



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

**Accreditation - (Cycle - 3)**

**PEER TEAM REPORT ON  
INSTITUTIONAL ACCREDITATION OF  
B.H.B. COLLEGE  
C-17088**

**Sarupeta  
Assam  
781318**

**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:	B.H.B. COLLEGE Sarupeta Assam 781318	
2.Year of Establishment	1971	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:	1	
Departments/Centres:	14	
Programmes/Course offered:	15	
Permanent Faculty Members:	23	
Permanent Support Staff:	16	
Students:	604	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. Catering to the educational needs of rural area 2. Majority of the students are females 3. Units of Mushroom cultivation Note - book making and LED Bulb making in the college.	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 13-02-2024 To : 14-02-2024	
6.Composition of Peer Team which undertook the on site visit:		
	<b>Name</b>	<b>Designation &amp; Organisation Name</b>
Chairperson	DR. MOHAN VENKATA RAM BUDATI	FormerProfessor,ANDHRA UNIVERSITY
Member Co-ordinator:	DR. SYED ZAHOOR AHMAD GEELANI	Dean,Central University of Kashmir Ganderbal J and K
Member:	DR. P ANJANKUMAR NAIDU	Principal,DHOTE BANDHU SCIENCE COLLEGE
NAAC Co - ordinator:	Dr. Vinita Sahu	

## Section II: CRITERION WISE ANALYSIS

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

Criterion1 - Curricular Aspects (Key Indicator and Qualitative Metrics(QIM) in Criterion1)	
1.1	Curricular Planning and Implementation
1.1.1 QIM	<b>The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment</b>
1.2	Academic Flexibility
1.3	Curriculum Enrichment
1.3.1 QIM	<b><i>Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum</i></b>
1.4	Feedback System

### Qualitative analysis of Criterion 1

BHB College adheres to the structured protocol set by Gauhati University, its affiliating University. This protocol encompasses the Academic Calendar and the implementation of Continuous Internal Assessments to enhance course development and delivery. The Academic Calendar serves as a comprehensive schedule for all activities, encompassing curriculum delivery planning. The college meticulously adheres to this calendar for activities such as admissions, teaching schedules, examinations, and extracurricular events. The curricular and co-curricular activities are planned well in advance and a robust mechanism is in place for the effective implementation of such activities. The college is adhering to the latest pedagogical operation in its curriculum.

In regard to academic adaptability, the college offers 31 Certificate/Value Added courses and online courses sourced from MOOCs, SWAYAM, NPTEL, and other online platforms of the UGC and other governing bodies of the higher education of India or Higher department of Assam Government besides the add on courses developed and offered by the Guwahati University and teaching faculty. Over the past five years, students of the institution have actively enrolled in and successfully completed these courses. To address the educational needs of marginalized communities, the institution incorporates interdisciplinary subjects into its curriculum, covering topics such as gender studies, environmental sustainability, human values, and ethical professionalism. Human values are prominently featured in all academic programs, with special emphasis placed on subjects like Assamese, English, political science, philosophy, commerce, Sanskrit and education.

Additionally, the institution gathers input on both academic achievements and the overall environment from diverse stakeholders, including students, faculty, employers, and alumni. Alumni is actively involved in curriculum planning the teachers are actively involved in all curricular activities and the curriculum devised by the affiliating University is strictly adhered to by the all the teaching faculty. Subsequently, a well organised feedback mechanism is place and an action report addressing the feedback is published on the institution's website.

Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrics(QIM) in Criterion2)	
2.1	Student Enrollment and Profile
2.2	Student Teacher Ratio
2.3	Teaching- Learning Process
2.3.1 QIM	<b>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</b>
2.4	Teacher Profile and Quality
2.5	Evaluation Process and Reforms
2.5.1 QIM	<b>Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient</b>
2.6	Student Performance and Learning Outcomes
2.6.1 QIM	<i>Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website</i>
2.6.2 QIM	<i>Attainment of POs and COs are evaluated.</i>  Explain with evidence in a maximum of 500 words
2.7	Student Satisfaction Survey

#### Qualitative analysis of Criterion 2

B.H.B. COLLEGE College admits the students strictly according to the guidelines of the GOI's reservation policy. Every time at the beginning of the regular classes, the institute organizes an induction programme for the students at the entry level to familiarize them with the institutional regulations, process culture, and values and to aid in their adjustment to and comfort in the new environment of learning.

Mechanisms are in place to respect student diversity in terms of learning needs; mentoring, peer feedback, tutoring, remedial classes, learning enhancement, collaborative tasks, multilingual interactions, assistive structures, and adaptive structures for students with disabilities are some of the ways that student diversity is addressed based on learner profiles identified by the institution. The student enrollment profile at the BHB college is 46.43% against sanctioned 470 seats for the academic year 2022-23 and the full-time teacher-to-student ratio is 1:28.86.

Teachers employ ICT-enabled technologies, including online resources, for effective teaching and learning processes, and adopt student-centric approaches such as experiential learning, participatory learning, Participation of students in cultural/sports/academic events, and problem-solving methodology etc. Moreover, a set mechanism is in place for the slow learners like remedial classes, participation in co-curricular activities, Spoken English for language proficiency, ICT tools used to enhance learning quality etc.

In the last five years, the college has employed 88.33% of the full-time positions that were sanctioned, with 51.89% of those full-time employees having passed the NET, SET, SLET, holding a PhD, D.Sc., D.Litt., or L.L.D. degrees.

The Academic Calendar of the Affiliating University is followed for conduct and evaluation of examination. The Examination Board prepares scheme for Sessional Examination in consultation with the affiliating University. The college maintains transparency in all three components of Continuous Internal Evaluation (CIE) & follows a proper mechanism to make internal assessment transparent and robust.

The college develops guidelines regarding direct and indirect assessment tools to evaluate attainment of stated Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution. This is done in collaboration with course instructors. The college follows the CBCS system as per the guidelines of the Affiliating University and also NEP from current academic session. The college has AECC and SEC in CBCS Course that provides the scope of skill development to the students.

Programme Outcomes (POs) and Course Outcomes are prepared by IQAC involving the concerned departments using blooms taxonomy. Similar mechanism is followed for Add-on and Skill Development Courses as well.

The attainment of the same is evaluated through a series of activities conducted throughout academic sessions like Performance in Sessional Examination, Performance in Semester End Examination, Paper presentation in Departmental Seminars, Project works, Engagement in departmental activities, Engagement in different co-curricular activities, Progression to Higher Studies by the graduates. An online poll of students' opinions of the teaching and learning process is also conducted to check the student's satisfaction.

Criterion3 - Research, Innovations and Extension (Key Indicator and Qualitative Metrics(QIM) in Criterion3)	
3.1	Resource Mobilization for Research
3.2	Innovation Ecosystem
3.2.1 QIM	<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>
3.3	Research Publications and Awards
3.4	Extension Activities
3.4.1 QIM	<b>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.</b>
3.4.2 QIM	<b>Awards and recognitions received for extension activities from government / government recognised bodies</b>
3.5	Collaboration

Qualitative analysis of Criterion 3
<p>BHB College has secured grants totalling Rs. 3.43 lakh from governmental and non-governmental organizations for research projects and endowments during the past five years. The college operates a Research, Innovation, and Extension Cell, overseeing and motivating research endeavours within the institution. Faculty members have contributed numerous articles to Scopus and UGC-CARE listed publications.</p> <p>The curriculum, developed by the Affiliating University, incorporates elements of the Indian Knowledge System, Culture, and Arts alongside subjects like Assamese, Bodo, Sanskrit, and English. To enhance students' skills and employability, the college offers Skill-Based Certificate Courses covering various fields such as Solar Power Installation, Yoga, Mushroom Cultivation, and Basics of Web Technologies.</p> <p>Collaborative initiatives with other educational institutions include academic and student exchange programs, outreach activities in rural schools, and joint research ventures. The college has integrated cutting-edge</p>

technology into its teaching methods, utilizing online tools like Smart Boards, Smart TVs, and video conferencing platforms for effective learning.

Over the past five years, the college has organized 55 workshops, seminars, and conferences focusing on research methodology, intellectual property rights, and entrepreneurship. Faculty members have published an average of 0.74 research papers per teacher in UGC-CARE listed journals, along with numerous books, chapters, and conference papers.

Extension activities aim to address social issues, with NSS volunteers actively participating in awareness rallies and health check-up camps. Training programs, including one with NIELIT Guwahati, have benefited hundreds of farmers, elderly persons, women, and students from nearby villages.

Under the UNNAT BHARAT ABHIYAN scheme, the college has adopted several villages, conducting surveys, organizing health and hygiene programs, and providing relief during natural calamities. Society outreach efforts and health initiatives have earned the college 47 awards from governmental and recognized entities.

Additionally, the institution has facilitated 54 extension and outreach programs, involving community participation through forums like NSS/NCC. Furthermore, it has established 23 operational MoUs/linkages with institutions/industries for internships, training, and other exchange programs.

Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrics(QIM) in Criterion4)	
4.1	Physical Facilities
4.1.1 QIM	<p><b>The Institution has adequate infrastructure and other facilities for,</b></p> <ul style="list-style-type: none"> <li>• teaching – learning, viz., classrooms, laboratories, computing equipment etc</li> <li>• ICT – enabled facilities such as smart class, LMS etc.</li> </ul> <p><b>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.)</b></p>
4.2	Library as a Learning Resource
4.2.1 QIM	<i>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</i>
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><i>Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words</i></p>
4.4	Maintenance of Campus Infrastructure

**Qualitative analysis of Criterion 4**

The college is situated in Sarupeta, in the Barpeta district of Assam, and is spread over an area of 18.67 acres. The college's administrative building houses the IQAC office, the Principal's Chamber, the KKHSOU Study Centre, and offices. The college has fourteen departments, and each one is equipped with a computer to

facilitate efficient departmental operations. The college's Teachers' Common Room has enough furniture, ventilation, proper arrangements of cooling and lighting and separate restrooms for men and women. The university has 27 classrooms in total, 17 of which have ICT facilities. The majority of classrooms have ICT resources, fans, lights, furniture, projectors, smart boards, and internet connectivity. The BHB College Central Library has ten computers for accessing e-resources, plenty of space for books, chairs, and distinct reading areas in addition to internet connectivity. The library has an installation of SOUL 2.0. The organization has two laboratories. The institution has seventy computers in total. For official purposes, every department has computers connected to the internet. Students are permitted to use these computers to access electronic resources. The college has a 150-person capacity auditorium as well as a fully-equipped conference room with raised platforms, LCD projectors, Smart Boards, and internet-connected public address systems. The auditorium has a stage large enough to hold up to 850 people. A well-equipped Canteen is present in the college campus which serves the food on a discounted price and the food is prepared hygienically. The college also has a generator, three inverters, seven desktop computers, six copiers, seven printer scanners, four water coolers, and ten water filters.

The college has a central library besides 14 small departmental libraries, with eight CCTV cameras installed in the library along with a monitor. Central Library can accommodate about 100 people in seats. Since 2016, it has been substantially automated using SOUL 2.0 integrated library management software. Over 20,000 printed books (textbooks and references) covering disciplines in the arts and commerce are available at the central library. Every textbook in the central library has a barcode label attached to it. The library is subscribed to four magazines, four newspapers, and nine journals. With an OPAC (Online Public Access Catalogue) for the user community, the central library handles cataloguing and circulation modules. The library has got the membership of both the National Library and Information Services Infrastructure for Scholarly Content (N-LIST), INFLIBNET Centre, Gandhinagar, Gujarat [<http://nlist.inflibnet.ac.in>], and the NDLI Club. For member institutions, the N-LIST offers access to 31, 64, 309 e-books and 6,150 e-journals, while the NDLI offers about 10 million e-resources.

The campus of the college now has four installed Wi-Fi routers. The college has resources like ERP software, printers, scanners, and interactive whiteboards. There are LAN and Wi-Fi connections available in the computer lab, offices, labs, departments, and 17 classrooms, however the internet facility in the college has further scope for improvement.

Criterion5 - Student Support and Progression (Key Indicator and Qualitative Metrics(QIM) in Criterion5)	
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5.1	Student Support
5.2	Student Progression
5.3	Student Participation and Activities
5.4	Alumni Engagement
5.4.1 QIM	<b>There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services</b>

Qualitative analysis of Criterion 5
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Over the past five years, many students at BHB College have received scholarships and free-ships from government and non-government organizations, businesses, individuals, and other organizations, almost 78.36% of students have got benefited from these opportunities. To enhance the soft skills, communication skills, language proficiency, life skills (such as yoga, physical fitness, health, and hygiene), and computer abilities of students, the college has organized various capacity development and skills enhancement programs. In addition to this during last five years, 43.04% of students received career counseling and

preparation for competitive exams from the institution.

The college has established various procedures to address student complaints of racial and sexual harassment. These procedures include adhering to legislative and regulatory norms, promoting organization-wide awareness of policies with zero tolerance, providing mechanisms for students to submit grievances online/offline, and ensuring timely redressal of grievances through appropriate committees.

Over the past five years, 31.85% of students have progressed to higher education placements, while 9.5% have qualified in state, national, or international level exams such as IIT, JAM, NET, SLET, GATE, GMAT, GPAT, CLAT, CAT, GRE, TOEFL, IELTS, Civil Services and state government exams. The institution has also won 9 awards/medals for outstanding performance in sports and cultural activities at the university, state, national and international level.

There is a registered Alumni Association registered under the Society Registration Act XXI of 1860 with registration No RS/BAR-3/237/185 of 2022-23. It plays a significant role in the institution's development by providing financial and other support services. The alumni association regularly interacts with the college's Principal, Management and Faculty members to ensure the overall development of the college. The alumni association has actively involved for the betterment of the college. A WhatsApp group is formed for effective communication. Periodic annual meetings are conducted in the college involving college authorities to discuss the prospective plans for the development of the college.

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

6.1	Institutional Vision and Leadership
6.1.1 QIM	<b><i>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.</i></b>
6.2	Strategy Development and Deployment
6.2.1 QIM	<b><i>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</i></b>
6.3	Faculty Empowerment Strategies
6.3.1 QIM	<b>The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression</b>
6.4	Financial Management and Resource Mobilization
6.4.1 QIM	<b>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)</b>
6.5	Internal Quality Assurance System
6.5.1 QIM	<b>Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures &amp; methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities</b>

Qualitative analysis of Criterion 6

The BHB college was founded in 1971 with the aim of delivering high-quality education that helps students to



develop professional independence and social responsibility. The college is committed to fulfilling its purpose of developing youths to be creative, socially engaged, morally upright, temperamentally scientific, technologically current, and globally competent. To materialize the vision and mission, the institute decentralizes its power and functions. The governing body of the college entrusts the power of decision-making to principal, the principal delegates authority through the Vice-Principal, IQAC, HoD Committees, and stakeholders. The college with the involvement of all teaching and non-teaching staff, students, and other stakeholders dedicatedly takes up plans which are reflected in its perspective plans. The college has implemented the multidisciplinary subjects in accordance with National Educational Policy 2020 in order to develop students' all-round abilities - intellectual, aesthetic, social, physical, emotional, and moral - in an integrated manner.

The institutional perspective plan for five years sheds light on infrastructural development, introducing new skill-based, add-on, value-added and certificate courses, modern equipment for teaching practicals, and research work, providing academic and sports facilities, ICT, library, e-library, and laboratory facilities, e-governance, and learning resources while maintaining a conducive learning environment. Every year, the IQAC forms its plan of action and prepares detailed the action taken report. The plans are both short-term and long-term. A stipulated time is allotted for the execution of plans.

The college has a formal Annual Performance Appraisal system for teaching staff and provision of maintaining Annual Confidential Report for the non-teaching staff. The faculties are required to submit the recommended filled-in proforma of Self Appraisal to the Principal. The principal along with the IQAC analyses the report and takes the necessary measures wherever possible.

Moreover, Casual Leaves, encashment of Earned Leave at the end of services of the employees, provision of 180 days of Maternity leave with full pay to the female employees and Timely disbursal of salary to all employees and many more are provided to the faculty.

The college mobilizes fund from two sources external sources like RUSA, NSS and NCC, and the like & internal sources via Fees from students such as Tuition Fee, Library Fee, Hostel Fee, Examination Fee, revenue received from the sale of college assets and others. The college carries internal and external audit to maintain transparency of fund utilization. The college uses Online Software of Affiliating University at the time of admission & in respect of fund received from RUSA, UGC, ICSSR, NSS etc. To maintain the detail of asset, the college has installed ERP software. In addition, A Fund Mobilization Policy has been formulated by the college to ensure accountability and transparency of fund utilization

The IQAC has implemented various measures like the formation of college committees and the creation of a prospective academic calendar. Moreover, the IQAC collects feedback from all stakeholders and follows a learner-centric approach to education and has created policies for intermittent assessment and evaluation to achieve this goal.

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	<b>Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.</b>  <i>Describe the gender equity &amp; sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words</i>
7.1.4 QIM	<b>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)</b>
7.2	Best Practices
7.2.1 QIM	<b>Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual</b>
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>

#### Qualitative analysis of Criterion 7

The BHB College campus is protected by 24-hour security deployment to promote gender equality. CCTV surveillance systems have been installed in the college premises at all vantage points for providing a safe and secure environment. The College has constituted major committees like Women's Cell (WC) to create awareness amongst the students and work for the upliftment of the women of the neighbouring community. The college has conducted programmes on gender related issues in the college and nearby areas to raise gender sensitization. The college takes responsibility for providing a safe space for its girl students to learn and grow.

Internal Complaints Committee to respond to complaints regarding harassment and to undertake formal proceedings to resolve them, etc. that focus on gender issues and gender sensitivity. The college has girls' common room with modern hygiene washroom with all necessary Sanitary facilities. Moreover, a 30 boarder capacity girls' hostel is available in the college as well

The BHB College organizes Awareness programmes on women health and eradicating superstitious practices that suppress women and organizes various programs such as 'Self Defense Training', International Women Day, Unity Day, Mother Tongue Day, World Population Day, Yoga Day, hygiene and sanitation, psychological counseling, and more to promote socioeconomic, cultural, and linguistic diversity at BHB College.

The college essentially invested in development of the girl students and the women community in its nearby villages by forging solutions that are economically sustainable and effective. The college has set up a cross sector partnership with women self-help groups, signed MoUs with organizations that provide skill-based training.

Moreover, blood testing camps are organized in the college at a lower price. Skill-based courses with the intent of skilling women like Knitting-cutting & embroidery, Beautician, Diploma in Self Defense by NSOF, Verm compost and Mushroom Cultivation are opened. Argo-themed workshops, workshops on digital

connectivity, Awareness on mobile digitization are organized by the college

The distinct feature of the B.H.B. College, Sarupeta is that it was established by the initiation of the local community and is located in a region populated by ethnically and culturally varied people. The college endeavors to conserve the fading consciousness of the cultural heritage of its nearby areas by focusing on conducting field trips. The protection of various objects as historical relics at the College "Rural Museum" is just the beginning of the college's many varied endeavors to preserve cultural heritage.

The college initiates cleanliness drives in and around the college, especially the Palla River which was a significant port during Sankardeva's time. The students are guided to take up research projects on the Palla River, regarding its ecological significance & focusing on the depleting river basin and pollution. The institution minimizes the use of single-use plastics and uses bamboo baskets. Plantation programmes are conducted often in the college. In addition, the college offers Two skill-based courses by NIELIT, namely 'Basics of Electrification and Solar Power Technologies' and Solar Power Installation, Operation and Maintenance', to promote the use of alternative source of energy.

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

#### Overall Analysis

#### **Strength:**

1. The college has good infrastructure and requisite facilities.
2. The college has a good learning environment that aims to produce technically competent, morally superior, and ethically strong individuals.
3. A diverse clientele of students across the communities.
4. Well qualified and young teaching faculty.

Agriculture based surrounding area with plenty of scope for skill-based education especially in rural skills.

#### **Weaknesses:**

1. Restriction on appointment of permanent staff by the government on the governing body of the college.
2. Scarcity of financial resources
3. Limited scope to introduce emerging programmes as the college has not the autonomy of developing or upgradation of the courses curriculum.
4. Inconsistent electrical supply due to rural setup.
5. Limited job opportunities in immediate local society as the neighbourhood is endowed with industrial belt.

#### **Opportunities:**

1. Scope for establishment of media Centre for the rural population of the area.
2. Staring of Science programmes in the college.

3. Starting of PG Programmes in the existing programmes.
4. Setting up of Centre for Language Studies and Tribal Art and Culture, and Vaishnavite Cultural Centre and Shankardeva study center.
5. There is a scope for organization of cooperative industry-sponsored projects and internships.

**Challenges:**

1. Establishment of Cutting-edge ICT Programmes for the rural students.
2. The exponential growth and expansion of educational institutions in the area.
3. The college facing the challenges posed by foreign universities and courses provided by open and distance learning centers.
4. With the growth of the college also presents challenges such as faculty shortage, difficulties in research and development, and the heterogeneous educational system.
5. Dearth of sufficient research grants from various funding organizations.

**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)

- The college may implement the NEP 2020 in more broader perspective
- More indigenous skill courses may be started
- Reseach culture may developed among the teaching faculty and students, more research projects need to be initiated.
- The college may start some PG Programmes in the courses already run by it.
- The college may start some programmes in the Science stream as well.

**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. MOHAN VENKATA RAM BUDATI	Chairperson	
2	DR. SYED ZAHOOR AHMAD GEELANI	Member Co-ordinator	
3	DR. P ANJANKUMAR NAIDU	Member	
4	Dr. Vinita Sahu	NAAC Co - ordinator	

**Place**

**Date**