



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

**Accreditation - (Cycle - 1)**

## **PEER TEAM REPORT ON** **INSTITUTIONAL ACCREDITATION OF** **ISBM UNIVERSITY** **U-0895**

**Chhura**  
**Chhattisgarh**  
**493996**

**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:	ISBM UNIVERSITY Chhura Chhattisgarh 493996	
2.Year of Establishment	2016	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:	7	
Departments/Centres:	20	
Programmes/Course offered:	30	
Permanent Faculty Members:	105	
Permanent Support Staff:	50	
Students:	523	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. Institution is located in remote area of the State of Chattisgarh 2. Catering to the needs of underprivileged people 3. The institution is having moderate infrastructure.	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 09-06-2025 To : 11-06-2025	
6.Composition of Peer Team which undertook the on site visit:		
	Name	Designation & Organisation Name
Chairperson	DR. ISAAC KUNCHERIA P	FormerVice Chancellor,HINDUSTAN INSTITUTE OF TECHNOLOGY AND SCIENCE
Member Co-ordinator:	DR. AYON BHATTACHARJEE	Professor,National Institute of Technology Meghalaya
Member:	DR. M T V NAGARAJU	Administrators of Central/State Governments with Ph. D at Level 14 of 7th CPC,Indira Gandhi National Tribal University, Amarkantak
Member:	DR. NIRANJAN KAUSHIK	Professor,Galgotias University
Member:	DR. RAMESH CHANDRA TIWARI	Professor,MIZORAM UNIVERSITY
Member:	DR. DHARMENDRA KUMAR MISHRA	Professor,BANARAS HINDU UNIVERSITY
NAAC Co - ordinator:	Dr. B.s. Ponmudiraj	

## Section II: Metric and Criterion 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	Curriculum Design and Development
1.1.1 QIM	<p><b>Curricula developed and implemented have relevance to the local, regional, national, and global developmental needs, which is reflected in the Programme outcomes (POs), and Course Outcomes(COs) of the Programmes offered by the University</b></p> <p>Curricula were developed for 7 faculties that covered 20 departments. In the SSR presented to the peer team, for the AY 2022-23, 24 syllabi were presented in the OBE format. These included 4 from the commerce department, 2 from the library and information sciences, 8 from the sciences, 5 from the arts, 3 from law and 3 from the computer applications department. All the courses of the Arts Faculty have 10 POs, whereas all other faculties have 12 POs. Almost all courses have 5 COs. The CO-PO mapping in a tabular format was not observed for any of the courses presented in the SSR. The cognitive levels were given according to Bloom's Taxonomy, but L5 and L6 were comparatively fewer. National and Global content were seen in almost all the courses, while Regional/local content was limited. However, content on Chhattisgarh is seen in the MA (Political Sc) program.</p> <p>However,</p> <ol style="list-style-type: none"> <li>1. The courses in the university website for 2022-23 are different from the courses in the SSR, in terms of course content as well as the course codes. CO, PO and Bloom's taxonomy Levels are missing those courses for 2022-23.</li> <li>2. MSc Physics Course does not reflect any laboratory course as given in SSR. However, the website shows laboratory course.</li> <li>3. M.Sc Zoology, all the COs are identical for the Courses on Population Genetics, General Physiology and Endocrinology, Cell Biology and Biotechnology. The course content for MSC10201T does not match with the title of the course.</li> </ol>
1.1.2 QIM	<p><b>The Programmes offered by the institution focus on employability/ entrepreneurship/ skill development and their course syllabi are adequately revised to incorporate contemporary requirements</b></p> <p>As per the curricula submitted as a part of the report, components of employability, entrepreneurship and skill development are seen in some of the courses. B.Com has courses on English, Computer Applications, Computerised accounting and E-Commerce, M.Com has a course on Security Market Operations. BBA and MBA courses have components of skill development like courses on soft skills, computer applications MIS, International HRM etc. Most of the other courses have components of soft skills, communication and language. Law courses have components of techniques of communication and advocacy skills.</p>
1.3	Curriculum Enrichment
1.3.1 QIM	<b>Institution integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability and other value framework enshrined in</b>

**Sustainable Development Goals and National Education Policy – 2020 into the Curriculum**

Environment and sustainability are incorporated in all the courses at the UG level through a subject called Environmental Studies and Human Rights. In the PG level syllabi, across all the departments, components of ethics, gender, human values sustainability are incorporated through various subtopics. The NEP 2020 has not been implemented so far.

**Qualitative analysis of Criterion 1**

The university meets the requirements of component 1.1.1 to a certain extent. Local and regional content is present in some of the courses, whereas national and Global content is present throughout. The CO and the PO for all the courses have been defined. The university can improve on the CO-PO mapping.

Employability and entrepreneurship skills are embedded in most of the departments, through dedicated courses in some programs and through course components in some others.

Environment, gender, and sustainability are present in the syllabi of all the programs.

The NEP 2020 has not been implemented so far.

Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrics(QIM) in Criterion2)	
2.2	Catering to Student Diversity
2.2.1 QIM	<p><b>The institution assesses the learning levels of the students and organises special Programmes to cater to differential learning needs of the student</b></p> <p>The University has a system to identify the slow learners and advanced learners based on their performance in the class tests. The slow and weak learners are provided with additional lectures and tutorials. The advanced learners are encouraged to participate in advanced courses and research projects. A counselling centre is present that counsels the students on career opportunities.</p>
2.3	Teaching- Learning Process
2.3.1 QIM	<p><b>Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experience and teachers use ICT-enabled tools including online resources for effective teaching and learning process</b></p> <p>The University claims to have adopted experiential learning in their teaching learning process. This is observed in a limited way and the University has to practice it more efficiently. The class rooms are ICT enabled with projectors in place. The internet facility being low, the implementation of online resources has not been used effectively. It is necessary to adopt innovative pedagogical techniques to address the needs of the students from rural and tribal background.</p>
2.3.2 QIM	<p><b>The institution adopts effective Mentor-Mentee Schemes to address academics and student-psychological issues</b></p> <p>The University has a good mentor-mentee system with approximately 10 students attached to a faculty member. This system is found to be useful for the students in career development and psychological needs.</p>
2.6	Student Performance and Learning Outcomes
2.6.1 QIM	<p><b>The institution has stated learning outcomes (Program and Course outcomes)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents and the attainment of the same are evaluated by the institution</b></p> <p>The OBE is practiced to a certain introductory level and Bloom's taxonomy is considered for framing question papers.. POs, PSOs, and COs are defined for each program and course. The University claims to have an LMS, but evidence of practising the same is not observed. The faculty members should be given proper orientation on LMS to practice OBE.</p>

#### Qualitative analysis of Criterion 2

The University has a system to identify the slow learners and advanced learners based on their performance in the class tests.

OBE is practised by having PO's defined and Learning Outcomes defined for the courses. The faculty members should be given proper orientation on LMS to practice OBE.

Value added courses are offered to students.

The University has a good mentor-mentee system with approximately 10 students attached to a faculty member.

Criterion3 - Research, Innovations and Extension (Key Indicator and Qualitative Metrics(QIM) in Criterion3)	
3.1	Promotion of Research and Facilities
3.1.1 QIM	<p><b>The institution's Research facilities are frequently updated and there are well defined policy for promotion of research which is uploaded on the institutional website and implemented</b></p> <p>The ISBM University has a Research and Development Cell, which caters to the research and development activities. The facilities for research are not up to the mark to create and disseminate new knowledge to the research scholars. The Cell has a collection of all Research Degrees awarded in the university, as well as the publications of the staff and students. The awarded theses were not uploaded to the website, however, it was uploaded in Shodganga.. The ISBM University has established its own Research Policy, but it is to be strengthened to make it functional.</p>
3.3	Innovation Ecosystem
3.3.1 QIM	<p><b>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</b></p> <p>The university has an IKS division in which some of the tribal arts, materials related to tribal culture, craft, and traditions are kept. The IPR cell is inactive in its current work nature. The preservation of data on herbal plants and its application in health, traditionally followed by tribal people near the Institute, will be a good proposal.</p>
3.6	Extension Activities
3.6.1 QIM	<p><b>Outcomes of extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues and holistic development, and awards received if any during the last five years (Showcase at least four case studies to the peer team)</b></p> <p>ISBM University, Nawapara, organized some community outreach workshops, extension programs, and conferences during the assessment period. Students participated in the activities, such as Health Awareness programs, Blood Donation camps, and women's empowerment programs. The University administration should put more emphasis on organizing specific workshops, conferences, seminars, and other curricular and co-curricular extension activities. Four case studies viz., traffic awareness, blood donation, women empowerment, and tree plantation were presented.</p>

#### Qualitative analysis of Criterion 3

ISBM University, Nawapara, has conducted community service programs like anti-drug rallies, awareness classes on health issues, and environmental awareness campaigns in the surrounding communities. The institute needs to provide seed money to more faculty for research purposes. The institute has presented that the faculty members have published good-quality research papers, books, and book chapters. Faculty should be motivated and guided to prepare research proposals to submit for external funding agencies. More outreach programmes must be identified specifically to provide community-oriented activities. During the presentation, the institute has a large number of (25) MOUs and linkages with other institutions. The University has to conduct awareness programmes for public health problems, Anti-Narcotic Awareness Programmes, Anti-Drug Campaign, etc. The institute should organize research orientation programmes for the faculty members.

Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrics(QIM) in Criterion4)	
4.1	Physical Facilities
4.1.1 QIM	<p><b><i>The institution has adequate infrastructure facilities for</i></b></p> <p><b><i>a. teaching - learning. viz., classrooms, laboratories,</i></b></p> <p><b><i>b. ICT enabled facilities such as smart classes, LMS etc.</i></b></p> <p><b><i>c. Facilities for cultural and sports activities , yoga centre, games (indoor and outdoor) gymnasium, auditorium etc.</i></b></p> <p>Describe the adequacy of facilities within a maximum of 500 words</p> <p>ISBM University has a campus of 26.02 acres. The University has two separate buildings, 1 workshop, and 1 hostel within the built-up area of 5816 square meters. The college has 25 classrooms, One Seminar hall, an Office Room, a Staff Room, Common Rooms for Girls, a Store Room, etc. The Institution is under CCTV surveillance. Three computer labs are there with Wi-Fi facility, multimedia facilities, and 144 computers. The college has e-content development of multimedia modules. The college has a Generator, solar facilities (10KW), and an LCD projector. Toilet facilities are available separately for boys and girls. The hygienic requirements are taken care for girl students. The college has facilities to accommodate Divyangjan students, like ramps for mobility, and separate, differently-abled-friendly toilets. The college has a Multipurpose playground.</p>
4.2	Library as a Learning Resource
4.2.1 QIM	<p><b>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</b></p> <p>The University library has 28198 books, 12 national journals &amp; 23 international journals, 15 magazines, and 10 newspapers. The library has a Library Management System (ILMS) software, KOHA, and DelNet. The University Library offers membership to DELNET (Developing Library Network) and access to e-resources. The university should provide more funding for purchasing books, encyclopedias, and policy documents for the faculty. More educational research journals must be subscribed to by the university. Teachers should be motivated to develop E-content for the benefit of the students, and the institute should provide training for developing E-content to the teachers. Over the past five years, a certain percentage of the total non-salary revenue has been dedicated to book acquisitions, showcasing a firm commitment to academic enrichment.</p>
4.3	IT Infrastructure
4.3.1 QIM	<p><b>Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection</b></p> <p>Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words</p> <p>The ISBM University has 144 computers in the ICT and Innovation lab and Wi-Fi access in the library, providing convenient online resources for students. CCTV cameras are installed on the campus. These surveillance systems include advanced technologies like access control systems, ensuring that only authorized individuals can enter designated areas such as entry points, hallways, and common spaces. The college has biometric thumb-based attendance systems. The campus has selected a place for Wi-Fi access points. The university has the facilities for e-content</p>

	development and other resource development, namely Audio visual center, mixing equipment, editing facilities, and Media Studio, a very small Central Instrumentation Centre; a few Museum articles are available; Moot court, Theatre, and Tribal museum with very few items.
4.4	Maintenance of Campus Infrastructure
4.4.2 QIM	<p><b>There are established systems and procedures for maintaining and utilizing physical and academic support facilities – laboratory, library, sports complex, computers, classrooms etc.</b></p> <p>Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities within a maximum of 500 words</p> <p>The university's maintenance of classrooms is a regular exercise. The cleanliness of classrooms is ensured by a group of workers and sweepers. The university has a playground and students participate in different sports and games held in and around and win prizes. The Computer systems and software to be upgraded as per the present requirement. There are adequate classrooms, and some more are needed as per the department's requirement. Security measures, CCTV, etc., are also installed.</p>

#### Qualitative analysis of Criterion 4

The university has IT infrastructure facilities with minimal access points. A Library Management System is integrated with DELNET and Koha software. A very low investment in IT infrastructure shows that the institution is not able to fully integrate digital learning tools and efficient administrative systems. Enhanced IT funding is urgently needed.

#### Recommendations:

1. Some more Classrooms are required. It is desired to strengthen every lab with sufficient equipment.
2. Expand campus-wide Wi-Fi, internet bandwidth and cloud-based learning infrastructure.
3. Create innovation hubs and co-working spaces for interdisciplinary student projects.
4. Continue green campus initiatives and explore sustainable energy partnerships.



Criterion5 - Student Support and Progression (Key Indicator and Qualitative Metrics(QIM) in Criterion5)	
5.1	Student Support
5.1.2 QIM	<p><b>Efforts taken by the institution to provide career counselling including e-counselling and guidance for competitive examinations during the last five years</b></p> <p>The university has a mechanism in place for supporting the students in different activities, particularly for academic development, personality development, and improvement in communication skills, industry training, career counseling and placement.</p> <p>The university provides scholarships and free ships to students adhering to government schemes.</p> <p>The university provides guidance for higher studies, competitive exams and entrepreneurship through the business lab but the outcome of such program is not observed.</p>
5.3	Student Participation and Activities
5.3.2 QIM	<p><b>Presence of an active Student Council &amp; representation of students on academic &amp; administrative bodies/committees of the institution.</b></p> <p>Describe the Student Council activity and students' role in academic &amp; administrative bodies within a maximum of 500 words</p> <p>The student council is in place but its activities are to be improved. Career guidance activities are also available and need improvement. Grievance Redressal Committee of the university operates under vigilance of IQAC. University has constituted an anti-ragging committee and squad to prohibit incidences of ragging of students and encourages the participation of the students in sports and cultural activities and competitions regularly. Students are trained to perform mentally and physically challenging tasks through UBA, NSS and NCC.</p>
5.4	Alumni Engagement
5.4.2 QIM	<p><b>Alumni contributes and engages significantly to the development of institution through academic and other support system</b></p> <p><b>Describe the alumni contributions and engagements within a maximum of 500 words</b></p> <p>The university has a registered alumni association. The Alumni Association of the University was established and registered. The registration was done recently. Alumni committee is in place, but its function should be proactive. Periodic alumni meetings must be organised. Alumni fund is not visible and not audited every year. Number of tie-ups with reputed industries need to be improved.</p>

#### Qualitative analysis of Criterion 5

The University has enough computers and printers. The university has structured LAN facility with a Wi-Fi facility.

The university has a mechanism in place for supporting the students in different activities, particularly for academic development, personality development, and improvement in communication skills, industry training, career counseling and placement.

The university provides scholarships and free ships to students adhering to government schemes.

The university provides guidance for higher studies, competitive exams and entrepreneurship through the business lab but the outcome of such program is not appreciable.

The university is having a placement cell and providing placement opportunities for the students in a limited way. Placements through on campus and off campus need to be improved.

The university organizes number of events every year e.g. Teachers day, Pharmacy week, culture fest, sports day, independence day etc. Active participation of the students has been observed in the extracurricular activities.

Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrics(QIM) in Criterion6)

6.1	Institutional Vision and Leadership
6.1.1 QIM	<p><b>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.</b></p> <p>The vision and mission of the university is displayed in various locations. Faculty publication in reputed journals needs to be strengthened. The governing body is constituted as per the statutory requirements and takes the strategic decisions on academic, administrative and financial activities. Delegation of powers so as to follow top to bottom and bottom to top approach needs to be strengthened. The university has constituted several committees at the university level to execute the regular activities. The university has a grievance redressal mechanism. The University claims to have prepared a strategic plan. They have started Engineering programmes in the year 2023-24 which is after the assessment period. However, the poor enrolment of students in the programmes offered makes its implementation difficult. The absence of faculty members at senior levels is an impediment in the development of the University. The role of faculty members in decision-making through participation in different committees needs to be improved. It is observed that eminent persons from academia and industry are not invited to be part of the University statutory bodies and hence to be done to improve the functioning of the University.</p> <p>The University is planning to implement NEP2020 from the next academic year for which they have started discussions.</p>
6.2	Strategy Development and Deployment
6.2.1 QIM	<p><b>The institutional perspective plan is effectively deployed and functioning of the institutional bodies are effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc</b></p> <p>The administrative structure with the statutory positions occupied by senior persons is seen as a positive step in the governance of the University. The IQAC functions as the core committee in managing the affairs of the University. It would have been better functional had eminent persons been invited to be part of it. The minutes of the meetings of the statutory bodies should have been prepared in detail to understand the quality of discussions happening in the meeting.</p> <p>Most of the faculty members available in the University are at Asst Professor level and their salary is low due to less income from tuition and other fees. This has to be overcome by developing strategies to attract talented faculty and students.</p> <p>The university has several committees i.e. Grievance redressal committee, Internal complaint committee, Anti-Ragging Committee, SC/ST Committee. The Disciplinary Committee, Cultural Committee to handle various academic, developmental and administrative and grievance related</p>

	issues.
6.3	Faculty Empowerment Strategies
6.3.1 QIM	<p><b>The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression</b></p> <p>The university has various schemes in place for the welfare of teaching and non-teaching staff, maternity leave, duty etc. The university has regular audits for financial issues for the effective use of available financial resources. The low financial resources due to fewer admissions is a constraint in implementing progressive ideas.</p>
6.4	Financial Management and Resource Mobilization
6.4.1 QIM	<p><b>Institutional strategies for mobilisation of funds other than salary and fees and the optimal utilisation of resources</b></p> <p>Describe the resource mobilisation policy and procedures of the Institution within a maximum of 500 words</p> <p>The university is totally dependent on the tuition fee from students as well as exam fees. There is no clarity of mobilisation of funds from other sources. Their financial management in running the University with low resources is a matter of concern.</p>
6.4.3 QIM	<p><b>Institution regularly conducts internal and external financial audits regularly</b></p> <p><b>Enumerate the various internal and external financial audits carried out during the last five years with the mechanism for settling audit objections within a maximum of 500 words</b></p> <p>The university conducts audits regularly. The audited reports for session 2022-23 is uploaded on the university website.</p>
6.5	Internal Quality Assurance System
6.5.1 QIM	<p><b>Internal Quality Assurance Cell (IQAC)/ Internal Quality Assurance System (IQAS) has contributed significantly for institutionalizing the quality assurance strategies and processes, by constantly reviewing the teaching-learning process, structures &amp; methodologies of operations and learning outcomes, at periodic intervals</b></p> <p><b>Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes visible in terms of –</b></p> <ul style="list-style-type: none"> <li>• Incremental improvements made for the preceding five years with regard to quality (in case of first cycle)</li> <li>• Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives (second and subsequent cycles)</li> </ul> <p><b>Describe two practices institutionalized as a result of IQAC initiatives within a maximum of 500 words</b></p> <p>The IQAC cell of the university has been doing its level best to strengthen the qualitative and quantitative parameters.</p> <p><b>Two best practices</b></p> <ol style="list-style-type: none"> <li><b>1. Providing seed money to the faculty members for minor research work.</b></li> <li><b>2. Scholarships and fee exemptions are given for needy students.</b></li> </ol>

6.5.3 QIM	<p><b>Incremental improvements made for the preceding five years with regard to quality (in case of first cycle NAAC A/A)</b></p> <p><b>Post accreditation quality initiatives (second and subsequent cycles of NAAC A/A)</b></p> <p>The following improvements need to be taken.</p> <ol style="list-style-type: none"> <li>1. Facilities in laboratories should be augmented to have state-of-the-art equipment.</li> <li>2. Mobilisation of funds from other sources should also be increased.</li> <li>3. Research publications should be in well reputed journals.</li> <li>4. Outreach programmes must be improved.</li> </ol>

#### Qualitative analysis of Criterion 6

The university has constituted several committees at the university level to execute the regular activities. The university has a grievance redressed mechanism apart from perspective plan and deployment.

The university has several committees i.e. Grievance redressal committee, Internal complaint committee, Anti-ragging committee, SC/ST committee. The Disciplinary Committee, Cultural Committee to handle various academic, developmental and administrative and grievance related issues. IQAC cell also exists in the university. Organizational structure of various bodies is well defined.

The university has various schemes in place for welfare of teaching and non-teaching staff, maternity leave, duty etc. The university has regular audit for financial issues for the effective use of available financial resources. The management of the university ensures smooth functioning of the university in the implementation of various policies for its continuous improvement. The role of faculty members in decision-making through participation in different committees needs to be improved.

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	<p><b>Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.</b></p> <p>Describe the gender equity &amp; sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words</p> <p>Institution has initiated the Gender Audit and taken adequate measures to promote gender equity. The institute offers the Courses namely; Sociology, Gender Justice and Jurisprudence, and Family Law, which are focused on gender sensitivity issues.</p> <p>The number of women among faculty members and students is encouraging. Necessary facilities like girls waiting rooms and amenities for them are provided.</p>
7.1.3 QIM	<p><b>Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)</b></p> <ul style="list-style-type: none"> <li>• Solid waste management</li> <li>• Liquid waste management</li> <li>• Biomedical waste management</li> <li>• e-Waste management</li> <li>• Waste recycling system</li> <li>• Hazardous chemicals and radioactive waste management</li> </ul> <p>The University has adequate facilities for solid waste management, liquid waste management, biomedical waste management, e-waste management and hazardous chemicals disposal. They have a plant to produce bio gas which is effectively used in the canteen kitchen.</p>
7.1.5 QIM	<p><b>Green campus initiatives include</b></p> <p>Describe the Green campus initiative of the institution including Restricted entry of automobiles, Use of Bicycles/ Battery powered vehicles , Pedestrian Friendly pathways , Ban on use of Plastic, landscaping with trees and plants etc in 500 words</p> <p>The University has a green campus, which is well maintained, with restricted entry of vehicles, mandatory use of helmets and use of bicycles by the students inside the campus, clean canteen facility, etc. Two E-rikshaws are available in the campus for movement in the campus.</p>
7.1.7 QIM	<p><b><i>The Institution has Differently-abled (Divyangjan) friendly, barrier free environment</i></b></p> <p><b><i>Write description covering the various components of barrier free environment in your institution in maximum of 500 words</i></b></p> <ul style="list-style-type: none"> <li>• Built environment with Ramps/lifts for easy access to classrooms</li> <li>• Divyangjan friendly washrooms</li> <li>• Signage including tactile path, lights, display boards and signposts</li> <li>• Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment</li> <li>• Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading material, screen reading</li> </ul>

	The Institution offers several facilities, friendly to Divyangjan, which includes ramps, wash rooms, etc
7.1.8 QIM	<b>Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and such other diversities (within 500 words).</b>
	The institute offers an inclusive environment for cultural diversity, linguistic diversity and regional diversity
7.1.9 QIM	<b><i>Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens</i></b>
	Describe the various activities in the Institution for inculcating values for being responsible citizens as reflected in the Constitution of India within 500 words.
	Institute is doing several efforts in sensitization of students such as Gender sensitization activities and mandatory courses regarding Human Rights.
7.2	Best Practices
7.2.1 QIM	<b>Describe two best practices successfully implemented as per NAAC format provided in the Manual.</b>
	Ignite Program for students and faculty members and Ecological Oasis are the best practices taken up by the University.
7.3	Institutional Distinctiveness
7.3.1 QIM	<b>Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words</b>
	Institution is giving priority to its professional programs and the student admission in these programmes are good.

#### Qualitative analysis of Criterion 7

The University is catering to the academic needs of the people of underprivileged area.

In spite of several practical difficulties such as Internet access, the University is trying to improve itself to stand at par with other institutes.

The University has adopted villages in the nearby area and it is creating awareness among the people with respect of health and financial literacy.

Efforts are being made by the University to design programmes/courses that are relevant to local population.

The University is making good efforts in respect of signing MoUs, Patents and collaborations.

The University has solid waste management and e-waste management facilities and has also developed several amenities for the students on the campus.

The campus is green and eco-friendly.

FDP was organised by the University for capacity building of Faculty members.

All classrooms are ICT-enabled.

The University has effective mechanism in place to address student grievances.

### **Section III:Overall Analysis**based on Institutional strengths.Weaknesses,Opportunities & Challenges(SWOC)

#### **Overall Analysis**

##### **Strength:**

1. A safe and secure environment on the campus
2. Visionary and supportive Management
3. Environmental Sustainable Campus
4. Thriving towards academic excellence
5. Green policies and Green audit

##### **Weaknesses:**

1. Inadequate no of regular faculty members
2. Less functional and active MOU's.
3. Located in the Backward Region of the State
4. Poor Placement records
5. Lack of physical infrastructure
6. Non-implementation of NEP 2020
7. Very low student enrolment
8. Poor understanding of OBE
9. Low internet bandwidth
10. Very few online research journals are subscribed

##### **Opportunities:**

1. To develop the region
2. To engage Alumni actively in the overall development of the University
3. To collaborate with reputed national and international institutions for knowledge dissemination
4. To the establishment of new areas of studies in PG and Research
5. More collaborative activities with other local & regional institutions.
6. To introduce MOOC courses
7. Preservation of traditional knowledge about herbal medicines.

##### **Challenges:**

1. Recruitment of well-qualified and competent teaching faculty members
2. Retaining qualified faculty having research and academic experience
3. To enhance the financial position of the University by adopting innovative programmes
4. Implementation of NEP
5. Promoting creativity and innovation activities among the students

#### **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)

- Improve student enrolment
- Appoint faculty at Professor and Associate Professor level
- Improve the infrastructure including laboratory and, library.
- Improve Internet Bandwidth and Wifi facilities
- Revise the curriculum and syllabus in tune with the NEP 2020
- Provide industry engagement to students
- Improve sports facilities
- Prepare a strategic plan to develop the University as a financially viable institution which should have state-of-the-art facilities for academics and research, with at least 3000 students in five years.
- Improve the participation of eminent persons from academia and industry to be part of the University.
- The placement and training activities are to be strengthened to equip the students to be employable in the industry and to place them in reputed companies and organisations.
- Practise OBE by understanding its philosophy.
- Improve the transportation facilities to the University

**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. ISAAC KUNCHERIA P	Chairperson	
2	DR. AYON BHATTACHARJEE	Member Co-ordinator	
3	DR. M T V NAGARAJU	Member	
4	DR. NIRANJAN KAUSHIK	Member	
5	DR. RAMESH CHANDRA TIWARI	Member	
6	DR. DHARMENDRA KUMAR MISHRA	Member	
7	Dr. B.s. Ponmudiraj	NAAC Co - ordinator	

Place

Date