



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

Accreditation - (Cycle - 1)

**PEER TEAM REPORT ON
INSTITUTIONAL ACCREDITATION OF
VIVEKANAND EDUCATION SOCIETY'S COLLEGE OF PHARMACY**

**Mumbai
Maharashtra
400074**

**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: | VIVEKANAND EDUCATION SOCIETY'S COLLEGE OF PHARMACY Mumbai Maharashtra 400074 | |
| 2.Year of Establishment | 2007 | |
| 3.Current Academic Activities at the Institution(Numbers): | | |
| Faculties/Schools: | 1 | |
| Departments/Centres: | 4 | |
| Programmes/Course offered: | 6 | |
| Permanent Faculty Members: | 24 | |
| Permanent Support Staff: | 32 | |
| Students: | 465 | |
| 4.Three major features in the institutional Context (Asperceived by the Peer Team): | 1. The institution run by a philanthropic society established in the year 1962, offering courses nursery to Ph. D. 2. Pharmacy Institute established in the year 2007, accredited by NBA, approved u/s 2f and 12B of UGC Act and offering B. Pharm., M. Pharm. and Ph. D. Programs 3. Consistently good rank in NIRF and SIRO status of DSIR | |
| 5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure): | From : 25-05-2022 To : 26-05-2022 | |
| 6.Composition of Peer Team which undertook the on site visit: | | |
| | Name | Designation & Organisation Name |
| Chairperson | DR. SHAILENDRA SARAF | Vice Chancellor,Durg University |
| Member Co-ordinator: | DR. VIJAY JUYAL | Professor,KUMAUN UNIVERSITY |
| Member: | DR. JAVED ALI | Professor,School of Pharmaceutical Education and Research Jamia Hamdard |
| NAAC Co - ordinator: | Dr. Vinita Sahu | |

Section II: CRITERION WISE ANALYSIS

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

| Criterion1 - Curricular Aspects (Key Indicator and Qualitative Metrics(QIM) in Criterion1) | |
|--|---|
| 1.1 | Curricular Planning and Implementation |
| 1.1.1 QIM | The Institution ensures effective curriculum delivery through a well planned and documented process |
| 1.1.2 QIM | The institution adheres to the academic calendar including for the conduct of CIE |
| 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

The Vivekanand Education Society's College of pharmacy (VESCOP) is an affiliated college having thrust on outcome based learning. VESCO, is a self-financing institution affiliated with MUMBAI UNIVERSITY. The Institute follows the unified curriculum of Pharmacy Council, which is adopted by the University. The institution have a mechanism for the course planning and monitoring system under the supervision of the principal of the college.

The faculty members having representation in different committees of the university, like BoS, examination committee etc. The college has prepared a few add-on courses which are adopted by the university. The college collects feedback from all the stakeholders and communicate to University during the syllabus revision. The monitoring system is functioning and promoting experiential learning through guest lectures, industrial visits and promoting students for the participation in seminars workshops and conferences. The formal feedback mechanism for faculty assessment is in place. The ICT enabled teaching and learning coupled with chalk and board method is in vogue. The institute, being affiliated college have limited scope to address the local issues of the region, still have some visible initiatives in this regards. The college addresses equality, social and local issues, through different value added courses and several activities conducted through different committees and student clubs, like Rotaract Club, NSS and other groups. The internship, industrial visit, seminar, live projects, research projects are effectively employed by the college to ensure hands-on/ experiential learning.

The curriculum is enriched by pedagogical initiatives like Supportive theory/practical topics, skill development courses, certificate courses, communication skills, soft skills, entrepreneurial skills, gender equality, environment and sustainability, professional ethics and human values, additional theory / practical topics, demonstrations and practice school.

The institute demonstrated its effectiveness by using technology during the time of pandemic and conducted online classes effectively.

| 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 for effective teaching-learning process. |
| 2.4 | Teacher Profile and Quality |
| 2.5 | Evaluation Process and Reforms |
| 2.5.1 QIM | Mechanism of internal assessment is transparent and robust in terms of frequency and mode |
| 2.5.2 QIM | Mechanism to deal with internal/external examination related grievances is transparent, time- bound and efficient |
| 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

The college has documented the assessment of learning levels of the students as advanced learners and slow learners. The institute assesses the learning levels of students based on the results of their previous examinations and performance of mid-term (sessional) examinations. By this mechanism the advanced learners get an opportunity to upgrade their skills while low performers are provided guidance to improve their performance.

The VES college of Pharmacy implements student centric methods for teaching- Learning process through experiential learning practices as documented. VES COP organizes various activities where students participate and gain knowledge, technical and communication skills by Participative learning activities. The problem-solving methods are also implemented for students to acquire and develop problem-solving skills.

The awareness about ICT tools exists among teachers. The ICT tools and learning management system- CANVAS is used for uploading and sharing of study resources, posting quizzes and assignments, and conducting online lectures. The institute has smart classrooms and tutorial rooms equipped with ICT tools. The entire campus is Wi-Fi enabled with speed of 200MBPS. Each classroom and laboratory have a LAN port for network connectivity. The institute has prepared Google websites for examination, classroom attendance & lesson plans. The institute has implemented the Enterprise Resource Planning (ERP) and the stakeholders are undergoing proper training for its efficient and effective usage.

VES College of Pharmacy being an affiliated College of University of Mumbai, follows the syllabus of the University. The internal assessment is carried out with respect to the pattern notified. There is a mechanism adopted to deal with internal/external examination-related grievances. The examination halls are also monitored through CCTV.

The VES COP has defined Course outcomes (Cos), Program outcomes (POs), and Program specific outcomes (PSOs) in alignment with Outcome Based Education system. The PSOs are specifically for M. Pharm and are defined for each PG department. The COs are defined as per Bloom's taxonomy. The mapping of COs with POs & PSOs is done in the various courses in the program.

The COs are attained through dissemination of knowledge by way of classroom teaching, experiential learning and participative learning. POs are directly assessed through course-based assessment and indirectly through surveys student exit survey, Alumni Survey, and Employer Survey.

There are a few initiatives for self-learning courses through SWAYAM, NPTEL and other MOOCs programmes.

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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 and has initiatives for creation and transfer of knowledge |
| 3.3 | Research Publications and Awards |
| 3.4 | Extension Activities |
| 3.4.1 QIM | Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years. |
| 3.5 | Collaboration |

Qualitative analysis of Criterion 3

Though VES College of Pharmacy has taken initiatives for creation of innovations and creation and transfer of knowledge however it needs to be strengthened. The Institute Innovation Cell (IIC) of VES College of Pharmacy has received a 4-star ranking for an outstanding performance in MHRD's IIC activities for the years 2018-19 and 2020-21. The institute has been organising ideation and innovation competitions, hackathons. The IIC cell secured the position in the bracket of 26th - 50th rank in 2020 and in the 'Promising category' in 2021 at Atal Ranking of Institutions on Innovation Achievements (ARIIA) under the finance/private institutions category. Industry Institute Interaction Cell conducts activities such as In Plant Training and Industry visits with some industries.

The institute has a pre-incubation centre to develop an incubation centre to encourage and promote young entrepreneurs. The management is in the process of a separate building for incubation centre which will help in linking with a wider entrepreneurial ecosystem. The institute has formulated National Innovation & Start-up Policy (NISP), In addition, the students have given feedback for more structured soft skill training

VESCOP has taken different initiatives for extension activities namely Public Health Office, Rotaract Club, Department of Lifelong Learning & Extension (DLLE) and community outreach program – 'Aarogyadaan' The Public Health Office (PHO) encourages students to engage themselves in activities like Blood Donation Camps, Cleanliness Drives, outreach programs and health campaigns. The PHO had conducted a camp on Menstrual Hygiene for the sex workers, AIDS awareness campaigns, Anti-tobacco campaigns, Mental Health awareness campaigns etc. The Rotaract Club of VESCOP aspires to promote ethical conduct while increasing awareness of sustainability and social responsibility. The Rotaract Club has been involved in different community activities like educating the underprivileged, social commentary through skits, songs, in relevant sections of the society. The DLLE unit motivates in imparting career skill education, women empowerment education and outreach activities that help in the overall holistic development of the young & upcoming generation in our society. Every year the DLLE unit of University of Mumbai organizes an Annual Extension Work Festival titled "UDAAN-the flight of Extension".

There is moderate number of publications by the faculty member of the college and a few collaborations and preparing audit of those collaborations.

| 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, sports, games (indoor, outdoor), gymnasium, yoga centre 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 | Institution frequently updates its IT facilities including Wi-Fi |
| 4.4 | Maintenance of Campus Infrastructure |
| 4.4.2 QIM | There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. |

Qualitative analysis of Criterion 4

The college has adequate facilities for teaching-learning as per the programme rendered. All classrooms are ICT enabled with LCD projectors and has a smart board facility. On the website various learning resources like PowerPoint presentation, videos are available for students. The college has Lab facilities and the campus has internet facilities. An ICT enabled seminar hall is available for conducting co-curricular activities like seminar, guest lectures and conferences. The museum at segregated places has specimens depicting various fields of Pharmacy along with display pictures of scientists and events. It exhibits products of various dosage forms with a separate section for crude drugs and herbal products. Machine room has a pilot-scale facility for manufacturing of different dosage forms. The central instrumentation facilities is available. A few outsourcing activities were conducted. There is a separate animal house as per CPCSEA norms.

The college provides indoor and outdoor sports facilities. The college has a spacious multipurpose hall. Yoga room is also available in the College. The annual magazine Pharmaequinox published periodically.

Library is Wi-Fi enabled, with collection of print books, M. Pharmacy dissertation copies. College is a member of National Digital Library. The number of text books are limited. The feedback mechanism by the students for the books to be included in the future purchase of the library books need to be collected.. The library is semi-automated through use of Online Public Access Catalogue OPAC. Remote access to the stakeholders needs to be explored and implemented. The college library currently uses e-Granthalaya Integrated Library Management Software (ILMS) developed by National Informatics Centre, Ministry of Electronics and Information Technology, Government of India. The library is partially automated. The e-resources are also available in the college like e-books, e-journals. Interactive demonstration CDs on animal experiments.

Students are also encouraged to use ICT facilities for drug designing, optimization and analysis of experimental data. Plagiarism detection software Turnitin is available with the college for ensuring the reports and dissertations plagiarism free.

The college has recently implemented e governance system which is effectively used in the areas of finance

and accounts, student and admission support and library. The Canvas and Google classrooms are the LMS platform for flip classroom, online learning and adequate revisions by sharing recorded lectures.

The college has taken initiatives for taking measures for preventive maintenance with a budget allocation for repair and maintenance. The college also has an Annual Maintenance Contract (AMC) for sophisticated instruments in the Central Instrument Room Laboratory. The logbooks are maintained for the instruments. The college has mechanism of e-waste and its proper disposal by an authorized e-waste recycler. The college conducts laboratory audits and store audits.

| 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 | Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities following duly established processes and norms (student council, students representation on various bodies) |
| 5.4 | Alumni Engagement |
| 5.4.1 QIM | There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services |

Qualitative analysis of Criterion 5

The institute has an active Student Council. The Student Council is actively involved in organizing various extracurricular activities throughout the year and are active in various committees like Public Health and Outreach, Rotaract, Department of Life Long Learning, Institute Innovation Council, Placement Cell and Alumni Committee. The students are active in many activities and are a part of anti-ragging cell, students grievance redressal cell, Training, placement, career guidance & NSS .

The institute has a registered Alumni Association (VESCOPAA) and has been functioning since 2014. VESCOP alumni contribute significantly to the development of the Institute through non-financial means like: Talkathon, Annual Alumni Meet, The Annual Bulletin, Curriculum enrichment, Institutional Quality Assurance Cell & Department Advisory Board, Placements, Mentorship, Guidance on career & preparation for Competitive Examinations.

There is a support mechanism for the students for different schemes of scholarships/freeships from different government and non-government organizations. The college has an arrangement for the empowerment and training of students through some of the value added sessions and language lab is also functional in the college. The college has constituted different cells like students grievance cell, anti-ragging committee, redressal committee and internal complaint committees. The students are provided the facilities for cultural activities and a few indoor and outdoor sports facilities. and support mechanism for the participation in different competitions. The students representation is in academic and administrative decision making committees is visible.

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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 and in tune with the vision and mission of the institution |
| 6.1.2 QIM | The effective leadership is visible 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 |
| 6.3.5 QIM | Institutions 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 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 institute has defined vision and mission statements. The Vision and Mission is effectively carried out through various academic and administrative bodies. Institution governance with an apex body called College Governing Body (GB), and supported by College Development Committee (CDC), Internal Quality Assurance Committee (IQAC), Departmental Advisory Board (DAB), and Program Assessment Committee (PAC)

The Head of Departments and Heads of various Committees, exam in-charge, librarian and administrative officer, all work cohesively under the direction of the Principal.

The Principal is responsible for the academic and administrative functioning of the institute under the directions of the Secretary and Governing Body. Principal delegates authority to The Head(s), Coordinator(s),

Convener(s) and In-charges for the day-to-day functioning of various activities of the institution. The institute follows the policies of affiliated University for the appointment of staff and promotes the staff based on performance and appraisal.

The institute has prepared a strategic/perspective plan. The welfare schemes for teaching and non-teaching staff includes Free Medical facility, Subsidized transport, Need Based Financial Assistance to staff. The self appraisal reports are used for assessment of performance of faculty members. Appraisal covers various aspects of teaching, mentoring, feedback, performance of students in that course, publications, organizing and attending FDPs etc. Student feedback for faculty members is taken to review teaching performance of the faculty. HR , research & consultancy policy is implemented.

The College conducts internal and external financial audits regularly. The College is a self-financing, private unaided technical institution and main source of income is through student fees. Annual budget is prepared by collecting the estimated/ projected budgetary requirements from all the departments and present the same before the governing body and financial subcommittee.

The institution reviews its teaching learning process, structure and methodologies of operations and learning outcomes at periodic intervals through the IQAC. The teaching learning processes include subject allocation, preparation of lesson plan, and its monitoring. Additionally, an important aspect of the teaching and learning process involves research activities at both UG and PG level.

| 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

The institution practices gender equality in all aspects by establishing a good gender balance in decision-making processes and by conducting various annual programs contributing to gender sensitivity and equality. The institute has good number of women faculty. The staff and students are regularly sensitized through lectures by external experts and through counseling. The sexual harassment committee, anti ragging committee, CCTVs, 24X7 security, separate facilities like common rooms, hostels are there. The girl students are represented in various student bodies and clubs. Grievances Redressal Committee, Internal Complaints Committee are formed which help the students to resolve their issues

The institute has taken steps for solid, liquid & biomedical waste management. Waste water is properly drained out to maintain the greenery in the campus. E-waste is managed, donated or recycled or are disposed through recognized agencies. Rainwater harvesting and ring well dug in the campus conserve rainwater

The institute organizes a number of festival celebrations along with birth anniversaries of national leaders, freedom fighter, Republic day, Independence day, Constitution Day, Yoga day Navratri festival (Garba night and Teacher's day). The college celebrates all major festivals of India and remains closed on all public holidays like Ganesh Chaturthi, Eid, Christmas Guru Nanak Jayanti, Pateti etc.

The two best practices followed by the college are: 1. Health Awareness & community outreach; 2. Counselling

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

Strength:

The institution is located in the urban area with excellent connectivity. The institution is permanently affiliated with the university, accredited by NBA and approved by UGC u/s 2f and 12B. The institution is achieving good rank in NIRF (2021- 76-100 band; 2020 – 63rd Rank; 2019 - 67 Rank; 2018 – 51-75 band; 2017 – 51-75 band). The institution is recognized by Department of Scientific and Industrial Research (DSIR) for research activities. The college has a thrust on outcome based learning. There is senior and stable faculty in the college with more than 50% possessing Ph.D. degree and other faculty members are registered for their Ph. D. degree. The laboratories of the institution are well established for teaching and research activities. The institution has high enrolment of students through centralized state level admission committee. The institute transferred the management quota and admitting students on merit only. The institute have good number of funded projects (1.96 Crores) during last five years. The college have provision of senior research advisors from academia and industry. There is good recruitment of students through the placement cell of the college. The faculty members are publishing their research papers in good journal, participating in the conferences and one patent granted and 7 patents filed/published. The institution also have some initiatives for the entrepreneurship development and incubation center. The institute have few MoUs which are functional to serve for industrial visit, training and research, Internship, campus placement, Sponsored research and consultancy. The Governing body, course committee, research promotion cell, IQAC and various committees are working efficiently.

Weaknesses:

The institute has limited focus on research output, translation of the research and interdisciplinary research. No significant efforts for the commercialization of IPR. Limited consultancy and industry projects. Only industrial MoUs, no collaboration with hospitals. College has paucity of space as the building have vertical arrangement in a 7 storied building. Limited outdoor sports facilities.

Opportunities:

Effective industrial collaboration for research & consultancy. Thrust on Multidisciplinary research Exchange programs with National and International universities and research organizations. Further , Improvement in the quality of research publications and e-content development. Utilization of approved research laboratory and instrumental facility for the fund generation through service to industry. Mobilization of grants through extramural research funding. Collaborative project and efforts for commercial application.

Challenges:

Effective training activities for the placement of students in core sectors with reasonable pay package. Effective alumni engagement in the institution building. Increasing the number of new pharmacy institutes in nearby area. Inclination of students towards higher education & competitive exams. Revision of curriculum to suit recent trends, as the college affiliated college. Research aptitude of the faculty members and Creation of high number of entrepreneurs. Strengthen the institution's effort in career

counselling and training of students. Introduce more add on courses to develop entrepreneurship and employability in students. Funding for major research projects from Government agencies.

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)

- Promotion of research culture in the Institute and generation of funds through consultancy and other services.
- Procurement of addition titles of books with sufficient volumes to ensure easy availability to the students and Further strengthening of IT infrastructure.
- Performance linked promotion policy and norms & policy for incentive to promote publication and IPR activities
- Further strengthening of Training & placement activities and industrial exposure and initiatives for the entrepreneurship development.
- Publications in Peer Reviewed /refereed journals are to be strengthened
- Proposals are to be submitted for funding to different external agencies and Establishment of effective collaboration with the industry and research organizations.
- Industry Sponsored projects are to be taken up and consultancy policy is to be framed.
- More skill development programs are to be conducted based on local needs.
- Formation of core group for discussion and implementation NEP
- More seminars and workshops on frontier areas of knowledge

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. SHAIENDRA SARAF | Chairperson | |
| 2 | DR. VIJAY JUYAL | Member Co-ordinator | |
| 3 | DR. JAVED ALI | Member | |
| 4 | Dr. Vinita Sahu | NAAC Co - ordinator | |

Place

Date