INSTITUTIONAL ASSESSMENT AND ACCREDITATION
(Effective from July 2017)

Accreditation - (Cycle - 2)

PEER TEAM REPORT ON

INSTITUTIONAL ACCREDITATION OF
ASSAM DON BOSCO UNIVERSITY
U-0049

Guwahati
Assam
782402

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:	ASSAM DON BOSCO UNIVERSITY Guwahati Assam 782402
2.Year of Establishment	2008
3.Current Academic Activities at the Institution(Numbers):	
Faculties/Schools:	5
Departments/Centres:	23
Programmes/Course offered:	39
Permanent Faculty Members:	212
Permanent Support Staff:	123
Students:	3650
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. Inherited Philosophy of service to humanity has been translated into the objectives and functioning of the university. 2. Aesthetically designed campuses in sync with the natural terrain. 3. ICT enabled teaching and learning philosophy that currently enables them to have a blended approach. An open and transparent examination and evaluation system.
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 25-11-2021 To : 27-11-2021
6.Composition of Peer Team which undertook the on site visit:	

	Name	Designation & Organisation Name
Chairperson	DR. B P SANJAY BH	FormerVice Chancellor,CENTRAL UNIVERSITY OF TAMIL NADU
Member Co-ordinator:	DR. ASHOK KUMAR	FormerProfessor,BANARAS HINDU UNIVERSITY
Member:	DR. PANCHANAN DAS	Professor,University of Calcutta
Member:	DR. DEEPAK KEDIA	Professor,GURU JAMBHESHWAR UNIVERSITY OF SCIENCE AND TECHNOLOGY
Member:	DR. LALHMASAI CHUAUNGO	Professor,MIZORAM UNIVERSITY
NAAC Co - ordinator:	Dr. Jagannath Patil	

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, national, regional and global developmental needs which is reflected in Programme outcomes (POs), Programme Specific Outcomes(PSOs) and Course Outcomes(COs) of the Programmes offered by the Institution.**
1.2	Academic Flexibility
1.3	Curriculum Enrichment
1.3.1 QlM	**Institution integrates crosscutting issues relevant to Professional Ethics ,Gender, Human Values ,Environment and Sustainability into the Curriculum**
1.4	Feedback System

Qualitative analysis of Criterion 1
Yes, the curricula is developed and in certain cases adapted based on the model curricula of AICTE in technology-oriented courses. In social sciences and humanities, the curriculum is reflected of the requirements of the level and the nature of the programs. The university has explained how the outcomes work in different programs. The regional and local needs is reflected in many programs. The University integrates ethics, gender and human values in its programs and the academic programme is a reflection of the vision of the University in promoting human values. The university practices its sensitivity to the environment and ecology in activities such as tree plantation undertaken by the students. Human values are nurtured through the community services.

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 for advanced learners and slow learners**
2.3	Teaching- Learning Process
2.3.1 QlM	**Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences**
2.3.2 QlM	**Teachers use ICT enabled tools including online resources for effective teaching and learning process.**
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 (continuous internal assessment and end-semester assessment) have brought in considerable improvement in examination management system of the institution**
2.6	Student Performance and Learning Outcomes
2.6.1 QlM	**The institution has stated learning outcomes (generic and programme specific)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents**
2.6.2 QlM	**Attainment of Programme outcomes, Programme specific outcomes and course outcomes are evaluated by the institution**
2.7	Student Satisfaction Survey

Qualitative analysis of Criterion 2

University addresses the requirements of students through the process of counseling. The 40 per
cent weightage is given for Internal assessment results in a Formative Assessment Process to improve course
attainment levels. The University conducts extra-curricular activities, seminars, workshops, conferences,
training programmes, etc. for the improvement of the learning process. Further, the departments specifically
caters to these programmes for the students to make presentation on regular basis.

Team mode activities by the students in many disciplines inculcate experiential learning and interaction with
the faculty. They are encouraged to take a different kind of problems and work out methodology.

Practical Courses are offered with the corresponding theory courses wherever applicable. Compulsory
Industry Internship Programmes for the technical programmes. Industry Lectures and Interactions are
conducted every semester. Periodic Industrial visits are organised for students from various departments.
Offering courses for Skill enhancement and Entrepreneurship. Blended learning using a mix of classroom and
online teaching.

The University has a fully functional ICT cell for supporting the teaching and learning process. All the
teachers are using the ICT tools in the classrooms. Their online resources were used through virtual labs by
the University particularly during the COVID period.

ADBU App' developed in-house has link to the Library, ERP, Web-resources and the Intranet resources. The
conference hall is equipped with multimedia facilities using ICT tools. Invited talks, workshops and seminars
are conducted in the conference hall using ICT facilities. During the COVID-19 lockdown, all the courses
were taught by the faculty members using online platforms such as google classroom, moodle, google meet,

zoom, Webex etc. All the three quadrants of teaching-learning-evaluation were developed for the courses for online teaching. All teachers are given laptops, for ICT enabled teaching. Required infrastructural facility to prepare ICT materials is available. Training to use open source tools like Screencastomatic etc. are given to all faculty. An example of the use of ICT by faculty members of the University in the Spring 2020 semester is presented in detail as additional information.

Examination procedures have been completely streamlined through IT integration like randomized question banks so that each student gets a unique question paper. Moderation, evaluation and proctoring are incorporated in this approach.

The timely conduct of examination, declaration of results and awarding of degree through online convocation was possible due to an effective IT integration in the evaluation process in the entire University.

The university has adopted the programme outcomes (POs) developed by statutory bodies like NAAC, AICTE for various programs.

Learning/Course Outcomes (COs) and Programme Outcomes (POs)/Programme Specific Outcomes (PSOs) are clearly stated and widely publicized through the website, handbook and lesson plans circulated among the students. Each faculty develops the COs for the courses handled by him/her. This is discussed in the Board of Studies and changes are made, if needed. In some departments, the COs are reviewed by external experts. The COs are developed, based on the levels of learning as given by Bloom's Taxonomy.

The University has the mechanisms such as asking the faculty to explain how the COs can be measured. The learning management system Moodle is configured to track the progress of appropriate techniques for measuring the POs and PSOs and corrective action have been taken if needed.

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 is a 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 eco system for innovations including Incubation centre and other initiatives for creation and transfer of knowledge.**
3.4	Research Publications and Awards
3.5	Consultancy
3.5.1 QlM	**Institution has a policy on consultancy including revenue sharing between the institution and the individual and encourages its faculty to undertake consultancy.**
3.6	Extension Activities
3.6.1 QlM	**Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years.**
3.7	Collaboration

Qualitative analysis of Criterion 3
The existing laboratories in the Science and Technology Department of the University contain equipment and

infrastructure with updated technologies and are commensurate with the requirements of the programs. The office of Director Research ensures that funds are made available through internal and external grants through intramural and extramural funding opportunities. Thus, the research facilities are frequently updated and there is a well-defined policy for the promotion of research which is uploaded on the institutional website and implemented. Along with this policy, the University also has a consultancy policy, which also generates funds to update the research facilities. These policies are fully implemented and encourage faculty members to carry out research, utilizing support from the University, or by interacting with various funding agencies and/or industries. In this way, the University significantly updates its research facilities.

The mechanism for the incubation centre has been established and is at an early stage. The incubation centre is rent-free for students and other stakeholders of the University. Innovation in Ecosystem of the University got an award in participating in the ARIIA and Hackathons.

The Centre of Fabrication and Research in Nano Technology devised a solar-powered water purifying system, using green technology, providing potable water in a rural environment. This purifier was installed in 12 nearby villages under the "Pure Water" initiative. The centre provides technical support for the maintenance of the purifier and interested educated and unemployed village youths were trained on installation and maintenance of domestic units. A "Navratna" Public Sector Unit expressed interest in this device for installation in their Corporate Social Responsibility Projects.

The University has a revenue-sharing consultancy policy in place. Consultancy projects in a few engineering and technology departments have been undertaken. The University also facilitates such consultancy by granting 30 days of leave per annum to faculty.

The University undertakes extension activities as a policy by its mission and vision. Sensitisation of students to social issues and inculcating them appropriate values including working towards the realization of sustainable development goals encourage students to work for the betterment of society such as education for the deprived children.

The village engagement activities is a distinctive feature.

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 facilities for teaching - learning. viz., classrooms, laboratories, computing equipment, etc.**
4.1.2 QlM	**The institution has adequate facilities for cultural activities, yoga, games and sports (indoor & outdoor); (gymnasium, yoga centre, auditorium, etc.,)**
4.1.3 QlM	**Availability of general campus facilities and overall ambience**
4.2	Library as a Learning Resource
4.2.1 QlM	**Library is automated using Integrated Library Management System (ILMS) and has digitisation facility**
4.3	IT Infrastructure
4.3.2 QlM	**Institution has an IT policy, makes appropriate budgetary provision and updates its IT facilities including Wi-Fi facility**
4.4	Maintenance of Campus Infrastructure
4.4.2 QlM	**There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.**

Qualitative analysis of Criterion 4

The University has three 03 networked campuses with adequate classrooms, laboratories and computer labs. It has ICT enabled 109 classrooms, 58 laboratories and 10 seminar halls, 2 Language labs, several media labs 10 auditoriums and a Conference hall. The University has dedicated Leased lines of 1.15 Gbps, 8 high-end Servers providing LAN and Wi-Fi access across the campuses. The library of the University has an adequate number of printed books, e-Journals, and e-books. The quality of the journals displayed in the Management Department is highly satisfactory.

The University has adequate facilities for both indoor and outdoor sports. It also encourages students for cultural activities that exhibit the rich cultural heritage of the region.

The university has a separate Infirmary for males and females with qualified healthcare coordinators. Separate Hostels for boys and girls in all campuses with indoor and outdoor games and sports facilities. Also, the hostel includes gymnasiums Campuses are under the surveillance of CCTV cameras. Ambulance service under project 'CHILD'. Sport/cultural facility campus-wise Azara Campus Auditorium (1) Atrium (1) Conference hall (1) Basketball courts (2) Badminton courts (5) Boys and Girls common rooms with indoor games facility like Table tennis, carom, etc. Football ground-based on requirement [Udayan field], Gymnasium, Tapesia Basketball court, Badminton court, Football ground, Table tennis, carom, etc for indoor games Auditorium with 3000+ capacity, Conference hall, Atrium, Gymnasium Amphitheatre, The Kharghuli Campus has the following: Amphitheatre with capacity of more than 500 spectators (1) Auditorium (2) Basketball court (1) Table tennis, carom, etc. for indoor games Gymnasium with an indoor hall for tennis and carom, etc.

All the three campuses of the University have ambience and infrastructure required to run the academic programs. The hostels both for boys and girls are well maintained and many food courts in proximity to the hostels provide variety of choice to cater to the dietary preferences of the students. The green walk through spaces, maintenance of water bodies add more to the campus facilities to the students.

The library facilities are provided in all three campuses. The library has a collection of both printed books and journals and online e-resources. The provision of internet-enabled computers for students and scholars facilitates ease of access to the students. There are nine E-teaching tools available in the library. All three libraries have a large number (Azara-130, Tapesia-150, Kharguli- 81) of seating capacity for the users.

The ICT policy of the University is implemented through robust wifi connectivity to the university community and through an arrangement with the NPTEL/SWAYAM portal- the online videos are also stored on the university server for uninterrupted access by students.

Internet at a maximum speed of 1 Gbps access for internet browsing requirements. All the campuses are wi-fi enabled. The university is connected to the NKN network, which provides access to a large number of libraries, online lectures, archived lectures of various IITs, virtual classrooms and many more facilities available under NKN. ADBU ERP Campus Connect ensures that all processes within the university are computerized and information is readily accessible to authorized users (administrators, faculty and students). At Tapesia campus, students and staff members are provided with subsidized rate for mobile connection

There are well established support systems and human resources for maintenance of the existing infrastructure. The University also makes available some of the facilities available for other institutes and agencies.

Criterion5 - Student Support and Progression (Key Indicator and Qualitative Metrices(QlM) in Criterion5)	
5.1	Student Support
5.2	Student Progression
5.3	Student Participation and Activities
5.3.2 QlM	**Presence of Student Council and its activities for institutional development and student welfare.**
5.4	Alumni Engagement
5.4.1 QlM	**The Alumni Association / Chapters (registered and functional) contributes significantly to the development of the institution through financial and other support services.**

Qualitative analysis of Criterion 5
The elected Student Council is in the University. The members are elected by students in the respective departments. The Student Council is active in taking up the causes of the students as and when necessary. In addition, there are various Clubs in different Schools of the University through which many cultural and other activities are performed by the students. The major events performed by the students are D'VERVE & BOSOCSIAD, and PRAJYUKTTAM, NERICT, Curtain Call, World of Science, Blood Donation Camps, Vita Scientia Club Activity, are a few examples. The Alumni Association is operational since 2014 and is active. During interaction of the Peer Team with Alumni, many alumni expressed satisfaction over range of activities being organized in the campus. A small financial contribution has also been made by the alumni. Alumni sponsored several outreach programmes and workshops for Orphan Girls.

	Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrices(QlM) in Criterion6)	
6.1	Institutional Vision and Leadership	
6.1.1 QlM	**The institution has a clearly stated vision and mission which are reflected in its academic and administrative governance.**	
6.1.2 QlM	**The effective leadership is reflected in various institutional practices such as decentralization and participative management.**	
6.2	Strategy Development and Deployment	
6.2.1 QlM	**The institutional Strategic plan is effectively deployed.**	
6.2.2 QlM	**The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules and procedures, etc.**	
6.3	Faculty Empowerment Strategies	
6.3.1 QlM	**The institution has a performance appraisal system, promotional avenues and effective welfare measures for teaching and non-teaching staff .**	
6.4	Financial Management and Resource Mobilization	
6.4.1 QlM	**Institutional strategies for mobilisation of funds and the optimal utilisation of resources**	
6.4.4 QlM	**Institution conducts internal and external financial audits regularly**	
6.5	Internal Quality Assurance System	
6.5.1 QlM	**Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes by constantly reviewing the teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals.**	
6.5.3 QlM	**Incremental improvements made for the preceding five years with regard to quality (in case of first cycle), Post accreditation quality initiatives (second and subsequent cycles).**	

Qualitative analysis of Criterion 6
The University has a well-articulated vision "Moulding intellectually competent, morally upright, socially committed and spiritually inspired persons at the service of India and the world of today and tomorrow, by imparting holistic and personalized education." and Mission: to inculcate human values in the delivery of education through innovative and interdisciplinary learning. This is in accordance with the worldwide vision of the founder of the society.

The composition of the Governing Council and the organizational structure vests leadership to the Vice-Chancellor who operates through administrative support from the finance and HR wing. The academic support is provided through Directors of the schools and heads of the departments. A representative body consisting of students, faculty, staff and management, prepare a plan and execute important activities of the University.

The peer team's interaction with the governing body that comprises an eclectic representation of industry leaders, management experts, social service organisations adds to the direction of the University.

The office of the Ombudsman is a distinguishing feature of the Governing council.

The University has a well-defined strategy that has led to a host of academic programs, excellent academic infrastructure and support systems for students and faculty. The strategy focuses on reclamation of the natural |

resources, conservation of water bodies, creation of green spaces, and effective energy audits.

The strategic plan of the University has driven a results-based approach to bring about change and social transformation impacting communities and the environment in partnership with multiple stakeholders of community, government, industry and non-government organizations.

The University bodies are constituted in compliance with the Assam University Act. The office of Registrar and HR cell ensures that the recruitment of the faculty, as well as the non-teaching staff, is in accordance with the policies of higher education.

Health insurance and EPF were particularly highlighted by the staff including their happiness with the career advancement scheme of the University.

The PBAS system for faculty as per UGC norms is in place and incentive-based career advancement is being provided to the non-teaching staff. Further, student feedback is also an important component for the assessment of the faculty. The University has already gone through a phase of career advancement to the faculty.

The University operates on the principle of internal revenue taking care of the running expenses. The University mobilises funds by collecting tuition fees from students, through consultancy and donations from external sources. For major infrastructural requirements, it seeks the help of donors who have significantly contributed to the capital expenses and infrastructure development in the campus.

The University audit mechanism is in compliance with the society act under which it operates. The peer team members were provided with certified copies of the audited reports of the past three years including their more recent exercise. The audit is also a requirement by the State government wherever required.

IQAC of this University is playing a role in devising and strengthening outcome-based education. IQAC initiated audits of the examination system, academic system, research climate, green energy, green campus etc.

The IQAC has constituted internal audit committees including external subject matter experts for independent review in the evaluation of the process or system under audit.

The improvements in teaching-learning activities, service-based learning and furthering their experience in online teaching and learning particularly during a covid pandemic is evident.

The University implemented the policy of adjunct and senior professors (about 50), who have been successful in guiding the young faculty and the programmes.

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	**Measures initiated by the Institution for the promotion of gender equity during the last five years.**
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**
7.1.8 QlM	**Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).**
7.1.9 QlM	**Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).**
7.1.11 QlM	**Institution celebrates / organizes national and international commemorative days, events and festivals (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

University has initiated several measures for the promotion of gender equity. An Anti Sexual Harassment Policy has been adopted to create an atmosphere free from any form of sexual discrimination and harassment. The associated Committee for Gender Amity ensures prevention, prohibition and punishment of sexual harassment. Other measures are listed below. 1. Assigning Leadership Role to women students on par with men in the Student Body of the university - the Campus Association. It is regularly constituted at the beginning of a new academic year with Class Representatives (CRs) - one male and one female, elected by students of each class. The gender parity in admission and faculty profile is evident.

The development of vermiculture has led to partially fulfilling the organic fertiliser needs the extensive green vegetation of the campus. The maintenance of two large water bodies on the campus strikes a sense of balance. The chemical waste management process allows for considerable filtration. The other waste is disposed of in accordance with recommended policies of the government. For disposal of e-waste it is collaborating with Karo Sambhav, an e-waste Producer Responsibility Organisation (PRO) and United Global Trust, a Service Provider registered with Pollution Control Board, engaged in providing waste management. Karo Sambhav was invited to make a presentation to the university community on e-waste management. Karo Sambhav and United Global Trust remove all e-waste from their campuses.

The university provides an inclusive environment for promoting tolerance and harmony towards cultural,

regional, linguistic, communal, socioeconomic and other diversities. This flows directly from its vision of "Moulding ... morally upright, socially committed and spiritually inspired persons, at the service of India and the World. A Social Protection Policy addresses all concerns within the university arising out of the background of the members of the university like ethnicity, caste, class, culture, language, minority status and disability in any form. A committee has been constituted and notified to create awareness about the objectives of this policy and monitor its implementation and deal with the violations of this policy. The diversity and plurality of the student and faculty profile is addressed through this policy.

Recognizing that study of the Constitution as a pre-requisite for gaining knowledge about the values, rights, duties and responsibilities enshrined in our Constitution, has been introduced as a mandatory 2-credit course on the Constitution of India for all the students of the university. The text of the Constitution and the study material for the online course have been made available on the MOODLE platform on our LAN and is accessible even on mobiles. The course consists of five self-learning modules.

The faculty members have also been encouraged to inculcate values of inclusion etc

The University synchronises the organisation of national and international key events with its academic calendar. The morning assembly is the platforms where the students and the University have an opportunity to present and recollect the significance and commemorate these events.

Some events are also conducted during the mid-day breaks. Human resource for the celebration: Generally the faculty members and students deliver the talks primarily focusing on the significance of the event to enrich and inspire the campus community witnessing the event. Often cultural performances are incorporated to make the events more inspiring and entertaining. Occasionally prominent personalities are invited as guest speakers for the occasion. Following are some of the events that are celebrated in the university: Silpi Diwas on 17 January, the birth anniversary of Rupkonwar Jyoti Prasad Agarwal, a famous Assamese artist. Netaji Jayanti on 23rd January, the birthday of legendary leader Netaji Subhas Chandra Bose. Republic Day, 26 January International Women's Day on 8 March International Yoga Day on 21 June Independence Day, 15 August Teachers' Day on 5 September, the birth anniversary of Dr Sarvepalli Radhakrishnan Gandhi Jayanti on 2 October is the birth anniversary of the father of the nation. Vigilance Awareness Week- 24 – 31 October National Unity Day on 31 October being the birth anniversary of Sardar Vallabhbhai Patel, the first Home Minister of India. National Education day on 11 Nov to commemorate birth anniversary of Maulana Abul Kalam Azad Constitution Day on 26 November as the Constitution of India was adopted on this date in the year 1949.

Best Practices:

1. The community engagement practice where a block of villages have been taken up for activities by the students pertaining to Anganwadi training, nano water purification and the digital divide.

2. The examination reform process allows for the randomised allocation of question papers incorporating questions of varying levels of difficulty. Proctored examination administration system and scope for both re-evaluation and re totalling. The online tutoring during Covid 19 was based on their experience in online teaching and learning activities.

The University has adopted a blend of science, technology and liberal arts programmes in the true sense of the objectives of a good institution. The engineering courses have also prioritised the focus on civil engineering and computer applications. Management courses have been successful in catering to the needs of the Aviation

sector and the banking sector. The faculty and scholars of biotechnology are involved in the development of novel materials using local raw materials and applying the techniques of fermentation and nano-technology.

The engaged university philosophy of University allows it to fulfil its inspirational and developmental role in the communities around it, nurturing synergy in reciprocal learning and action, based on student-led initiatives in continuous dialogue among concerned stakeholders. To spark a personal commitment to community engagement., the faculty and students respond to social issues and initiate interventions based on participatory consultation with the members of the rural community of Goriaghuli.

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

Overall Analysis

Strength:

- Well developed infrastructure with ICT facilities.
- Academic autonomy of the University for quality education
- Curriculum up-gradation based on stakeholder feedback and Programme Specific Outcomes, Programme Outcomes and Course Outcomes
- Consultancy with internal and external fund provisions.
- Well organized human resource management
- Research support for faculties and students through the Director of Research and annual bursaries.
- The research outcome of technology Departments. Biotechnology is awarded 2 patents
- Good teacher-student ratio
- Innovation and entrepreneurial eco-system across curricula, industry collaborations and consultancy.
- Good quality journal in some Departmental library
- Good number of merit based and need based scholarship for students

Weaknesses:

- Inadequate progress of Masters programme in humanities and social sciences
- Inadequate number of Professors among the faculties in different fields, particularly in humanities and social sciences
- Limited external research grants and no access to government grants.
- Limited industry interface.

Opportunities:

- Optimum utilization of ICT and other infrastructure for quality teaching and innovation
- Increase interaction with industries to introduce industry specialized programs and to improve employability and student skill-sets.
- Scope for introduction of vocational courses by utilizing resources of the University to improve employability of the local people.
- Exploiting more the collaborations with Universities to accelerate international exposure for the faculty and students.
- Increasing the University's focus on socially relevant research and innovations.

Challenges:

- Location of the University is a major challenge in generating quality teaching by quality faculty members
- Local and global competition in the education sector
- Attracting good quality students in a remote area
- Lack of industries in the North-Eastern part of India

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 University should develop active collaboration with different industries and Universities for training and research of both faculty and students.

- Laboratories of a few subjects in M. Tech and B. Tech maybe strengthened

- Faculty members have over a period of time generated funds but given their research profile it can be improved.

- The University may establish Centre for high quality research in other proximate areas of material science and non-conventional energy.

- The university may consider appointment of faculty in certain areas of social sciences such as economics.

- Efforts may be made to admit students from various parts of the country other than northeastern region through advertisement and their well developed digital marketing team.

- IQAC processes can be fine-tuned regarding computation of attainment levels

- The nascent incubation centre can start with product development and commercialization. A good example attempted is artificial tooth development.

- The high enrolment in PhD programme may be examined based on the faculty resources and the number they can handle.

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. B P SANJAY BH	Chairperson	
2	DR. ASHOK KUMAR	Member Co-ordinator	
3	DR. PANCHANAN DAS	Member	
4	DR. DEEPAK KEDIA	Member	
5	DR. LALHMASAI CHUAUNGO	Member	
6	Dr. Jagannath Patil	NAAC Co - ordinator	

Place

Date

Sl.No	Name		Signature with date
1	DR. B P SANJAY BH	Chairperson	
2	DR. ASHOK KUMAR	Member Co-ordinator	
3	DR. PANCHANAN DAS	Member	

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