



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

**Accreditation - (Cycle - 1)**

**PEER TEAM REPORT ON  
INSTITUTIONAL ACCREDITATION OF  
POORNAPRAJNA INSTITUTE OF MANAGEMENT**

**UDUPI  
Karnataka  
576101**

**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:	POORNAPRAJNA INSTITUTE OF MANAGEMENT UDUPI Karnataka 576101	
2.Year of Establishment	2005	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:	1	
Departments/Centres:	1	
Programmes/Course offered:	1	
Permanent Faculty Members:	9	
Permanent Support Staff:	7	
Students:	116	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	<ol style="list-style-type: none"><li>1. Catering to the rural students of Udupi District though location is urban.</li><li>2. Focus on value based professional management education for holistic developments</li><li>3. Clean green campus fulfilling the requirements of apex body in terms of safety and security measures and other infrastructural requirements.</li></ol>	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 25-04-2019 To : 26-04-2019	
6.Composition of Peer Team which undertook the on site visit:		
	<b>Name</b>	<b>Designation &amp; Organisation Name</b>
Chairperson	DR. BIJENDER KUMAR PUNIA	Vice Chancellor,M.D. UNIVERSITY
Member Co-ordinator:	DR. PRIYAN P K	Professor,SARDAR PATEL UNIVERSITY
Member:	DR. SOVARANI BORKOTOKY SARMAH	Principal,JG COLLEGE
NAAC Co - ordinator:	Dr. Devender S Kawday	

## 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	Curricular Planning and Implementation
1.1.1 QIM	The institution ensures effective curriculum delivery through a well planned and documented process
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

Poornaprajna Institute of Management (PIM) is located in an urban area of district Udupi, Karnataka State. It is a small campus with adequate infrastructure. The Institute offers only one programme, i.e., MBA. The Institute is affiliated to Mangalore University and it is the only MBA institute in Udupi District affiliated to a university. It is completely a self-financed programme. As per the records, it is catering to a socially and economically weaker section of the society. The Curriculum is framed by affiliated University with a set procedure for designing and revising it through the Board of Studies and other academic bodies. The Institute too has a role in this process as a member of committee. The university prepares the academic calendar. In turn, the Institute also prepares its academic plan for the effective implementation of it. The Director and Dean through discussion with other faculty members formulate its academic plan and maintain work diary. Thus, the institution ensures the effective implementation of the curricula and observes the completion of the course in time. In addition, the institute is also offering some value adding courses to improve the skill sets of the students. It is a semester system that the institute is following. Semester wise evaluation has two components, namely formative and summative with a proportion of 30:70. Results are declared in time. Grievances are addressed. The system ensures transparency and fairness. The 30% weight of marks is given by internal faculty through assignments, case analysis, and by administering two tests.

Gender equality is well maintained in the college with appropriate facilities. Students' involvement is ensured through the representation of students in decision making bodies. A strong mentoring system is in place. Copies of the curriculum with the course plan and course objectives are given to the students in advance. The induction programme, bridge courses, remedial teaching for weaker students are in place. Peace and tranquillity are well maintained on the college campus. Courses to make students socially conscious are being offered. Being a small institute and offering only PG course, NCC and NSS are not functioning there. However, the institute has planned social outreach programme through school adoption, tribal village visits, orphanage camp visits etc. Institute has its own handbook on rules and regulations. Classes on social issues, fundamental rights, the preamble of constitution etc., are being delivered. PIM emphasises personality development of students through intense interactive programmes like weekly presentations, case or business analysis, discussions and research and book reviews. A senior faculty with lot of experience attends such activities to guide them well along with junior faculty members. A centre for doing research and interactions with Industry and society called PCRCD is there. Its doing remarkably well by mobilising funds through

projects from several funding agencies. Students' feedback on courses is taken regularly and analysed. Teachers' feedback is also taken. However, a formal mechanism to take feedback on the curriculum from other stakeholders like parents and alumni is to be improved.

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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	Student Satisfaction Survey

#### Qualitative analysis of Criterion 2

The Admission in PIM has two layered process i.e. 50% of seats are filled through merit under management quota which is based on degree marks and performance in any one of the entrance tests – CAT, KMAT, MAT, CMAT, or PG CET. Admission for the remaining 50 per cent (another 30 seats) is done under government quota which is based on students' performance in PG CET. The demand ratio per seat is not provided. However, all seats are being filled up every year. The merit list is strictly followed and reservation quota is taken care of. Admissions are done in a transparent manner. The institute organizes orientation/induction programmes for freshly admitted students at the beginning. Some Add-on courses have also been introduced with additional working hours earmarked in every week. PIM takes care of special needs weak students along with advance learners separately. Personality development classes, employability skill development, corporate etiquettes, social awareness programmes, functional communicative skill development programmes are also organized for the benefit of students. The institute has evolved various methods to improve the teaching-learning process like industrial visits, industry projects and computer-based learning etc. There are nine teachers out of which five are having a PhD and two are pursuing. The permanent teacher recruitment is done as per the AICTE rules. Evaluation process framed by the affiliating University is followed by the college. Continuous evaluation and Internal tests assessment of 30% is in practice. Though POs, PSOs and Cos are not provided by the affiliating university curriculum, yet the institute for brining efficacy in the system devise its own and portrays them on institute' website. That way well defined Programme Outcome, Programme specific outcome, Course Outcome are in place which is communicated to students in advance to the institute's students. ICT is in use to improve the effectiveness of the Teaching-Learning process. Classrooms

are very spacious, properly ventilated equipped with such ICT facilities. Problem-solving skills are imparted. The teaching method is student-centric. There are three specialisations that are being offered namely, Marketing, Finance, and HR as per university. However, Institute is offering Dual specialisation by giving Institute's certificate. To improve the quality of learning, many forums such as *Prajna Vaibhavam*, a weekly activity and forums for each specialisation are active. *Artha Prajna* is a newsletter which is being printed and circulated regularly. Several events are carried out under each forum. The PCRD which is centre under an experienced person is active in coordinating student-related activities apart from managing funded projects. This centre is a unique one and working well. It has good potential too. Latest database, information platforms, e-resources etc. are in use. An internal assessment has three components adding to 30%, covering examination, assignment, case analysis and presentation.

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Criterion3 - Research, Innovations and Extension (Key Indicator and Qualitative Metrics(QIM) in Criterion3)	
3.1	Resource Mobilization for Research
3.2	Innovation Ecosystem
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	Research Publications and Awards
3.4	Extension Activities
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	Collaboration

### Qualitative analysis of Criterion 3

Two teachers are recognised as research guides in PIM and number of PhD completed under them is less. The Research Projects undertaken by the faculty members is meagre. There are only four projects undertaken during the last five years. Number of publications made in refereed journals is low as 16. Teachers have also contributed to books, chapters, but total publication for the period is only 45. Institute does not have its own publication. Faculty members have contributed research papers in conferences and few of them are servicing as the members of the editorial board of journals. The Research and Development wing PCRD (*Poornapranjna* Centre for Research and Development has been active which encourages research from Faculty and also provides consultancy services to the Industries, NGO's and Community. Institute Industry Interaction Cell has been formed for imparting training to the students. Structured mechanism for consultancy in Institute needs to be developed. The faculty has organised programmes to familiarise them with intellectual property rights. The institute's entrepreneurship cell has tie-ups with district industries centre, chamber of commerce, industry association that will help the students with innovative ideas and entrepreneurship spirit. Non-PhD teachers should be encouraged and facilitated to enrol for PhD and pursue doctoral research. Teachers with Ph.D.s are to be motivated to take up research scholars and apply for research grants from various government agencies and industries. Performance-based incentives to faculties for R and D work will certainly motivate them and will increase their contributions to publications and book writing. Major extension activities are done through various forums. The institute has received recognition for these activities. The institute has little linkages for faculty exchange and student exchange. Internships, field trips, on-the-job training etc are happening during the last five years. The institute has functional MOUs through which it has established relationship with the district hospital pathology department and Red Cross for medical assistance. Extension activities creating social awareness about social evils and moral values are carried out by staff and students. Some of the Faculty members have good quality publication to their credits having Scopus indexing. As a whole the institute is paving way to build a culture of Research and Innovation through its established PCRD.

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	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

PIM has a sufficient number of classrooms with modern technology. Classrooms are well furnished. It has an auditorium, and faculty rooms, administrative office etc. For physical exercise PIM has indoor and outdoor sports and game facilities. A sufficient number of computer for students is available. Every faculty has been provided with independent Desktop. The library which is the repository of books and other learning resources has sufficient number of books and journals and a good collection of e-books books as well. It has e-journals, e-books, databases. A good number of students are using the library daily. Though the amount spent on books is not impressive and needs to be enhanced. The expenditure on maintenance of physical infrastructure is good. The library has ICT enabled book search, and students have access from their place of living. The procedure followed for the acquiring the books, recording of transactions such as issue and return, calculation of dues etc., is satisfactory. Digital library is having a good number of books and journals. Sports facilities are used on sharing basis with its sister institutions that are under Grant-in-Aid. Hostel facility is arranged for girls and boys. Equipment Maintenance Cell looks after essential repairing and maintenance of campus facilities in good condition. Budget allocation is made for the maintenance of Infrastructure by having AMC system. PIM has its own estate section to look after the other facilities. The institute has a student's Council which is selected on the basis of academic performance. Many students are also selected as representatives in several Committees. The Alumni Association contribution is to be made more effective and adequately functional though, the Alumni Association is meeting annually and well placed Alumni members are helping them in placement and by sharing their knowledge. Few numbers of sports and cultural activities organised at the institution per year. Not many achievements are reported in this area in spite of having an adequate infrastructure to cater to the needs of budding managers in the competitive age.



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 a merit based nominated Students Council which help in framing policies and taking decisions for the benefit of the students' community. The council identifies student-related issues and problems and helps the college administration through meetings and effective dialogues in resolving those issues. In the various college committees, the council sends its representatives which are elected by the council on the basis of the highest score in examinations. The council meets regularly with specified agenda items. The council helps in mentoring students for placement and better performance in curricular activities. Around 50% of students are getting either scholarships or free-ship. The management support in the form of financial support to the needy to be strengthened. The institute has a strong mentoring system where individual attention is given to needy students. Students are given guidance for career development and good numbers of students have been benefitted. The conversion rate of students in competitive examinations is low. The Alumni members are invited for sharing their experience and their suggestions are further discussed in the Academic Council.

The PIM has a registered Alumni Association working through dedicated and participative alumni. Some of the alumni have rather started some fellowships/scholarship for the needy and merit holder students. The association meets on intervals but frequency of the meets needs to be increased.

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 institute has visionary management and well-defined goals. It has a Governing Council under which PIM is functioning. It has a President, Secretary, Joint Secretary, Treasurer and other members where the Director of PIM is a part of it. The GC gives the academic direction for the institute. Director in participation with faculty members implements the plan through weekly meetings. The institute has maintained a friendly environment where faculty members are encouraged to participate in decision making. They follow a committee culture where students' representatives are also participating. Students' representation is visible in committees and clubs. PIM has short term and long term plans. Organizational structure mentioned is comprised of Governing Council, Board of Management with Faculty membership, Director, Dean and several cells/clubs/committees.

E-governance and ERP [Enterprise Resource Management] system will be helpful, though the institute is small. Welfare measures include Gratuity, PF and ESI. These schemes will motivate the teaching and

nonteaching staff. Financial support for attending conferences and membership fee for professional bodies will improve the research output of the college. More faculty members are to be encouraged to attend the refresher course, short term courses etc. IIM Bangalore and TAPMI are located nearby and hence can be exploited for the quality improvements of faculty. The institution has a system of performance appraisal for teaching and non-teaching staff.

Internal Auditing is regularly done by own accounting staff and Director, External statutory Auditing is also done regularly. PIM has inadequate strategies for mobilisation of funds in large amounts from alternative sources. The Institute can receive sponsorships for organising and assisting seminars/workshops. The Institute has an Internal Quality Assurance Cell which looks into quality improvement activities. Collection of data and documentation etc. need compilation keeping in view the pace. Pedagogical training may be given to faculty as an empowerment tool by inviting faculty trainers from other reputed institutions. Quantitative Analysis of incremental improvements made during the preceding five years will help in decision making for further improvement. Periodic review of administrative and academic departments is in place. For the Management, Sustenance & Enhancement of quality education, appropriate measures need to be strengthened to become an institute of excellence.

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"> <li>1. Safety and Security</li> <li>2. Counselling</li> <li>3. Common Room</li> </ol>
7.1.5 QIM	<p>Waste Management steps including:</p> <ul style="list-style-type: none"> <li>• Solid waste management</li> <li>• Liquid waste management</li> <li>• E-waste management</li> </ul>
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"> <li>• Students, staff using <ol style="list-style-type: none"> <li>a) Bicycles</li> <li>b) Public Transport</li> <li>c) Pedestrian friendly roads</li> </ol> </li> <li>• Plastic-free campus</li> <li>• Paperless office</li> <li>• Green landscaping with trees and plants</li> </ul>
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

The institute is quite gender sensitive as many programmes have been organised during the period. The girls' security is given prime importance and no case of ragging and eve-teasing was reported as per discussion with the students. The students were having high words about academic and allied environment of the institute. Security guards are deployed 24X7. CCTVs are installed in appropriate places. Girls are encouraged to take leadership positions. Mentoring provides a secure feeling to the students. Courses on gender equality are offered as additional courses. Wardens of the hostels are given EHS training. Ambulance and medical

facilities are made available as per requirement. There is no gender discrimination. Institutes have provided safety, security and counselling to all students. As PIM is a small campus better control is possible. Waste management has not been a big issue here. They have made provisions for solid waste, liquid waste, and E-waste management. As a campus, itself is water-rich and the water level is high hence no separate water harvesting programme and tree planting are attempted. Programmes on LIVE-green, Ride Cycle, Clean-air are organised. The public transport system is encouraged. Efforts for pedestrian-friendly roads, plastic-free campus and paperless office are being put. Office of the institution is partially paperless. The institute does not use LED for Energy savings as well as no facility is created for alternative energy. Institute organises birthdays of great personalities like Mahatma Gandhi, Sarvapalli Radhakrishnan, National celebration on 15th August and 26th January, Martyr's day, and National unity day. PIM insists on using DD/NEFT/RTGS for payment of fees. The transparency in financial functions will improve through online financial transactions and an ERP system will improve academic administrative and audit. The college emphasis social up-liftment by community Service-Empowerment. PIM has been reaching out to nearby tribal villages through different programmes. School adoption scheme is functioning. Also, the institute takes initiative to engage with and contribute to the local community. PIM has conducted as many as 37 activities on values, ethics and social cohesion during the period.

The provision of value based professional management education in a safe and cohesive environment to build the future business leaders can be taken as institutional distinctiveness.

Establishment of PCRD to promote research and IT usage in course delivery (Google Suite/Google Classroom) can be considered as the best practices. Due to these practices, the institute is poised to have pioneering and leadership role amongst emerging self-financed management institutes.

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

**Strength**

**Strengths:**

- 1) The college has a small, beautiful and vibrant campus with ample green coverage.
- 2) Technically advanced infrastructure.
- 3) Adequate land and buildings.
- 4) It provides proper education to poor and unprivileged students.
- 5) It also imparts good and purposeful job oriented education with 100% pass out.
- 6) It has developed supportive management and dynamic leadership qualities among students.
- 7) Remedial coaching to SC/ST, OBC and slow learners are provided.
- 8) Bridge courses for non-commerce students are offered
- 9) Good library
- 10) Personality and skill development activities undertaken systematically

**Weaknesses:**

- 1) The college lacks in formal linkages with the industry being located in a place which is not industrially advanced. Similarly, tie-ups with centres and organizations of excellence in India and abroad need to be strengthened.
- 2) The alumni association is in infancy stage though seemed to be vibrant during the PTV interaction with alumni.
- 3) This institution though offers add-on courses yet at its own level. Its approval from the affiliating university will be of much use.
- 4) Less capacity building programme
- 5) Keeping in view the potential of the available faculty more research grants could had been mobilized and research projects and publication should have been more.

**Opportunities:**

- 1) The institute is located in an upcoming urban area with a lot of potentials.
- 2) It has opportunities for introduction of more industry oriented professional programmes/courses.

- 3) It has also the opportunities for extra funding for research and infrastructural developmental schemes
- 4) It has ample possibilities to undertake innovative and incubation centres for entrepreneurship and developmental programmes
- 5) The college has a vibrant IQAC and it can be made more proactive.

**Challenges:**

- 1) The students have a poor socio-economic background
- 2) The catchment area is limited and wider publicity and brand development is, therefore, difficult.
- 3) Being limited catchment area institute has largely to rely upon local students and faculty.
- 4) Due to local impact, some of the students were hesitant in speaking the English language.
- 5) Low student intake in this institution come on the way as financial constraint in offering liberal grants to faculty for research and publication.

#### **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)

- • Number of Add-on and enrichment courses such as tourism, rural management, banking, stock market etc., can be offered
- • Strengthening of Language Laboratory, innovation and incubation centres is also suggested to encourage students for entrepreneurship.
- • Perspective planning and strategy development of the Institute with the website and the computerized office is recommended strongly
- • Faculty appraisal may become a base of faculty promotions at different intervals of the career and also performance based payment practices.
- • More research grants be made available/mobilised for research through PCRD to further encouragement and support for taking research to enhance their career and competence.
- • The effectiveness of the registered alumni association is also suggested to facilitate campus interviews and placement opportunities for students apart from experience sharing
- • For quality maintenance, sustenance and enhancement, the functional IQAC should be further strengthened.
- • The campus need to be made further green and eco-friendly, by way of installing solar energy/LED lights etc.
- • The provision of Lifts/ramps/special toilets need to be made available to the help the differently abled people in future.
- • To have optimum advantage of the available infrastructure of the institute, it should strive for additional intake or opening of new programme/courses.

**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. BIJENDER KUMAR PUNIA	Chairperson	
2	DR. PRIYAN P K	Member Co-ordinator	
3	DR. SOVARANI BORKOTOKY SARMAH	Member	
4	Dr. Devender S Kawday	NAAC Co - ordinator	

Place

Date

NAAC