



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

**Accreditation - (Cycle - 3)**

**PEER TEAM REPORT ON  
INSTITUTIONAL ACCREDITATION OF  
LALIT NARAYAN MITHILA UNIVERSITY  
U-0068**


**Darbhanga  
Bihar  
846008**

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4. A signature that appears to be 'S. H.'  
5. A signature that appears to be 'K.M. Meena'

**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:	LALIT NARAYAN MITHILA UNIVERSITY Darbhanga Bihar 846008	
2.Year of Establishment	1972	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:	6	
Departments/Centres:	24	
Programmes/Course offered:	78	
Permanent Faculty Members:	165	
Permanent Support Staff:	220	
Students:	4884	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	<ol style="list-style-type: none"><li>1. Good infrastructural facilities including a sprawling green campus conveniently located in the city catering to largely local students from Darbhanga and adjoining districts.</li><li>2. Inclusive approach providing opportunities to all sections of the society especially SC ST OBC EBC Minority and female students</li><li>3. Increased emphasis on skill enhanced learning and local heritage and culture</li></ol>	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	Visit Date From : 23-11-2023 Visit Date To : 25-11-2023	
6.Composition of Peer Team which undertook the on site visit:		
	Name	Designation & Organisation Name
Chairperson	DR. WAZIR SINGH LAKRA	FormerVice Chancellor,CENTRAL INSTITUTE OF FISHERIES EDUCATION
Member Co-ordinator:	DR. SEETHARAMAN K	Professor,Annamalai University
Member:	DR. MEERA K P	FormerProfessor,University Of Calicut
Member:	DR. UTPAL KUMAR DE	Professor,North Eastern Hill University
Member:	DR. SAROJINI BALLADKA	Professor,MANGALORE UNIVERSITY
NAAC Co - ordinator:	Dr. B.s. Ponmudiraj	



## 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)

Criterion 1 - Curricular Aspects (Key Indicator and Qualitative Metrics (QIM) in Criterion 1)	
1.1	Curriculum Design and Development
1.1.1 QIM	<b>Curricula developed and implemented have relevance to the local, regional, national, and global developmental needs, which is reflected in the Programme outcomes (POs), and Course Outcomes (COs) of the Programmes offered by the University</b>
1.1.2 QIM	<b>The Programmes offered by the institution focus on employability/ entrepreneurship/ skill development and their course syllabi are adequately revised to incorporate contemporary requirements</b>
1.2	Academic Flexibility
1.3	Curriculum Enrichment
1.3.1 QIM	<b>Institution integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability and other value framework enshrined in Sustainable Development Goals and National Education Policy – 2020 into the Curriculum</b>
1.4	Feedback System

### Qualitative analysis of Criterion 1

The LN Mithila University places a strong emphasis on ensuring that its curriculum is relevant to the local, regional, and national needs. The syllabi for various programs are regularly updated under the Choice Based Credit System (CBCS), incorporating elements from the UGC's Model Syllabus. The University has the flexibility to modify up to 20% of the syllabi. The University offers 25 Post-Doctoral and Doctoral, 23 PG, 4 UG, 1 PG Diploma, and 13 Certificate programmes. The certificate courses offered in various subjects cater to local needs and interests, such as Sikki Art, Music Management, Mithila Painting, and others. Additionally, programs like B.Tech. and B.Ed. are designed to focus on immediate employability upon graduation.

In the last five years, the University has introduced a significant number of new courses showcasing a high level of academic flexibility. The institution has also integrated cross-cutting issues like Professional Ethics, Gender, Human Values, Environment, and Sustainability into the curriculum. Specific courses address these topics, and specialized programs like the PG Diploma Course in Geriatric Care and certificate courses in women's studies and Foreign Languages are designed to tackle Gender and Human Values-related issues.

In addition to these efforts, the University also offers certificate/value-added courses and diploma programs, as well as online courses through recognized platforms, where students have enrolled and successfully completed. Overall, LN Mithila University is dedicated to providing a well-rounded, relevant, and flexible curriculum that prepares students for the emerging demands

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Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrics(QIM) in Criterion2)	
2.1	Student Enrollment and Profile
2.2	Catering to Student Diversity
2.2.1 QIM	<b>The institution assesses the learning levels of the students and organises special Programmes to cater to differential learning needs of the student</b>
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 experience and teachers use ICT-enabled tools including online resources for effective teaching and learning process</b>
2.3.2 QIM	<b>The institution adopts effective Mentor-Mentee Schemes to address academics and student-psychological issues</b>
2.4	Teacher Profile and Quality
2.5	Evaluation Process and Reforms
2.6	Student Performance and Learning Outcomes
2.6.1 QIM	<b>The institution has stated learning outcomes (Program and Course outcomes)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents and the attainment of the same are evaluated by the institution</b>
2.7	Student Satisfaction Survey



#### Qualitative analysis of Criterion 2

The Lalit Narayan Mithila University offers a diverse range of academic programs in arts, science, commerce, management, library science, Engineering and Education. The institution places a strong emphasis on catering to the diverse learning needs of its students.

The teaching-learning process at the university emphasizes multidisciplinary and holistic education, providing flexibility for learners to choose their learning paths based on their aptitudes and interests. The focus is on developing conceptual understanding and promoting experiential learning to encourage critical thinking, logical decision-making, and innovation. Modern ICT tools are also adapted in some classrooms, and learners are encouraged to use Massive Open Online Courses (MOOCs) available on MoE's SWAYAM platform. The university also facilitates a mentoring system to engage students in academic and non-academic activities actively.

To assess the student's performance throughout the semester and allow for intervention and midterm-course corrections if needed, the university has implemented a Continuous Internal Assessment (CIA) system.

The institution adopts student-centric teaching-learning approaches, employing experiential learning, participative learning, and problem-solving methodologies. It also leverages ICT-enabled tools and online resources to enhance the teaching and learning process. This includes the use of multimedia resources, interactive boards, and access to e-learning portals.

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Criterion3 - Research, Innovations and Extension (Key Indicator and Qualitative Metrics(QIM) in Criterion3)	
3.1	Promotion of Research and Facilities
3.1.1 QIM	<b>The institution's Research facilities are frequently updated and there are well defined policy for promotion of research which is uploaded on the institutional website and implemented</b>
3.2	Resource Mobilization for Research
3.3	Innovation Ecosystem
3.3.1 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>
3.4	Research Publications and Awards
3.5	Consultancy
3.6	Extension Activities
3.6.1 QIM	<b>Outcomes of extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues and holistic development, and awards received if any during the last five years (Showcase at least four case studies to the peer team)</b>
3.7	Collaboration

#### Qualitative analysis of Criterion 3

The University is making efforts to promote research, innovation, and extension activities, contributing significantly to knowledge creation and community development .However , presently there are limited number of externally funded projects and grants to strengthen the research at the University.

The institution has a well-defined research and ethical policy, available on its website, which provides guidelines for conducting research. Each department has a research council responsible for approving Ph.D. and research project proposals. Postgraduate programs include dissertation and project work to foster research interest among students. Budgetary provisions exist for seed money support faculty research, and incentives are provided for publications in reputable journals. The university has established an advanced research center with state-of-the-art facilities for innovative research.

Extension activities are a crucial part of the institution's commitment to community development. They organize health awareness camps, seminars on various social issues, blood donation drives, cleanliness drives, and various other campaigns. The institution conducts an average of 181 extension and outreach programs through forums like NSS/NCC, involving the community each year.

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Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrics(QIM) in Criterion4)	
4.1	Physical Facilities
4.1.1 QIM	<p><b><i>The institution has adequate infrastructure facilities for</i></b></p> <p><b><i>a. teaching - learning. viz., classrooms, laboratories,</i></b></p> <p><b><i>b. ICT enabled facilities such as smart classes, LMS etc.</i></b></p> <p><b><i>c. Facilities for cultural and sports activities , yoga centre, games (indoor and outdoor) gymnasium, auditorium etc.</i></b></p> <p>Describe the adequacy of facilities within a maximum of 500 words</p>
4.2	Library as a Learning Resource
4.2.1 QIM	<p><b>Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students</b></p>
4.3	IT Infrastructure
4.3.1 QIM	<p><b>Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection</b></p> <p>Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words</p>
4.4	Maintenance of Campus Infrastructure
4.4.2 QIM	<p><b>There are established systems and procedures for maintaining and utilizing physical and academic support facilities – laboratory, library, sports complex, computers, classrooms etc.</b></p> <p>Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities within a maximum of 500 words</p>

#### Qualitative analysis of Criterion 4

The University ,has a sprawling over 200 acre campus, divided into administrative and academic departments The institution provides education by ensuring ample space and facilities for teaching, research, and computer laboratories.

The university's classrooms offer a conducive environment for learning. With over 110 classrooms including some well equipped with interactive flat panels, along with laboratories, seminar halls, and conference rooms furnished with audio-visual equipment, the institution fosters engagement and active participation among students. These facilities are instrumental in hosting a wide range of academic events, including guest lectures to workshops and conferences.

The University has immensely invested in modern computing equipment, and systems with several new facilities. The institution has also established an "Advanced Research Centre" with specialized labs, including computational, audio-visual, language, statistical analysis, remote sensing labs, Brail Lab and E-Learning Lab. These facilities are designed to support research and provide students and faculty access to state-of-the-art resources.

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The University has a strong focus on cultural, sports, and physical well-being activities. It offers facilities such as an indoor stadium, gymnasium, table tennis and badminton courts, and well-maintained outdoor fields. Additionally, the university has established a yoga and meditation center to promote mental well-being among the student community.

In terms of IT infrastructure, the institution ensures frequent updates to its facilities and provides sufficient bandwidth for internet connectivity. The campus is fully networked with Wi-Fi access points across its 4-kilometer expanse, supported by a Fiber Optic network. The university's "University Centralized Data Centre" provides essential ICT services and maintains a 20 Mbps link from the National Knowledge Network.

The University places great emphasis on the maintenance and utilization of its physical, academic, and support facilities. It employs a three-tiered system, involving the Engineering section, individual departments, and the Estate Office, to ensure the proper upkeep of its infrastructure. Additionally, the university has established well-defined policies and procedures for the maintenance and utilization of its facilities, demonstrating a commitment to providing a conducive learning environment.

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

#### Qualitative analysis of Criterion 5

The university places importance on providing support and fostering the career growth of its students. The Department organizes a Student Induction Programme, which familiarizes the students with course objectives and outcomes, learning objectives and outcomes, and evaluation systems and facilitates them to establish relations with their peers and faculty members. The university has the Grievance Redressal Cell, Training and Placement cells, capacity-building programs, Student Council, Equal Opportunity Cell, SC/ST Cell, OBC Cell, Minority Cell and Internal Complaint Committee (ICC), and the university's zero-tolerance policy towards ragging. The university is committed to promoting sports and cultural activities among its students. It encourages the students and faculty members in Yoga activities and courses at the university and contributes to the pursuit of Fit-India goals for students and employees. The university operates a Health Centre which offers various facilities, including physiotherapy services for physically challenged students, ensuring their accessibility and well-being. Also, a Menter-Mentee Syteem is in place. .

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In addition to academic guidance, the university places a strong emphasis on capacity development and skills enhancement activities. These include soft skills, language and communication skills, life skills (such as yoga, physical fitness, health and hygiene, self-employment, and entrepreneurial skills), and awareness of trends in technology.

The University has created special coaching and support services particularly for students from disadvantaged sections. This includes coaching for state services, specifically the Civil Service Examination organized by BPSC and Others.

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Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrics(QIM) in Criterion6)	
6.1	Institutional Vision and Leadership
6.1.1 QIM	<b>The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.</b>
6.2	Strategy Development and Deployment
6.2.1 QIM	<b>The institutional perspective plan is effectively deployed and functioning of the institutional bodies are effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc</b>
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>Institutional strategies for mobilisation of funds other than salary and fees and the optimal utilisation of resources</b>  Describe the resource mobilisation policy and procedures of the Institution within a maximum of 500 words
6.4.3 QIM	<b>Institution regularly conducts internal and external financial audits regularly</b>  <b>Enumerate the various internal and external financial audits carried out during the last five years with the mechanism for settling audit objections within a maximum of 500 words</b>
6.5	Internal Quality Assurance System
6.5.1 QIM	<b>Internal Quality Assurance Cell (IQAC)/ Internal Quality Assurance System (IQAS) has contributed significantly for institutionalizing the quality assurance strategies and processes, by constantly reviewing the teaching-learning process, structures &amp; methodologies of operations and learning outcomes, at periodic intervals</b>  <b>Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes visible in terms of –</b> <ul style="list-style-type: none"> <li>• Incremental improvements made for the preceding five years with regard to quality (in case of first cycle)</li> <li>• Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives (second and subsequent cycles)</li> </ul> Describe two practices institutionalized as a result of IQAC initiatives within a maximum of 500 words
6.5.3 QIM	<b>Incremental improvements made for the preceding five years with regard to quality (in case of first cycle NAAC A/A)</b>  <b>Post accreditation quality initiatives (second and subsequent cycles of NAAC A/A)</b>

Qualitative analysis of Criterion 6

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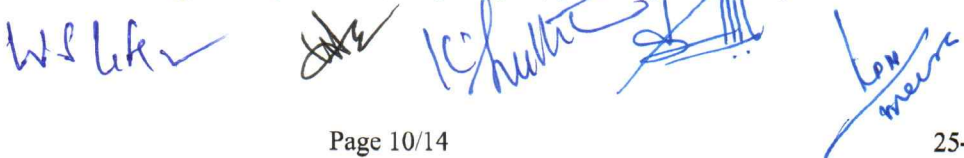
LNM University is a State University of Bihar, as teaching-cum-affiliating university. There are two primary decision-making bodies: the Syndicate, responsible for overseeing all administrative functions of the university, and the Academic Council, responsible for making academic decisions. To promote research, the university has a Departmental Research Committee and a University Research Council, headed by the respective Faculty Dean. The Senate serves as the supreme body, overseeing the functioning of the Syndicate, Academic Council, and other university bodies.

The Chancellor ( Governor of State ) serves as the statutory head of the university, while the Vice-Chancellor holds the position of principal executive and academic head with executive powers. The Registrar, supported by deputies, assistants, and clerical staff, serves as the head of the office and custodian of all records. Other key officers of the university include the Pro Vice-Chancellor, Financial Advisor, Dean, Student Welfare, Proctor, CCDC, Inspector of Colleges, FO, and Controller of Examinations. These officers derive their authority from the University Act and Statutes.

The university operates the University Information Management System (UIMS), which is a cloud-based integrated e-Governance ERP system. UIMS computerizes all activities of the university and its affiliated/Constituent colleges. It facilitates the complete student lifecycle, including admission, examination, and result processing, and connects with the university administration. The Accounts Department is fully computerized and linked with the Integrated Financial Management System (IFMS), generating various financial statements for employees and maintaining records of project funds and expenditures.

The Internal Quality Assurance Cell (IQAC) evaluates the performance of staff, and all employees are required to report their work annually using the online matrices integrated into the system.

Criterion7 - Institutional Values and Best Practices (Key Indicator and Qualitative Metrices(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>  Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words
7.1.3 QIM	<b>Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)</b>  <ul style="list-style-type: none"> <li>• Solid waste management</li> <li>• Liquid waste management</li> <li>• Biomedical waste management</li> <li>• e-Waste management</li> <li>• Waste recycling system</li> <li>• Hazardous chemicals and radioactive waste management</li> </ul>
7.1.5 QIM	<b>Green campus initiatives include</b>  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 QIM	<b>The Institution has Differently-abled (Divyangjan) friendly, barrier free environment</b>  

**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 QIM	<b>Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and such other diversities (within 500 words).</b>
7.1.9 QIM	<b>Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens</b>  Describe the various activities in the Institution for inculcating values for being responsible citizens as reflected in the Constitution of India within 500 words.
7.2	Best Practices
7.2.1 QIM	<b>Describe two best practices successfully implemented 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 LNM university is guided by the motto, "Atma va are Drshtavya," and is committed to fostering a culture of free and reflective discovery through learning, teaching, scholarship, and innovation. The university upholds the values of quality, diversity, and inclusion.

It is pollution-free, and students and staff members are encouraged to adopt sustainable practices. There is a Solar Energy system which generates 3094 KW. The university has implemented a comprehensive waste management system and Solar Energy system, which generates 3094 KW.

To maintain a green campus, the university restricts automobile entry, promotes the use of bicycles and battery-powered vehicles, and enforces a ban on plastic usage.

The university ensures accessibility for differently-abled persons by providing ramps, lifts, accessible washrooms, signage, and assistive technology.

Promotes constitutional awareness, offers courses on human values, ethics, and rights, and significant national and international events are conducted to instil a sense of civic responsibility and national pride among students and staff members. The university ensures the safety of female students through an Internal Complaint Committee. It takes steps to women's empowerment and gender justice by appointing female teachers and implementing CCTV surveillance.

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

Overall Analysis

**Strength:**

1. The university has good infrastructural facility including buildings, laboratories and libraries with sports infrastructure.
2. Proactive Student Support: The university provides proactive support services to its students, ensuring their success throughout their academic journey.
3. Integration of Technology: The institution embraces technology to create a student-centric teaching and learning environment, enhancing the educational experience.
4. Extensive Collection of Rare Books and Manuscripts: The university possesses a vast collection of rare books and manuscripts, facilitating scholarly pursuits and enriching academic resources.
5. Remarkable Achievements in Sports and Cultural Events: The university has achieved notable success in sports and cultural events at various levels, showcasing its commitment to holistic development.
6. The university is located in the heart of the city, which is accessible to the students and public.
7. Commitment to Gender Equity and Inclusivity: The university demonstrates a strong commitment to gender equity, fostering inclusivity and equal opportunities for all members of the community.
8. Land for Future Expansionary Projects: The university possesses a significant part of available land, providing opportunities for future expansionary projects to meet growing needs.

**Weaknesses:**

1. Insufficient emphasis on interdisciplinary and trans-disciplinary studies.
2. Inadequate number of faculty members with specialized expertise.
3. Insufficient funding from government bodies and philanthropic organizations for research grants.
4. Lack of adequate staff quarters and student hostels.
5. Limited opportunities for on-campus job placements.
6. Low enrolment rates in certain departments despite a significant increase in Gross Enrolment Ratio (GER).
7. Limited resources available for faculty and staff professional development.
8. Lack of communicating language skills especially English of the students.

**Opportunities:**

1. Introduction of new academic programs and skill enhancement initiatives to enhance employment prospects.
2. Focus on a comprehensive and multidisciplinary education approach.
3. Continued integration of information and communication technology (ICT) in management and administrative processes.
4. Increasing the number of patents and promoting high-quality research in natural science disciplines.
5. Strengthening market linkage of research outputs of the respective departments.
6. Empowering rural students to develop employability skills and enhance their career prospects.
7. Investing in e-learning initiatives and exploring the potential of Massive Online Open Courses (MOOCs) as a valuable opportunity for delivering quality education.

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**Challenges:**

1. Financial sustainability. : The decreasing budget from the Government affects financial sustainability on a long term basis.
2. Balancing the focus on numerical achievements with a greater emphasis on qualitative achievements.
3. Achieving an optimal teacher-student ratio to facilitate specialized teaching and research.
4. Overcoming limited funds to develop advanced infrastructure and laboratories.
5. Strengthening the university-industry interface to create employment opportunities for graduates.
6. Attracting and retaining capable faculty in light of the entry of private universities in Bihar.
7. Integrating existing knowledge with traditional Indian knowledge systems.
8. Generating revenue through research, development, and technology transfer.
9. Expanding the academic block of the Department under the Faculty of Social Sciences and Humanities.
10. Establishing global collaborations to provide faculty and students with broader exposure and opportunities.

**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 recruitment of faculty and non- teaching staff should be taken up on priority because of the increased number of students admitted every year.
- As there are limited externally funded projects at the university it is recommended to motivate the faculty to write research and consultancy projects for enhanced external funding.
- The faculty members especially the young ones needs to be encouraged for advanced training/ refresher courses towards quality improvement of their teaching and research skills.
- Introduction of new courses such as M.Ed, B.P Ed. and job oriented technical courses .
- There is a strong need for a University Hostel for women on priority.
- Construction of more staff quarters in the campus is recommended.
- An increased collaboration and partnership with various leading academic and research organization in India and abroad is recommended .

I have gone through the observations of the Peer Team as mentioned in this report

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Signature of the Head of the Institution



Sl.No	Name		Signature with date
1	DR. WAZIR SINGH LAKRA	Chairperson	W S L K R
2	DR. SEETHARAMAN K	Member Co-ordinator	Seetharaman K
3	DR. MEERA K P	Member	Meera K P
4	DR. UTPAL KUMAR DE	Member	Utpal Kumar De
5	DR. SAROJINI BALLADKA	Member	Sarojini Balladka
6	Dr. B.s. Ponmudiraj	NAAC Co - ordinator	B.s. Ponmudiraj

Place

Darbhanga

Date

25/11/23