



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

Accreditation - (Cycle - 1)

**PEER TEAM REPORT ON
INSTITUTIONAL ACCREDITATION OF
MADANAPALLE INSTITUTE OF TECHNOLOGY & SCIENCE
C-26902**

**Madanapalle
Andhra Pradesh
517325**

**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: | MADANAPALLE INSTITUTE OF TECHNOLOGY & SCIENCE Madanapalle Andhra Pradesh 517325 | |
| 2.Year of Establishment | 1998 | |
| 3.Current Academic Activities at the Institution(Numbers): | | |
| Faculties/Schools: | | |
| Departments/Centres: | 11 | |
| Programmes/Course offered: | 11 | |
| Permanent Faculty Members: | 294 | |
| Permanent Support Staff: | 212 | |
| Students: | 5809 | |
| 4.Three major features in the institutional Context (Asperceived by the Peer Team): | 1. Autonomous status Institution under JNTU 2. NBA Accreditation of Several Programmes 3. Sought after for UG admission | |
| 5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure): | From : 25-09-2021 To : 26-09-2021 | |
| 6.Composition of Peer Team which undertook the on site visit: | | |
| | Name | Designation & Organisation Name |
| Chairperson | DR. SANDEEP SANCHETI | Vice Chancellor,Marwadi University |
| Member Co-ordinator: | DR. ARUN KUMAR DWIVEDI | Director,Sandip University Triambak Road Mahiravini Nashik |
| Member: | DR. ASHESH TIWARI | Professor,INSTITUTE OF ENGINEERING AND TECHNOLOGY DEVI AHILYA UNIVERSITY INDORE |
| NAAC Co - ordinator: | Dr. Neelesh Pandey | |

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)

| Criterion 1 - Curricular Aspects (Key Indicator and Qualitative Metrics (QIM) in Criterion 1) | |
|---|--|
| 1.1 | Curriculum Design and Development |
| 1.1.1 QIM | Curricula developed and implemented have relevance to the local, national, regional and global developmental needs which is reflected in Programme outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) of the Programmes offered by the Institution. |
| 1.2 | Academic Flexibility |
| 1.3 | Curriculum Enrichment |
| 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

MITS is an autonomous institution in the year 2014, under JNTU, Anantapur. Till recently the Institute was offering 17 Courses including 07 at Masters level. However for the current academic year the Institute had applied for closer of all 05 M.Tech. Programs & conversion of 01 UG program by merging its seats to another UG Program. Their request for these changes is currently under process. AICTE has reflected these changes in their portal but JNTU is yet to give clearance. Hence the Institute is going to offer overall 11 Programs (09 UG Engineering Programs & 01 MBA & MCA Each) from the academic year 2021-22. In the past they also offered Ph.D programmes in certain specializations as per JNTU approval but since 2017 the Institute is not having the Research Centre for Ph.D as per the information given by authorities.

Being an autonomous institute, the curriculum is designed & framed by the Board of Studies (BoS) and approved by the Academic Council of the MITS. Contributions from stakeholders are incorporated in the process of curriculum development through structured surveys and participation in statutory bodies like Board of Studies. The institute calendar of events is prepared as per semester wise requirements. The heads of the departments ensure the adherence of all the academic activities as per the calendar of events.

Along with regular syllabus, courses on environmental, entrepreneurship, ethics, constitution of India disaster management, life sciences etc are introduced at the different year / levels. A total of 29 value added courses are offered to the students. A portion of the curriculum for each programme comprises of discipline electives as well as open electives wherein the students select their preferred courses from a large set of options which provide them with choices in courses (CBCS) they pursue for the credit requirements of their degree. Students in earlier stages of programmes have also been engaged in field projects, internships, or student projects. Communication skills and placement related training activities are also introduced for the pre-final and final year students.

Program Outcomes (POs), Program Specific Outcomes (PSOs) and Course Outcomes (COs) for all programs are well stated but the students are not properly aware of such aspects. Course Outcomes of individual courses are evaluated considering the student performance in the internal and annual examinations. Attainment level is

measured in terms of actual percentage of students getting a required performance in the overall examinations. However, in overall terms the procedure for CO, PO and PSO attainments is defined and followed but requires further improvements. As of now 07 programmes are NBA accredited.

| 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 and organises special Programmes 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 |
| 2.3.2 QIM | Teachers use ICT enabled tools including online resources for effective teaching and learning process. |
| 2.3.4 QIM | Preparation and adherence of Academic Calendar and Teaching plans by the institution |
| 2.4 | Teacher Profile and Quality |
| 2.5 | Evaluation Process and Reforms |
| 2.5.3 QIM | IT integration and reforms in the examination procedures and processes including Continuous Internal Assessment (CIA) have brought in considerable improvement in Examination Management System (EMS) of the Institution |
| 2.6 | Student Performance and Learning Outcomes |
| 2.6.1 QIM | Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students. |
| 2.6.2 QIM | Attainment of programme outcomes and course outcomes are evaluated by the institution. |
| 2.7 | Student Satisfaction Survey |

Qualitative analysis of Criterion 2

In spite of their location in rural area, the admission of students in B.Tech and MBA/MCA programmes is reasonably good in numbers but it lacks diversity in terms of students from outside state or from outside India. Reservation policies are followed as per JNTU / State Govt. norms.

Students are given the opportunity to utilize the laboratories during the free hours to conduct other experiments beyond the curriculum. Students who score good academic performances in their exams are awarded fee concessions & certificates. The Institute is practicing different learning methods to enhance their learning ability through seminars, projects, paper presentations and internships etc. The Institute has adopted many standard Teaching-learning activities but innovative and creative practices in teaching learning processes are lacking. Various software tools are made available to the faculty to teach certain topics through simulation techniques. However some of these software and facilities need upgradation. They are encouraged to do the internships in industries & participate in industrial visits as a part of industry-institute interaction. Some support is provided for learning through Videos, MOOC and NPTEL etc. Encouragement is also given to take part actively in Hackathons and other National level Projects.

All classrooms are equipped with LCD projectors which are used by all faculty for ICT enabled teaching. There are several rooms fitted with digital boards. Students are involved in some social activities but the financial support for it is very poor. As of now they have not adopted any villages under Unnat Bharat

Abhiyaan etc. However they have a vibrant NCC and NSS Units.

Support for slow learners is offered but identification mechanisms are not very clear. The methods to deal with fast learners are there but those students have not taken proper advantage of it. The institute also provides some skill development programmes as value added courses relevant to the regional needs.

The student's performance is assessed through Continuous Internal Evaluation methods with well defined schedule and policies. The Institute has ensured the transparency and credibility of the examination system by proper invigilation and through internal squads. Institute has grievance redressal mechanism. Grievances raised by students are effectively resolved. The assessment of practical classes was found wanting in terms of depth and regularity. A proprietary software, GEMS, is procured for automation of academic and examination management activities. The overall progress of the students is monitored by the mentors appointed by the institution (one mentor for every 20 students).

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

| | |
|--------------|--|
| 3.1 | Promotion of Research and Facilities |
| 3.1.1 QIM | The institution's Research facilities are frequently updated and there is a well defined policy for promotion of research which is uploaded on the institutional website and implemented |
| 3.2 | Resource Mobilization for Research |
| 3.3 | Innovation Ecosystem |
| 3.3.1 QIM | Institution has created an eco system for innovations, creation and transfer of knowledge supported by dedicated centers for research, entrepreneurship, community orientation, Incubation etc. |
| 3.4 | Research Publications and Awards |
| 3.5 | Consultancy |
| 3.6 | Extension Activities |
| 3.6.1 QIM | Extension activities are carried out in the neighbourhood community, sensitising students to social issues, for their holistic development, and impact thereof during the last five years |
| 3.7 | Collaboration |

Qualitative analysis of Criterion 3

MITS has policies to support research and some of these are: encouragement for faculty pursuing doctoral degrees, sponsoring faculty training in emerging technologies, hiring faculty with strong research background, providing seed grants to faculty, facilitating externally funded research, rewarding faculty publications and patents, incentivizing externally funded research projects and consultancy activities, providing financial assistance to faculty for attending conferences, setting up research labs etc.

More than 60% of faculty members have doctoral qualifications. There are many potential research guides under departments / research centres. Currently 29 research scholars have registered for Ph. D and a few scholars have been awarded Ph.D. Some faculty members have published their research papers in SCI / Scopus / UGC listed journals.. Some faculty members have received funded projects and awards for their research and development activities. Though the centres for research exist but most of the research centres are basic. But there are no considerable resource mobilization in procurement of research components.

Seminars and workshops on Intellectual Property Rights (IPR) are organised to create awareness among

students and faculty members. As of now no technology transfer has taken place but some activities of filing for patent has taken good shape with some support from college. Most of these patents are yet to be published or sanctioned. The Institute has signed some MoUs with Industries and universities but are generally made with smaller industries and also not with reputed higher learning institutes. Only Civil engineering department is involved in some consultancy activities. While some progress on faculty publications, number of citations received, liaising with Industry, providing space for incubation is visible but it needs improvement and augmentation.

A number of extension activities are conducted in Institution to sensitize students towards social and holistic development. The institute was selected as the centre to organise prestigious Smart India Hackathon, supported by AICTE. A special scheme of SHARP has been initiated to promote student's involvement in research. NSS activities are being done but lacks impact in absence of proper funding support. NCC activities very good and are conducted in professional manner.

| 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 infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc. |
| 4.1.2 QIM | The institution has adequate facilities for cultural activities, yoga, games and sports (indoor & outdoor); (gymnasium, yoga centre, auditorium, etc.,) |
| 4.2 | Library as a Learning Resource |
| 4.2.1 QIM | Library is automated using Integrated Library Management System (ILMS) |
| 4.3 | IT Infrastructure |
| 4.3.1 QIM | <i>Institution has an IT policy covering wi-fi, cyber security, etc., and allocated budget for updating its IT facilities</i> |
| 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

MITS has good infrastructure, to support teaching and learning activities, which include: digital classrooms, IT-enabled classrooms, well-maintained laboratories, Computing facilities, Software and other Teaching-learning aids. Adequate facilities such as class rooms, tutorial rooms, drawing halls, library etc. are also provided in the institution for teaching learning activities.

For holistic development of the students through sports, cultural and other co-curricular activities, MITS offers some facilities like gymnasium, open grounds for games like cricket, volleyball and football. The sports infrastructure lacked quality and effective utilization. A hall for yoga and meditation, four air-conditioned seminar halls, large modern auditorium etc. are also available.

The fully equipped and well stocked MITS Central library is a valuable resource for students and faculty as it houses: Textbooks and reference books as per curriculum, some periodicals, technical journals, Video lectures, E-books, Digital Library, reprographic facility etc. 'Library management system has been used to handle main library activities. The Library has adopted open access system and all the books are bar-coded and

circulation is maintained by using barcode scanner. Adequate numbers of books are available. Journals are also subscribed but top quality journals, particularly the international ones are not there. There is a complete absence of rare manuscripts etc. The budget of library is also limited.

MITS has been especially proactive in regularly updating its IT infrastructure. There are around 1500 computers currently in MITS, which are connected to Intranet with 1Gbps internet. Campus is also Wi-Fi enabled. College has a team of IT staff to cater to the needs related to IT infrastructure and maintenance. Major facilities are upgraded regularly as per the requirements of the department and users.

The maintenance of the physical facilities is initiated and overseen by the in-charges concerned in consultation with the corresponding head of the department. Minor repair works of laboratory equipment are carried out internally with the help of lab technicians but they have not been provided with adequate in career training etc. since their joining in the college. Basic Fire safety equipment is installed in various blocks, and spaces. Hostel facilities are available but need augmentation.

| 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 other support services. |

Qualitative analysis of Criterion 5

The institute has the Student Council in its place. The office bearers of the Student Council are nominated as per the standard procedure. The records of meetings are also documented. An another council of student named Students' Quality Assurance Cell also exists and works under IQAC cell of institute, which works for enhancement in quality of students. Placement activities are good under the circumstances but more efforts to be made for core company placements.

There are hobby clubs are in existence and are run by the students under the coordination of a faculty coordinator at the institute level. The representation of students in IQAC exists. The inclusion of students' representation in academic and administration needs more attention.

Events like Fresher's day, ASHV and Techno-Cultural-Sports are organized. Fest teams design their own website to carry promotional activities across the nation.

The registered Alumni Association exists since 2016 and the activities of the same are recorded. The separate accounts and the audited statements of same are maintained. The more autonomy of the Alumni Association is required. Alumni during their meeting shared several ideas to improve the functioning of the institute.

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|---|--|
| 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 effective leadership is reflected in various institutional practices such as decentralization and participative management. |
| 6.2 | Strategy Development and Deployment |
| 6.2.1 QIM | The institutional Strategic / Perspective plan is effectively deployed |
| 6.2.2 QIM | The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules and procedures, etc. |
| 6.3 | Faculty Empowerment Strategies |
| 6.3.1 QIM | The institution has effective welfare measures for teaching and non-teaching staff and avenues for career development/ progression |
| 6.4 | Financial Management and Resource Mobilization |
| 6.4.1 QIM | Institution 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 visible in terms of – Incremental improvements made for the preceding five years with regard to quality (in case of first cycle) Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives (second and subsequent cycles) |
| 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 and recorded the incremental improvement in various activities (For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives) |

Qualitative analysis of Criterion 6

The vision and mission statements are defined and are promulgated among the various stakeholders and are approved in the by board of Governors. The strategies prepared and the action taken by the BoG, Administration, Academic Council and other relevant bodies, are in line with the vision and mission. However due to many constraints as shared by the administration, the research work at various departments are hampered due to less admission in PhD program.

The institution has well defined organizational structure, in which many senior faculty are the members of various decision making committees such as Governing body, Academic Council, Finance committee,

Grievance Committees and others through which the governance flow further to Heads of the Departments, faculty, Class Representatives and students to implement and monitor the academic/administrative matters of the institution. Stakeholders of the Institute-students, alumni, parents, employers are involved at different levels in all aspects of the Institute functioning.

The operational autonomy is visible to various functionaries. The principal is the head of the institution and does have the financial power. A limited financial power is also given to the head of the departments. The committees such as BoG, Financial Committee, Academic Committee and other relevant committees as per norms of university and regulatory authorities exists and work together. The notices, agenda of meetings and minutes of meetings of various committees are recorded as per standard set of procedure. The coordination among the various committees needs more attention for smooth conduct and better performance.

Decentralisation is practiced in terms of financial autonomy to the Principal to a tune of Rs. 5,00,000/- per year and to the heads of the department to a tune of Rs. 40,000/-. Principal is the signing authority of all the cheques/bills payments of the Institute.

The institute has a five-year strategic plan for development i.e. from year 2017–18 to 2021–22 but it is not well articulated. The records are documented and are approved by the board of Governors. The attainment of the goals with respect to plan needs to be assessed frequently at the level of administration and management.

The organizational structure of the institute is unambiguous. The HR manual exists and is being implemented. The appointment and service rules are as per standard set of procedure laid down by the university (JNTU). The advertisements are given in the newspaper and also in e-platform for faculty appointment. Some of faculty members are paid as per VII pay scale and many other remaining are getting as per VI pay or consolidated. The group insurance facility is provided to faculty and staff. The institute's share for provident fund is given to non-teaching staff. The provision of gratuity is made, however the fund for gratuity is not being managed professionally. The faculty member and staff are covered under group medical insurance by paying a small share of premium, the remaining of which is paid by institute. The wards of the faculty members and staff, if get admitted in the institute are given concessions in the fee varying from 50% to 100%. The transport facility is fully subsidized for staff and partially for faculty.

The internal financial audit is done by the financial committee and thereafter the reports and documents are sent to chartered accountant (CA), as appointed by the institute and approved by BoG, for external audit for final financial audited statements. The sources of income are the fee from student, testing and consultancy. The major expenses are in the salary head. The annual budgets are prepared by the concerned departments and are approved by the administration and BoG. The other head of expenses is the maintenance of infrastructure, purchase of equipment, academic development programmes and other purposes which are beneficial to the stakeholders of the institution. The funds are also received as grants under different schemes, which spent exclusively for the intended purpose.

The IQAC is constituted as per norms of UGC and is functional. The IQAC is responsible for institutionalization of quality assurance strategies and processes. The IQAC is taking good initiative for quality enhancement. The initiative by IQAC to educate the faculty and students in the area of IPR needs more attention. The academic audit of all the departments are conducted as per the standard set of procedure approved by IQAC. The reforms in the teaching and learning process are done as per structured feedback system devised by the IQAC.

| Criterion7 - Institutional Values and Best Practices (Key Indicator and Qualitative Metrics(QIM) in Criterion7) | |
|---|--|
| 7.1 | Institutional Values and Social Responsibilities |
| 7.1.1 QIM | Measures initiated by the Institution for the promotion of gender equity during the last five years. |
| 7.1.3 QIM | Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words) <ul style="list-style-type: none"> • Solid waste management • Liquid waste management • Biomedical waste management • E-waste management • Waste recycling system • Hazardous chemicals and radioactive waste management |
| 7.1.8 QIM | Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words). |
| 7.1.9 QIM | Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words). |
| 7.1.11 QIM | Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words). |
| 7.2 | Best Practices |
| 7.2.1 QIM | Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual. |
| 7.3 | Institutional Distinctiveness |
| 7.3.1 QIM | Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words |

Qualitative analysis of Criterion 7

MITS has progressive values and inclusive culture as evident from the emphasis given to aspects like: faculty diversity, gender equity, green initiatives, empowering needy achievers, approximately 40% of the staff and 45% of the students at MITS are women and due diligence is exercised to ensure their safety and security. The institute has reasonable measures for safety & security of stake holders through common room facilities, awareness programmes and various committees. Student counselling mechanisms are in place particularly for academic activities and guidance.

Awareness programs are conducted regularly to keep gender insensitivity and gender bias out of the campus. Amenities like accessibility ramps, elevators, and barrier-free restrooms, are provided for the benefit of differently-abled persons. Faculty from many other states is observed. Institute celebrates festivals of all major religions and national days of importance. The college has adequate transparency in its financial, academic, administrative and other functions. Some delegation of administrative and financial power has been approved and implemented.

An effective sewage treatment plant functions inside the college to reuse the liquid waste. The treated water is recycled and used for watering gardens and lawns. The rain water harvesting unit is also installed in the

campus. Many buildings are equipped with rain water harvesting facility that channelizes the rain water into designated open and bore wells. The Institute makes some use of the solar energy from the academic year 2017-18 with solar panels being installed on the roof tops of the buildings. The solar energy thus generated is utilised on running the campus with minimal other energy sources.

Promoting global immersion experience for the students through international internships with the aim of tapping international job markets is the first best practice claimed by the institute. Some MoUs have been established particularly in Taiwan. Students have been promoted through financial support to undertake these internships but the numbers are very small.

The other best practice claimed is about promotion of research and collaborative activities. Incentives and seed grants are given for such purposes. However, these activities are in infancy only. They are not adequately supported in terms of budget allocations or utilization. Resource generation to support these is also insignificant. As of now they do not have any claim on any specific contribution in this regard.

Integrating MOOCs into the curriculum is claimed to be the distinctiveness of MITS to address aspects of making students self/continuous learners. But in the current context it is not as unique as it is omnipresent in all institutions and also the need of the hours due to presence of Edtech companies and requirements due to pandemic. Also not many formal arrangements are made except for use of NPTEL.

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

Overall Analysis

Strength:

Accreditations of all eligible UG Programmes and PG Programmes by NBA.

Well qualified, committed, experienced faculties from premier institutes

Grant of Autonomous status by JNTU / UGC

Recognized under 2(f) and 12B of UGC

Good Student admissions at UG level as per State norms and reservation policies

Weaknesses:

Recent closure of all PG programs in Engineering

Research support in form of externally funded research projects

Research publication in quality journals

Poor internal budget for Research and Development & Entrepreneurship

Weak representation from outside the state

Opportunities:

Increasing the centres of excellence in emerging or inter-disciplinary areas

Increasing International student / faculty exchange programmes

Enhancement of Entrepreneurial activity

Alumni Networking for academic and placement activities

Grant of University status

Challenges:

Competition from other private universities

Fast Changing Technologies and Educational eco-system

Attracting high ranking students

Faculty retention

Enhancing collaborative activities

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)

- Find ways to reinitiate the PG and Ph D programmes
- Earmark more funds for research and innovation
- Increase student diversity by admissions from out side state
- Work more aggressively for attaining University status at an early date
- Promote inter-disciplinary activities at all levels
- Engage Alumni more effectively in all activities
- Enhance consultancy activities in major specializations
- Strategic plan to be made more clear and be implemented soon
- Sports and Hostel facilities to be upgraded
- Strengthen placements opportunities in core companies

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. SANDEEP SANCHETI | Chairperson | |
| 2 | DR. ARUN KUMAR DWIVEDI | Member Co-ordinator | |
| 3 | DR. ASHESH TIWARI | Member | |
| 4 | Dr. Neelesh Pandey | NAAC Co - ordinator | |

Place

Date