure commensurate with number of students on campus
- Strengthen the Sports facilities with a full fledged Gymnasium
- Motivate all eligible faculty members to apply for some Research projects to inculcate research culture on campus
- Set up Career counselling and placement cell and provide training for personality development
- Introduce a few add-on courses for curriculum enrichment

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	Prasada Rao Alamanda	Chairperson	
2	Nongmaithem Rokendro Singh	Member Co-ordinator	

3	Suresh Gadhavi	Member	
4	Prof. Anantha Subba Rao	NAAC Co-ordinator	

Place: Date