INSTITUTIONAL ASSESSMENT AND ACCREDITATION
(Effective from July 2017)

Accreditation - (Cycle - 1)

PEER TEAM REPORT ON

INSTITUTIONAL ACCREDITATION OF
GOVERNMENT COLLEGE OF ENGINEERING AND RESEARCH, AVASARI (KH)
C-55912

Pune
Maharashtra
412405

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:	GOVERNMENT COLLEGE OF ENGINEERING AND RESEARCH, AVASARI (KH) Pune Maharashtra 412405
2. Year of Establishment	2009
3. Current Academic Activities at the Institution(Numbers):	
Faculties/Schools:	1
Departments/Centres:	6
Programmes/Course offered:	6
Permanent Faculty Members:	54
Permanent Support Staff:	71
Students:	1478
4. Three major features in the institutional Context (Asperceived by the Peer Team):	1. Operating in a rural area serving the rural and economically weaker section through Govt. Of Maharashtra policies of fee waiver and concessions. Free education for girls students. 2. Good infrastructure with clean and green campus. 3. Good admissions and qualified faculty
5. Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 20-01-2025 To : 21-01-2025
6. Composition of Peer Team which undertook the on site visit:	

	Name	Designation & Organisation Name
Chairperson	DR. SURESH KUMAR GARG	Pro-Vice Chancellor, DELHI TECHNOLOGICAL UNIVERSITY
Member Co-ordinator:	DR. SURESH SINGH KUSHWAH	Professor, RAJIV GANDHI PRODYOGIKI VISHWAVIDHYALAYA
Member:	DR. SATISH KUMAR SHANMUGAM	Principal, Velammal Engineering College Chennai
NAAC Co - ordinator:	Dr. N R Mohan	

Section II:Metric and Criterion Analysis	
Observations (Strengths and/or Weaknesses) on each qualitative metrices 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 Metrices(QlM) in Criterion1)	
1.1	Curricular Planning and Implementation
1.1.1 QlM	**The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment**
	The institute conducts its academic activities in accordance with the University guidelines. The academic calendar is shared with students and faculty members well before the start of the academic year. The Head of Department (HOD) assigns courses to faculty members based on their expertise and preference. The time table is prepared to align with the subject-wise structure provided by Savitribai Phule Pune University (SPPU). Faculty members prepares teaching plan that includes content beyond the syllabus, course files, and laboratory manuals. It includes curriculum delivery, classroom teaching and few expert lectures, hands-on sessions, mini/industry-supported projects, industry visits, industrial internships and NPTEL lectures.. Continuous internal assessment for practicals and assignments is conducted and evaluated as per the university's teaching and evaluation scheme
1.3	Curriculum Enrichment
1.3.1 QlM	*Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum*
	The curriculum has subjects containing topics related to Professional Ethics, Gender, Human Values, Environment, and Sustainability. However institute needs to organize activities to further sensitize the students and faculty. Regarding gender equality, both girls and boys participate equally in various curricular, co-curricular, and extra-curricular activities such as projects, seminars, presentations, group discussions, workshops, competitions, and events. The National Service Scheme organizes winter camps in rural areas to raise awareness of various social issues. Every year, the institute organizes blood donation drives to highlight the importance of blood donation.

Qualitative analysis of Criterion 1
The institute conducts its academic activities according to University guidelines. The academic calendar is shared with students and faculty before the academic year starts. The Head of Department assigns courses based on faculty expertise and preference. The time table aligns with the structure provided by Savitribai Phule Pune University (SPPU). Faculty prepares teaching plan, course files, and laboratory manuals. Continuous internal assessment for practicals and assignments is conducted and evaluated as per the university's teaching and evaluation scheme.

Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrices(QlM) in Criterion2)	
2.3	Teaching- Learning Process
2.3.1 QlM	**Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences and teachers use ICT-enabled tools including online resources for effective teaching and learning process**
	The instiution follows the University curriculum and uses blackboard , LCD projector , google classroom and NPTEL to make learning student centric . However other than black board teaching other means of ICT need to be further integrated for better student learning experiences.

Some students are Participating in activities such as ROBOCON, SAE-BAJA, Go-Cart, and TIFAN, e-yentra , Hackathon which give students the chance to practice working both independently and in groups |
| 2.5 | Evaluation Process and Reforms |
| 2.5.1 QlM | **Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient** |
| | The institute is an affiliated college of SPPU Pune, follows a transparent and efficient mechanism for internal and external assessments, ensuring a time-bound grievance redressal system as laid by the university.

 The question papers for semester exams are set by the university and end-semester answer books are evaluated centrally at the university level. The evaluation process is bifold, comprising internal and external assessments.

The internal evaluation process is designed to prepare and guide students for the SPPU examination. Faculty members conduct internal examinations as per the course requirements during regular class hours. These internal examinations are assessed and the results are communicated to students.

The external assessment process follows SPPU guidelines and schedule. The SPPU examination scheme consists of in-semester, end-of-semester, oral/practical exams, and term work. The university conducts external assessments through in-semester and end-semester examinations and appoints external examiners for practical, oral, project, and seminar examinations.

For any grievances related to examinations, students can make an online application for photocopies, rechecking or revaluation of answer sheets after the declaration of results. The application is forwarded to SPPU for corrective action, ensuring a transparent grievance redressal system. |
| 2.6 | Student Performance and Learning Outcomes |
| 2.6.1 QlM | *Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website* |
| | College adheres to the NBA's Program Outcomes (POs), which are twelve in number and align with the Graduate Attributes. Program Specific Outcomes (PSOs) are also defined for all programs. The affiliating university, SPPU, has defined course outcomes for all courses. Each department has a Program Advisory Committee (PAC).

The institution disseminate information about POs and COs through notice boards and website. However they are not much visible in strategic location except in notice boards with small fonts / texts. The institute needs to prepare bigger size posters to be displayed in the laboratories and |

	other places.
2.6.2 QlM	***Attainment of POs and COs are evaluated.***
	Explain with evidence in a maximum of 500 words
	The attainment of Program Outcomes (POs) and Course Outcomes (COs) is evaluated through both direct and indirect assessment methods. However it was observed that mapping of COs with POs need revisit as some COs were mapped with unrelated POs. Further the targets sets for PO attainment are quite low and in some cases lower than previous achievements.

The gap identification and action taken thereon are also less visible. |

Qualitative analysis of Criterion 2
The institution, affiliated with SPPU Pune, integrates blackboards, LCD projectors, Google Classroom, and NPTEL for student-centric learning, though further ICT adoption is needed. Internal and external assessments follow transparent mechanisms with a time-bound grievance redressal system. Internal evaluations conducted during class hours prepare students for SPPU examinations, with results promptly communicated. External assessments adhere to SPPU guidelines, including in-semester, end-semester, oral/practical exams, and term work. Students can address exam grievances via online applications for photocopies, rechecking, or revaluation. The college aligns with NBA-defined Program Outcomes (POs) and Graduate Attributes, with Program Specific Outcomes (PSOs) defined for all programs. Information on POs and Course Outcomes (COs) is shared via notice boards and the website, with attainment evaluated through direct and indirect methods.

Criterion3 - Research, Innovations and Extension (Key Indicator and Qualitative Metrices(QlM) in Criterion3)	
3.2	Innovation Ecosystem
3.2.1 QlM	**Institution has created an ecosystem for innovations, Indian Knowledge System (IKS),including awareness about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident**
	The institute was established in 2009 and the major focus so far is on classroom teaching . The research and innovation activities have picked up only recently. The institute is in the process of creating research ecosystem,

Courses on Indian Knowledge are part of the new curriculum introduced by the university. Despite this, the institution needs to enhance its focus on the Indian Knowledge System.

The Innovation, Incubation, and Entrepreneurship Development Cell of the college has been functioning. Various entrepreneurial activities, such as interaction meets and one-day workshops, are conducted by this cell. Two startups are currently functioning in the pre-incubation cell of the institute. However, there is a lack of evidence regarding the startup policy and IPR policy. Significant efforts are required to enhance the ecosystem for IKS, IPR, and the creation and transfer of knowledge. |
| 3.4 | Extension Activities |
| 3.4.1 QlM | **Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.** |

	Over the past seven years, the Savitribai Phule Pune University (SPPU) has sanctioned an NSS unit of 100 students to the Government College of Engineering and Research, Avasari (Khurd). Students serve for 120 hours per year for two years and participate in a special residential camp organized in a village. Various activities are conducted under the National Service Scheme (NSS) unit of the institute, including blood donation camps, cleanliness drives, fort conservation drives, food waste management awareness drives, nutritious diet awareness campaigns, visits and childcare activities at orphanages, animal caring activity ,new voter registration and voter awareness campaigns, digitization and cashless transaction sessions, cyber security awareness sessions, and sessions on information about government schemes to the community. Additionally, students assist the Manchar traffic police during festivals. Despite these efforts, the institution needs to improve its extension and outreach activities beyond the basic requirements of NSS. A significant number of extension and outreach activities are not seen. Overall, while the NSS unit has sensitized students to social issues, there is a need for further development and documentation of extension activities to ensure holistic development of students and greater community engagement.
3.4.2 QlM	**Awards and recognitions received for extension activities from government / government recognised bodies**
	Though the NSS unit is functioning at the Government College of Engineering and Research, Avasari (Khurd), the extension activities need significant improvement for greater engagement. While the NSS unit has sensitized students to social issues, there is a need for further development and documentation of extension activities to ensure the holistic development of students and greater community engagement. The extension activities must be increased to create a meaningful impact. Once these activities are enhanced, awards and recognitions from government or government-recognized bodies can be expected.

Qualitative analysis of Criterion 3
Established in 2009, the institute focuses primarily on classroom teaching, with research and innovation gaining momentum recently. Efforts are ongoing to build a research ecosystem and integrate Indian Knowledge System (IKS) in the curriculum, though enhancements are needed. The Innovation, Incubation, and Entrepreneurship Development Cell hosts workshops and supports two startups in pre-incubation but lacks robust startup and IPR policies. The NSS unit conducts impactful activities like blood donation drives, cleanliness campaigns, and voter awareness programs, engaging students in community service. However, extension and outreach activities need significant improvement, better documentation, and recognition to ensure holistic student development and community impact.

Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrices(QlM) in Criterion4)	
4.1	Physical Facilities

4.1.1 QlM	**The Institution has adequate infrastructure and other facilities for,**
	
	   • **teaching – learning, viz., classrooms, laboratories, computing equipment etc**
	   • **ICT – enabled facilities such as smart class, LMS etc.**
	
	Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc (Describe the adequacy of facilities in maximum of 500 words.)

	The GCOEARA campus spans 51 acres, featuring extensive academic buildings, separate administrative and workshop buildings, a residential zone with quarters for faculty and staff, and hostels. The institute meets the infrastructure norms set by statutory bodies and offers facilities for teaching-learning processes . The physical infrastructure includes 22 classrooms of which few classroom were with LCD projectors, 5 tutorial rooms, 3 drawing halls, 5 departmental libraries, laboratories , 4 stores and workshops, 4 seminar halls (minimum 200 capacity), an auditorium . The medical room has no facility and also common rooms for girls and boys need to be properly furnished. The sports facility though available also needs to be enhanced . The cultural club has musical instruments and an independent practice area, organizing annual cultural festivals and several cultural programs. The institute also has a yoga center (200 sq.m) where regular workshops, seminars, and training programs.
4.2	Library as a Learning Resource
4.2.1 QlM	*Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students*
	The library has a two reading rooms and acequate books for the students. At present the issues and return of book is done manually and also the internet connectivity was not sufficient to download research papers and books. The institute need to enhance the library budget to purchase more books on recent topics and also subscribe to journals. The virtual repository facilities, like the National Digital Library of India (NDLI), provide services for the learner community
4.3	IT Infrastructure
4.3.1 QlM	**Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection** *Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words*
	GCOEARA has recently set up two computer labs with 234 computers for CET exams . Where as the other computer need to be upgraded. It has sufficient band width of internet . However in hostels internet and wifi facilities need to be augmented

	ICT facilities are provided in few classrooms with systems, projectors, and internet connectivity. The institute has 8 LCD projectors. There are 35 Canon/HP/Epson single printers, 17 multi-function printers, and 1 scanner.
	The institute's network of 700+ computers has 1 GBPS internet connectivity and Wi-Fi facility in few places. A centralized firewall is used for network monitoring, management, and security. Regular upgrades to the latest versions are performed. Licensed software includes Windows 7, 8, and 10, Microsoft Office, anti-virus, and digital language lab software.

Qualitative analysis of Criterion 4
GCOEARA spans 51 acres with academic buildings, administrative zones, workshops, hostels, and faculty quarters. Infrastructure meets statutory norms, including 22 classrooms , 5 tutorial rooms, 3 drawing halls, 5 departmental libraries, labs, 4 seminar halls, an auditorium , and a yoga center. Sports facilities, medical rooms, and common rooms need upgrades.
The library has two reading rooms and adequate books but operates manually and lacks sufficient internet for research. Enhancements in library budget, journals, and digital resources are required. Two new computer labs support CET exams, though older systems need upgrades. The institute offers 1 GBPS internet with limited hostel Wi-Fi. ICT-enabled classrooms and modernized infrastructure are partially available, needing further development.

Criterion5 - Student Support and Progression (Key Indicator and Qualitative Metrices(QlM) in Criterion5)	
5.4	Alumni Engagement
5.4.1 QlM	**There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services**
	The alumni association of the institute was recently registered on March 14 2019 and has begin the enrolment on alumni. Some alumni are associated with the institute and providing the professional and soft skill training to the students

Qualitative analysis of Criterion 5
The alumni association of the institute was recently registered on March 14 2019 and has begin the enrolment on alumni. Some alumni are associated with the institute and providing the professional and soft skill training to the students. The institute has taken intiatives towards mentoring the students and also focussed on learn by doing. Institute provide giudance for competitive examination and carrer counselling and this has benifited few students every year. The institute has also the scholarhips and freeships and many students have beniited due to it.

Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrices(QlM) in Criterion6)	
6.1	Institutional Vision and Leadership
6.1.1 QlM	***The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.***
	The institution, established by the Directorate of Technical Education, Government of Maharashtra, implements state policies. An Internal Quality Assurance Cell (IQAC) has been formed as per UGC guidelines to improve academic processes. However, there is limited visibility on the implementation of the National Education Policy (NEP) and sustained institutional growth

One notable limitation is that the Principal and Heads of Departments do not have financial power, which can impact the efficiency and effectiveness of Institute / departmental operations. This lack of financial autonomy may hinder the ability to make timely decisions and implement necessary changes at the departmental level.

The College Development Committee (CDC) includes representatives from all Heads of Departments (HoDs), faculty members, supporting staff, and student representatives. The CDC regularly reviews and monitors the overall development of the institute.

Overall, while the institution has established committees and follows state policies, there is a need for greater focus on NEP implementation and providing financial autonomy to department heads to enhance the institution's overall functioning and development. The institution also lacks a perspective plan, which is essential for long-term strategic planning and growth. By addressing these areas, the institution can ensure more effective governance and leadership, ultimately leading to improved academic and administrative outcomes |
6.2	Strategy Development and Deployment
6.2.1 QlM	***The institutional perspective plan is effectively deployed and functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc***
	No perspective plan at the institute level is available. However during discussions the institute has plans for establishing centre of excellance , University Research centres , Industry supported labs and in the long term autonomy of the institution.
6.3	Faculty Empowerment Strategies
6.3.1 QlM	**The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression**
	The college owned by the Government of Maharashtra, has a well-defined set of welfare measures to ensure the well-being of its employees, applicable to all state employees.

These measures include health and medical facilities, housing, and other benefits as per government norms. The institution also offers avenues for career development and progression, such as opportunities for attending workshops, conferences, and training programs.

The institution follows a systematic Performance Appraisal System for both teaching and non-teaching staff. The Higher and Technical Education Department of the Government of Maharashtra has designed a Self-Appraisal Form (SAF) that must be filled online. The |

		performance of the faculty is evaluated online, and the evaluation is shared with the staff members every year.
6.4	Financial Management and Resource Mobilization	
6.4.1 QlM	**Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)**	
	The institution primarily relies on resources and funds provided by the Government of Maharashtra. Contributions from non-government sources are negligible. The salary of faculty and non-teaching staff members is disbursed by the Government of Maharashtra through the state treasury, based on the budgetary provision of the Higher and Technical Education Department. Additionally, the Directorate of Technical Education provides various grants for professional services, office expenses, library expenses, equipment purchases, and contractual services.	
6.5	Internal Quality Assurance System	
6.5.1 QlM	**Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities**	
	The Internal Quality Assurance Cell (IQAC) was constituted in 2023 and is currently in its initial stages. The cell is responsible applying for NBA and NAAC accreditation as well as to implement outcome based education. It is also reviewing the teaching-learning process, structures, methodologies of operations, and learning outcomes at periodic intervals.

The IQAC meets twice a year to review and assess the academic and administrative systems | |

Qualitative analysis of Criterion 6
The institution, established by the Directorate of Technical Education, Government of Maharashtra, implements state policies and follows a structured governance model. An Internal Quality Assurance Cell (IQAC), formed in 2023 as per UGC guidelines, focuses on NBA/NAAC accreditation, Outcome-Based Education (OBE), and academic improvements, meeting biannually to review progress. However, limited implementation of the National Education Policy (NEP) and the absence of a perspective plan hinder long-term growth. Plans for establishing centers of excellence, research centers, and industry-supported labs exist but lack clarity.

A lack of financial autonomy for the Principal and HoDs impacts operational efficiency. The College Development Committee (CDC) oversees institutional development, but greater focus on NEP and strategic planning is essential. Employee welfare, career development, and systematic appraisals ensure staff well-being. Institutional funding relies heavily on government resources, with negligible contributions from external sources. |

Criterion7 - Institutional Values and Best Practices (Key Indicator and Qualitative Metrices(QlM) in Criterion7)	
7.1	Institutional Values and Social Responsibilities
7.1.1 QlM	**Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.** *Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words*
	The govt of Maharastra has policy admitting 30 percent girls students in every program and the institute is following the same. Institute has also organised womans day , and also has Internal complaint committee to address the gender griviences. The curriculum also has some topics related to gender equity. However at the institute level there is no policy of gender equity and also gender audit was not yet carried out.
7.1.4 QlM	**Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)**
	The institute has good harmony atmosphere where students from diverse background are studying together and participating in cultural and sports events .However there is no specific activity , policy , efforts / initiatives were visible in the documents .
7.2	Best Practices
7.2.1 QlM	**Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual**
	The institute has claimed a) Learning by doing and b) Students mentoring program as the two best practices of the institute. In the learning by doing the institute has promoted clubs like ROBOCON, GO-CART, Enlectic Research Centre, Innovation and entrepreneurship Cell; co- curricular activities clubs like cultural club, sports club and social empowerment clubs like NSS club . Many students have participated in different events and won ranks and prizes. There is a need to further strengthen these clubs by providing financial support for developing the students as well as participating in the events . Processes to purchase the equipment for these clubs needs to be streamlined and decentralized. Financial provisions for national and international travel to be made to faciliate their participation. With regard to Students mentorship program , the program has no unique feature . 25 students are assigned to each faculty member to mentor and conduct regular meeting with them to provide academic, social and emotional support.

7.3	Institutional Distinctiveness
7.3.1 QlM	**Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words**
	The institute identifies rural development and working in rural areas as one of its priority and thrust area . Through NSS institute is providing some services in the villages and near by areas. The Govt . of Maharastra Provides fee consessions and fee waviers helping the students in persuing engineering education. Due to lack of funds no financial support at the institute level is provided in this regard.

Qualitative analysis of Criterion 7
The institution, established by the Directorate of Technical Education, Government of Maharashtra, follows state policies with structured governance. The Internal Quality Assurance Cell (IQAC), formed in 2023, focuses on NBA/NAAC accreditation, Outcome-Based Education (OBE), and academic improvements. However, limited National Education Policy (NEP) implementation, absence of a perspective plan, and lack of financial autonomy for the Principal and HoDs hinder progress. The College Development Committee (CDC) oversees development, while welfare and appraisal systems support staff. The institute claims Learning by Doing and Student Mentorship as best practices. Clubs like ROBOCON, GO-CART, and NSS foster co-curricular engagement, but financial support and streamlined processes are needed. The mentorship program lacks unique features and faces challenges due to teaching workloads. Rural development is a priority, but funding limitations restrict impactful initiatives.

Section III:Overall Analysisbased on Institutional strengths.Weaknesses,Opportunities & Challenges(**SWOC**)
Overall Analysis
Strength: 1. The institute has good infrastructure to meet academic requirements 2. The admission are good. The institute is able to fill all its sanctioned intake 3. Qualified faculty and 50 perent of them with Ph.D degree 4. Govt Fee waivers and consessions to help students in persuing engineering education **Weaknesses:** 1. Relative very less research and publications 2. High student faculty ratio 3. Very less industry supported activities **Opportunities:** Oppurtunities

1. To grow as a research institute offering PG and Ph.D programs
2. To achieve academic autonomy
3. To offer interdiciplinary education and multiple entry and exit for the students
4. To develop colloborations with national and international institute of repute

Challenges:

1. To train the students to be industry ready in the face of rapidly evolving technologies
2. To get more financial resources and financial autonomy

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)

- More focus on research and publications

- Better interaction with Inductry to enhance Industry related activities like expert lectures, Industrial training, Projects, Placements etc.

- Training the students for soft skills and professional skills

- Rigorous and continuous interaction with alumni

- More effort towards better placements for core branches

- Upgradation of sports ground , indoor facilities and support for participation at state and national level.

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. SURESH KUMAR GARG	Chairperson	
2	DR. SURESH SINGH KUSHWAH	Member Co-ordinator	
3	DR. SATISH KUMAR SHANMUGAM	Member	
4	Dr. N R Mohan	NAAC Co - ordinator	

Place

Date

Sl.No	Name		Signature with date

31-01-2025 03:17:54