INSTITUTIONAL ASSESSMENT AND ACCREDITATION
(Effective from July 2017)

Accreditation - (Cycle - 1)

PEER TEAM REPORT ON

INSTITUTIONAL ACCREDITATION OF
INTERNATIONAL MANAGEMENT INSTITUTE - KOLKATA
S-10917

Kolkata
West Bengal
700027

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:	INTERNATIONAL MANAGEMENT INSTITUTE - KOLKATA Kolkata West Bengal 700027
2.Year of Establishment	2011
3.Current Academic Activities at the Institution(Numbers):	
Faculties/Schools:	1
Departments/Centres:	1
Programmes/Course offered:	1
Permanent Faculty Members:	25
Permanent Support Staff:	32
Students:	180
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. Corporate sponsored privately funded Business institution approved by AICTE 2. Nationally representative student body from different states 3. Full Time residential two year PGDM driven by the industry requirements
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 25-04-2024 To : 26-04-2024
6.Composition of Peer Team which undertook the on site visit:	

	Name	Designation & Organisation Name
Chairperson	DR. PRATIBHA GOYAL	Professor,Punjab Agricultural University Ludhiana
Member Co-ordinator:	DR. DNYANDEV TALULE	Professor,SHIVAJI UNIVERSITY KOLHAPUR
Member:	DR. PRANAB MUKHOPADHYAY	Professor,GOA UNIVERSITY
NAAC Co - ordinator:	Dr. Priya N	

Section II:CRITERION WISE 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	Curriculum Design and Development
1.1.1 QlM	**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 institution**
1.1.2 QlM	**The programmes offered by the institution focus on employability/ entrepreneurship/ skill development and their course syllabi are adequately revised to incorporate contemporary requirements**
1.2	Academic Flexibility
1.3	Curriculum Enrichment
1.3.1 QlM	**Institution integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability and other value framework enshrined in Sustainable Development Goals and National Education Policy – 2020 into the Curriculum**
1.4	Feedback System

Qualitative analysis of Criterion 1

International Management Institute, Kolkata (IMIK) is a corporate sponsored privately funded management institute. It offers a two-year residential Post Graduate Diploma in Management (PGDM), approved by the AICTE.

Its annual intake is 180 students through a process of an All-India entrance examination, group discussion and personal interviews. The institute was established in 2011 in Kolkata, West Bengal. It is part of the IMI group, with sister campuses in Delhi and Bhubaneswar. The IMIK campus is spread across 2.71 acres in the heart of Kolkata, the state's capital city.

The total strength of the faculty sanctioned by the institute's management is 28, of which 25 posts are filled (89%), and 3 (11%) faculty positions remain vacant. 24 (96%) out of 25 recruited teachers of the institute are PhD holders.

The main funding source is the tuition fees charged by the institute, and the programme runs on operating profit with a substantial financial cushion.

The IMIK has a clearly defined vision and mission. The POs and COs are reflected in the course outlines. The POs and COs need to clearly displayed in the campus. The institute has a continuous evaluation system in a trimester pattern.

The Academic Council and Curriculum Committee meet to look after programme updation and execution.

After completing the programme, students are expected to have cutting-edge competencies in communication, critical thinking and problem solving, integrated thinking, leadership skills, ethical awareness, and global understanding.

It attempts to maintain the academic quality of its teaching and learning through its regularly conducted feedback system, shared with the concerned teachers.

The institute has a wide range of subscriptions to databases and journals to strengthen the faculty's research background.

Women faculty members play a significant role in the leadership and have key positions in the institute. The institute can accelerate the process of implementing the NEP.

Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrices(QlM) in Criterion2)	
2.1	Student Enrollment and Profile
2.2	Catering to Student Diversity
2.2.1 QlM	**The institution assesses the learning levels of the students and organises special Programmes to cater to differential learning needs of the student**
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 experience and teachers use ICT-enabled tools including online resources for effective teaching and learning process**
2.3.2 QlM	**The institution adopts effective Mentor-Mentee Schemes to address academics and student-psychological issues**
2.3.3 QlM	*Preparation and adherence of Academic Calendar and Teaching plans by the institution* Describe the Preparation and adherence to Academic Calendar and Teaching plans by the institution.
2.4	Teacher Profile and Quality
2.5	Evaluation Process and Reforms
2.5.3 QlM	**IT integration and reforms in the examination procedures and processes including Continuous Internal Assessment (CIA)/Formative Assessment have brought in considerable improvement in Examination Management System (EMS) of the Institution** Describe the examination reforms with reference to the following within a minimum of 500 words • Examination procedures • Processes integrating IT • Continuous internal assessment system
2.6	Student Performance and Learning Outcomes
2.6.1 QlM	**The institution has stated learning outcomes (programme and course outcome)/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**
2.7	Student Satisfaction Survey

Qualitative analysis of Criterion 2

The student profile exhibits diverse geographical, gender and academic backgrounds.

The institute has an evaluation system to assess the learning levels of the incoming students. Slow learners are provided separate remedial facilities to catch up with the rest of the class.

The classrooms are all equipped with e-learning facilities. There is extensive use of internet-based learning resources like Coursera. Hence, students can be encouraged to take Swayam courses.

There is a well-structured mentor-mentee scheme. The mentors come from within the faculty and their alumni who meet the different needs of the students. A doctor visits the campus daily, and IMIK has ties with two medical hospitals nearby.

The institute complements its classroom teaching with experiential learning, industry visits, and guest lectures. To promote experiential learning, IMIK has started two courses – local business accelerator and new venture development- where students are placed with businesses and get hands-on experience in idea generation and venture development. This gives them an insight into the complexity of running a business first-hand. The course curriculum includes a project work. The assessment and examination processes have IT integration.

Students undergo regular aptitude tests, group discussions and workshops and sessions on personal interviews, role plays, and customised company-specific sessions.

The students mentorship programme of the institute takes additional care of its students through mental support especially during anxiety, confidence providing consultations with students, and for their career orientation. The institute adequately adheres to its academic calendar created at the beginning of the academic year. The continuous evaluation mechanism of the institute attempts to keep its students academically busy during the entire academic session as it conducts the mid-term and end-term examinations as per its regular schedule. Some of the examinations are computer-based and the students are shown their evaluated papers.

Criterion3 - Research, Innovations and Extension (Key Indicator and Qualitative Metrices(QlM) in Criterion3)	
3.1	Promotion of Research and Facilities
3.1.1 QlM	**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**
3.2	Resource Mobilization for Research
3.3	Innovation Ecosystem
3.3.1 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**
3.4	Research Publications and Awards
3.5	Consultancy
3.6	Extension Activities
3.6.1 QlM	**Outcomes of extension activities in the neighbourhood 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)** Describe the impact of extension activities in sensitising students to social issues and holistic development with four case studies within a maximum of 500 words
3.7	Collaboration

Qualitative analysis of Criterion 3
The institute has a clearly defined incentive-based publications policy for its faculty.

The institute has a strong research base in physical terms, such as the regular updation of library resources, annual subscriptions to statistical database, and software, and the renewal of subscription to periodicals.

Faculty members participate in national and international seminars and conferences. The IMIK provides financial support through travel and conference fees for such participation. The institute has the Turnitin software for plagiarism checks.

The IMIK has conducted various awareness training sessions on IPR. However, It may consider establishing an IPR cell on campus. An incubation centre has recently been started, but its specific outcomes have yet to emerge. There is evidence of some start-up efforts of alumni who have ventured into jewellery and t-shirt designing.

The IMIK can strengthen its research portfolio by accessing external funding by way of research and consultancy. Experiential learning can be complemented with grassroots research. IMIK needs to consider focusing more on social outreach activities to develop selected nearby areas holistically.

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** 1. **teaching – learning, viz., classrooms, laboratories, computing equipment etc** 2. **ICT – enabled facilities such as smart class, LMS etc.** 3. **Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc.**
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**
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
4.3.3 QlM	**Institution has dedicated audio visual centre, mixing equipment, editing facility, media studio, lecture capturing system(LCS) and related hardware and software for e-content development**
4.4	Maintenance of Campus Infrastructure
4.4.2 QlM	**There are established systems and procedures for maintaining and utilizing physical and academic support facilities – laboratory, library, sports complex, computers, classrooms etc.** Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities within a maximum of 500 words

Qualitative analysis of Criterion 4

There is a combined indoor activity centre with yoga, table tennis, carrom, etc. However, for the holistic development of students, outdoor sports facilities are limited and need to be expanded.

The institute subscribes to e-journal aggregators like EBSCO -Business Source Complete, EMERALD Premiere Collection and Science Direct – Prepaid Articles. It also subscribes to economic and financial databases like EMIS, CMIE's Prowess IQ, EPWRF Time Series Database, and Bloomberg Financial Lab, in addition to academic citation databases like WoS and Scopus. The institute provides students with access to high-quality online case studies.

IMIK maintains a library membership with DELNET, the British Library and IIM-Calcutta to enhance the reach of library resources from the campus. It subscribes to the Institutional membership of the National Digital Library. Library resources are catalogued using a library software called Libsys (Library Management Software). The library has a collection of over 8600 books and 23900 E-books. Over the last five years, it has steadily increased its spending on library resources from Rs 144 lakhs to Rs 197 lakhs.

The institute has a well-functioning hostel and canteen facility. All students reside on campus. The hostels have lounge rooms and a dining area. The hostel has different categories of rooms: non-AC, AC/ single and double rooms, on a differential payment basis. There are two separate canteens catering to residents with vegetarian and non-vegetarian preferences.

Campus maintenance and housekeeping services are monitored through regular inspection by the Residential Affairs Committee (RAC).

IMIK provides students and staff clean drinking water through a 1000 ltr RO Plant. The campus has an STP and recycled water is used for toilets and the garden.

There is CCTV surveillance on the campus for students' and staff's safety.

IMIK is equipped with desktop and laptop computers. The campus has broadband internet and a campus-wide wi-fi facility. The computer lab has 80 PCs with three terminals for Bloomberg access. The institute uses SPSS and R for statistical analysis.

As part of its e-governance, the institute has implemented a biometric attendance system for teaching and non-teaching staff, including guest faculty.

The Learning Management System uses software like Moodle and has a campus agreement with Microsoft for its academic programs. All classrooms are equipped with standard e-classroom infrastructure.

The IMIK needs to consider installing solar panels and implementing energy-saving measures. The greenery within and outside the campus could to be expanded.

Criterion5 - Student Support and Progression (Key Indicator and Qualitative Metrices(QlM) in Criterion5)	
5.1	Student Support
5.1.2 QlM	**Efforts taken by the institution to provide career counselling including e-counselling and guidance for competitive examinations during the last five years**
5.2	Student Progression
5.3	Student Participation and Activities
5.3.2 QlM	**Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution.** Describe the Student Council activity and students' role in academic & administrative bodies within a maximum of 500 words
5.4	Alumni Engagement
5.4.2 QlM	**Alumni contributes and engages significantly to the development of institution through academic and other support system** **Describe the alumni contributions and engagements within a maximum of 500 words**

Qualitative analysis of Criterion 5
The institute organises various career counselling sessions and placement initiatives for students to improve their job-market readiness. These include an aptitude test, mock group discussions, and interview workshops, among other activities.   IMIK has a high placement ratio. However, no student has qualified for the NET or SET in the assessment period. More scholarships and freeships could be provided to students.   The institute needs to frame a policy for encouraging willing students to prepare for competitive examinations and research fellowships and provide opportunities for higher studies.   Students play an important role in the institute's activities. Several student committees aid in the functioning of IMIK. These include the Student Activity Council (SAC) that coordinates between the management and the students   There is a recently registered alumni association. Alumni association raises funds largely through membership fees, which are used for alumni events. The alumni also contribute in non-monetary ways – by hosting mock interviews and taking guest lectures, among other activities. The alumni are also involved in the admission process and help in conduct of admission interviews.   IMI(K) students need to be encouraged for inter-college sports and cultural activities. Professional sports and cultural coaching should be considered for desirous students.   There is a Prevention of Sexual Harassment (POSH) Committee and an Internal Complaints Committee (ICC) to address grievances. Academic assessments are done transparently to avoid grievances when awarding marks. There is an internal mechanism to address grievances.

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.**
6.2	Strategy Development and Deployment
6.2.1 QlM	**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**
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**
6.4	Financial Management and Resource Mobilization
6.4.1 QlM	**Institutional strategies for mobilisation of funds other than salary and fees and the optimal utilisation of resources** Describe the resource mobilisation policy and procedures of the Institution within a maximum of 500 words
6.4.3 QlM	**Institution regularly conducts internal and external financial audits regularly** **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**
6.5	Internal Quality Assurance System
6.5.1 QlM	**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 & methodologies of operations and learning outcomes, at periodic intervals** **Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes visible in terms of –** - **Incremental improvements made for the preceding five years with regard to quality (in case of first cycle)** - **Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives (second and subsequent cycles)** **Describe two practices institutionalized as a result of IQAC initiatives within a maximum of 500 words**
6.5.2 QlM	**The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms** Describe any two examples of institutional reviews and implementation of teaching learning reforms facilitated by the IQAC within a maximum of 500 words each.

Qualitative analysis of Criterion 6
IMIK has a well-designed institutional vision, and it attempts to function as per this policy. It has a governance structure to help its Board of Governance (BoG). The subcommittees are the Steering Committee, Finance Committee, Infrastructure Committee, and the Directors Council, which help the BoG of the Institute make and implement decisions. It has framed its Service Rules, Faculty Recruitment, Performance and Promotion Policy, etc. The faculty and staff are covered under medical insurance and PF. However, NPS is not institutionally subscribed currently. The governance is undertaken in a decentralised manner. However, the number of teachers who attend conferences and workshops supported by financial help could be increased. The institute's teaching-learning and Quality assurance policy includes the collection of feedback from students. The same is shared with the respective teachers to make the necessary improvements possible. The mobilisation of resources from external sources is limited and this needs to be explored by the IMIK. Student fees are the institute's main source of revenue. An external auditor regularly audits the finances. No adverse remarks were seen in these audited reports. The IQAC regularly meets online and evaluates the performance of the IMIK. Since this is the first cycle, it needs to put quality benchmarks and upgradation targets for future assessments as part of its Institutional development strategy.

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
7.1.3 QlM	**Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)** - Solid waste management - Liquid waste management - Biomedical waste management - e-Waste management - Waste recycling system - Hazardous chemicals and radioactive waste management
7.1.5 QlM	**Green campus initiatives include** 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
7.1.7 QlM	*The Institution has Differently-abled (Divyangjan) friendly, barrier free environment* *Write description covering the various components of barrier free environment in your institution in maximum of 500 words*

	• Built environment with Ramps/lifts for easy access to classrooms • Divyangjan friendly washrooms • Signage including tactile path, lights, display boards and signposts • Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment • Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading material, screen reading
7.1.8 QlM	**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).**
7.1.9 QlM	*Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens* Describe the various activities in the Institution for inculcating values for being responsible citizens as reflected in the Constitution of India within 500 words.
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**
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**

Qualitative analysis of Criterion 7

The institute has a sizable proportion of women in its faculty and student body, and some play key leadership roles. However, the institute has not conducted a gender audit. Gender equity and sensitisation-specific cultural and co-curricular activities should be incorporated. The hostel has a separate wing for boys and girls.

The campus has a wastewater recycling facility, but the IMIK can consider having a composting unit for wet waste from the canteen to make manure for gardening. A doctor and a nurse regularly visit the campus, so a bio-medical waste management system should be in place.

Since the campus is small and in the heart of the city, and all buildings and facilities are within walking distance, the need for bicycles is not perceived. The buildings have ramps and elevators for the physically challenged.

The campus should be made plastic-free, including canteens. Landscaping with trees and plants can be enhanced to make the campus green. Differently-abled assistive infrastructure must be enhanced to make the campus more inclusive and accessible. The library needs to be equipped with Divyangjan accessible and assistive technology. Accordingly, signage and pathways need to be developed.

The students come from diverse cultural backgrounds, and their interaction leads to natural learning of cultural diversity. However, students should be sensitised to constitutional obligations, values, rights, duties, and responsibilities by celebrating important days and events. This could take the form of organising talks, workshops, etc.

The two best practices of the institute are:

1. Strong linkages with the business community to promote entrepreneurial and innovative mindset among the students.
2. An incentive-based publication policy promotes faculty research and actively encourages student research publications.

One of the institutional distinct features of IMIK is the incorporation of two entrepreneurship courses – local business accelerator and new business development- that help students get an early start on thinking about a business career.

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

Overall Analysis

Strength:

a. Well-qualified faculty with almost all having PhD or equivalent degrees.

b. High student-teacher ratio

c. Strong founder corporate support.

d. Centrally located campus with good infrastructure.

e. Well-defined incentive-based publication policy.

f. Adequate subscription to databases and library resources.

g. Registered alumni association and participation in the institute's activities.

h. Effective Mentor-Mentee Practices.

i. High women representation in leadership roles

Weaknesses:

a. Low external research funding.

b. Small campus.

c. Lack of outdoor sports facility

d. Limited inter-institution collaboration

e. NEP integration is in a nascent stage, and there is low integration of value-added courses and the Indian Knowledge System in the course curriculum

f. The AICTE approved fellowship programme may processed for equivalence from regulatory body

Opportunities:

a. The strategic advantage of being located in a business city should help strengthen industry collaborations and increase consultancies.

b. Being near to many top-ranking HEIs can pave the way for greater inter-institution collaboration.

c. The location should help IMIK develop a strong executive and faculty training portfolio.

d. Being more than a decade-old institute, the strong alumni base can be leveraged for resource mobilization, donations, placements and brand building.

e. Being in an industrial hub, there is a possibility of including practitioners to aid students in business learning.

f. Given the institute's reputation, the number of courses can be increased.

g. Being a part of SIP, it can expand its international student base.

Challenges:

a. Entry of new universities, especially foreign universities.

b. Leveraging consultancy projects given the presence of well-known consulting companies and institutions.

c. Adapting coursework to a fast-changing business environment.

d. Expanding student intake with multiple programmes due to limited land availability on the current campus.

e. Possibility of becoming a degree-granting HEI

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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)

- 1. Since the area in the current campus is limited, future expansion may require consideration of a larger new campus.

- 2. Since the business environment is changing rapidly, there should be greater emphasis on exposure to case-based learning with substantive technology components, especially AI.

- 3. Research incentive policy should be expanded to all business areas, including disciplinary and Interdisciplinary journals, to encourage all-around research. It should not be restricted to ABDC and business journals alone.

- 4. Outdoor sports facilities need to be expanded, and coaches could be hired to help desirous students.

- 5. Social outreach and extension programmes for underprivileged groups and communities can be expanded by promoting financial literacy.

- 6. Need to strengthen the emphasis on external research funding, consultancy and policy-based research.

- 7. Promoting greater two-way movement between teachers of IMIK and other similar institutes. This will benefit IMIK students by allowing them to interact with guest faculty, and IMIK teachers will also gain exposure to other institutions.

- 8. An established framework for evaluating course outcomes is required.

- 9. More efforts to increase green practices on the campus.

- 10. Greater encouragement to students to participate in cultural activities and nationally important events.

- NPS for teaching and non-teaching staff.

- Bring IMIK on par with sister campuses for placement.

- Provide pick up and drop facility from nearest transport hub.

- Install solar panels and reduce energy consumption.

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. PRATIBHA GOYAL	Chairperson	
2	DR. DNYANDEV TALULE	Member Co-ordinator	
3	DR. PRANAB MUKHOPADHYAY	Member	
4	Dr. Priya N	NAAC Co - ordinator	

Place

Date

1	DR. PRATIBHA GOYAL	Chairperson	
2	DR. DNYANDEV TALULE	Member Co-ordinator	
3	DR. PRANAB MUKHOPADHYAY	Member	
4	Dr. Priya N	NAAC Co - ordinator	