



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

Accreditation - (Cycle - 1)

**PEER TEAM REPORT ON
INSTITUTIONAL ACCREDITATION OF
VPM'S MAHARSHI PARSHURAM COLLEGE OF ENGINEERING**

**Velneswar
Maharashtra
415729**

**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:	VPM'S MAHARSHI PARSHURAM COLLEGE OF ENGINEERING Velneshwar Maharashtra 415729	
2.Year of Establishment	2012	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:	1	
Departments/Centres:	6	
Programmes/Course offered:	5	
Permanent Faculty Members:	42	
Permanent Support Staff:	33	
Students:	386	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	<ol style="list-style-type: none">• The institution caters to the surrounding rural population in the Konkan coastal, mountainous area. This remote location is itself a major challenge to its growth and development as admissions are declining at an alarming pace each year.• The institution has an excellent physical infrastructure with spacious buildings and is equipped with good laboratories and facilities.• The institution is part of a large and old educational trust which has several other established institutions under its umbrella, and as such enjoys good support and mentorship from them. Faced with difficulty in recruiting senior, experienced faculty members, it invites the members of the Council of Senior Scientists (CSS), who belong to different academic disciplines to visit the college regularly for guest lectures, project supervision and mentoring.	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 17-09-2019 To : 18-09-2019	
6.Composition of Peer Team which undertook the on site visit:		
	Name	Designation & Organisation Name
Chairperson	DR. KAVITA DARYANI RAO	Vice Chancellor,JAWAHARLAL NEHRU ARCHITECTURE FINE ARTS UNIVERSITY
Member Co-ordinator:	DR. MARAGATHAM SUNDARAM	Dean,AVINASHILINGAM INSTITUTE FOR HOMESCIENCE AND HIGHER EDUCATION FOR WOMEN

Section I:GENERAL INFORMATION

Member:	DR. SHASHI PRAKASH	Professor,DEVI AHILYA UNIVERSITY
NAAC Co - ordinator:	Dr. Devender S Kawday	

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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 Criterion1)	
1.1	Curricular Planning and Implementation
1.1.1 QIM	The institution ensures effective curriculum delivery through a well planned and documented process
1.2	Academic Flexibility
1.3	Curriculum Enrichment
1.3.1 QIM	Institution integrates cross- cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum
1.4	Feedback System

Qualitative analysis of Criterion 1

VPM's Maharshi Parshuram College of Engineering is an affiliated institute of University of Mumbai (UoM), following the curriculum prescribed by the University. In the beginning of each semester, in a meeting, the Principal and Head of departments decides the semester plan considering curricular, co/extra - curricular activities, Internal Assessment examinations and other cultural activities. Proposal about requirements of laboratory, maintenance, consumables and guestlecturers in the department budget etc are also analyzed and academic calendars are prepared. Preparation of lesson plan, practical plan and individual time-table is prepared based on teaching load. Video lecture / Power point presentation /Notes of the subject are prepared by subject teachers and uploaded on college web-site for reference by students, however the quality of video and audio needs improvement. Preparation of COs-POs mapping and definition of expected level of learning is done by the individual subject teacher. Identification of 'slow and advanced learners' is done by respective Heads through class teachers, and updated after declaration of result of Internal Assessments and corrective actions undertaken. Two internal assessment tests are conducted every semester on behalf of University. Subject teachers evaluate the answer-books and discuss students' performance with them and their parents at the time of Parents' meet. Regular Communication with parents regarding students' attendance and result.

The institute have courses in their curriculum which integrate cross cutting issues relevant to Gender, Environment and Sustainability, Human Values. Various programmes are arranged by the institute which contribute to sensitize students to these cross-cutting issues. Institute encourages students to participate in sports and cultural activities. Common rooms for girls are available in the institute. Grievance Redressal committee has been established for addressing the grievances of the students. Institute does not discriminate between girls and boys. As a green environment initiative, the institute has installed two solar power plants. College has been conducting various social events such as tree plantation, rallies in nearby villages on the topics like energy conservation, water conservation etc. College has a NSS cell which conducts various environment related activities such as Beach Cleaning drive, village cleaning during NSS camp etc., however, the number of such initiatives needs to be strengthened. The institute has setup Sewage Treatment Plant (STP) and Water heater based on solar power for the hostels and for buildings of Housing Colony.

The curriculum designed by the university has included human values, social ethics and values, environmental studies etc. Different activities relating to gender issues are conducted by the college through Women's Forum. Structured feedback received from Students, Teachers, Employers, Alumni and Parents for design and review of syllabus-Semester wise/ year-wise, analysed and action taken and feedback available on website.

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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	The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners
2.3	Teaching- Learning Process
2.3.1 QIM	Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences
2.3.4 QIM	Innovation and creativity in teaching-learning
2.4	Teacher Profile and Quality
2.5	Evaluation Process and Reforms
2.5.1 QIM	Reforms in Continuous Internal Evaluation(CIE) system at the institutional level
2.5.2 QIM	Mechanism of internal assessment is transparent and robust in terms of frequency and variety
2.5.3 QIM	Mechanism to deal with examination related grievances is transparent, time-bound and efficient
2.5.4 QIM	The institution adheres to the academic calendar for the conduct of CIE
2.6	Student Performance and Learning Outcomes
2.6.1 QIM	Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students
2.6.2 QIM	Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution
2.7	Student Satisfaction Survey

Qualitative analysis of Criterion 2

Admission to First Year Engineering is through centralised admission process of Government of Maharashtra, monitored by the Director of Technical Education (DTE). Moreover, candidates seeking admission are from the nearby villages and a certain percentage from outside the State of Maharashtra. Faculty members use chalk and talk with blackboard, power presentations, NPTEL lecture videos etc. for delivery of syllabus content.

Infrastructure and equipment available in the laboratories are very good where the students are given hands-on practicals by faculty members and with sufficient technically qualified supporting staff members to demonstrate and assist with the experiments as per prescribed curriculum by the affiliating University of Mumbai. Apart from this, Virtual Lab of College of Engineering, Pune helps the students to conduct more experiments related to the specialisation.

To support this, the institute has uninterrupted power supply with 320kV genset backup and centralised control unit for power back up as a stand by unit. The main server is maintained with high end configuration, with Wi-Fi facility helps the students access and work online, to enrich and update their knowledge, round the clock. A few of the teachers successfully completed online certificates through NPTEL. Regarding the conduct of the examination and Evaluation as per the norms of the affiliating University, first and final Year students' examinations' evaluation is done online by the University. The examinations of the second and third year conducted in the institute as per the rules and regulations of the affiliating university. The institute follows the academic calendar for functioning/ number of teaching working days, examination schedule and all other

activities of the Institute on par with the affiliating university (Mumbai). PO, PSO, Cos are displayed on Institute website.
Mechanism for evaluation of attainment exists.

Since the most of the students are from nearby rural area and studied in Marathi (vernacular language). Therefore, teachers and members are taking extra efforts to teach them and make them understand the concept of the subject of their specialisation in engineering. Moreover, lateral entry students are given extra coaching to understand their basic subjects like mathematics, physics, chemistry to cope up with other students.

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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	Institution has created an ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge
3.3	Research Publications and Awards
3.4	Extension Activities
3.4.1 QIM	Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years
3.5	Collaboration

Qualitative analysis of Criterion 3

Faculty members of Maharashi Parshuram college of Engineering (MPCOE) encouraged to take part in faculty development program; workshops, and conferences are organized in and other institutes, in and around Maharashtra, in India and the border, to enrich their research knowledge.

College, management authorities and the principal motivate the faculty member to do higher studies, and also research leave with salary. The institute has signed MOU's with nearby organizations for the students to do innovative minor and internships, few lead to placement opportunities. The Council of Seniors Scientists (CSS) visits the college regularly to motivate, guide the students and faculty members to do innovative minor and major projects.

The college is located in rural area which helps to do more number of extension activities specially blood donation, plantation, beach cleaning in the nearby villages, near the coastal areas through national social service (NSS) schemes.

However, the institute should become partner with neighbouring industries for more collaboration, leading to research. Faculty members should be made aware and encouraged to write research projects to different Govt. funding agencies and put efforts to earn consultancy from industries. MPCOE should institute a seed grant for the faculty members to take up innovative initiatives. Also, some form of grants and awards to encourage innovative projects from students shall be instituted. The institute shall invite the eminent researchers for guest lectures and put more efforts to build collaborations.

The institute should take more initiative efforts to have start-ups, incubation center, entrepreneur development

Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrics(QIM) in Criterion4)	
4.1	Physical Facilities
4.1.1 QIM	The institution has adequate facilities for teaching- learning. viz., classrooms, laboratories, computing equipment, etc.
4.1.2 QIM	The institution has adequate facilities for sports, games (indoor, outdoor),gymnasium, yoga centre etc., and cultural activities
4.2	Library as a Learning Resource
4.2.1 QIM	Library is automated using Integrated Library Management System (ILMS)
4.2.2 QIM	Collection of rare books, manuscripts, special reports or any other knowledge resources for library enrichment
4.3	IT Infrastructure
4.3.1 QIM	Institution frequently updates its IT facilities including Wi-Fi
4.4	Maintenance of Campus Infrastructure
4.4.2 QIM	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 institution has well planned, spacious buildings to house its various departments. It is equipped with all the required labs, which are excellently maintained. It has a central Computer Centre and a language lab. It was observed that relevant licensed software needs to be procured.

The Central Library is well stocked and also has helped in establishing good departmental libraries. It uses the software KOHA, and has also maintained a large number of downloaded articles for use of research scholars. This has been done as it is finding it financially unviable to continue subscription for e-journals. The library also maintains a bank of notes, power point presentations and videos, which have been prepared by the teachers. These can be freely accessed by the students on their portal, in case they want a revision of the concepts. This idea is excellent, but on investigation the videos are found to not of good quality and needs improvement.

Internet and LAN facility is available throughout the campus. A central UPS is maintained to support all systems and also there is a generator back up for the entire campus. There is also a solar power facility installed on the roof of one of the buildings. There is a Sewage Treatment Plant installed and the treated water is used for flushing and gardening. Due to its excellent overall infrastructure, the institution has a strong potential for development.

Bus facility to travel from surrounding areas is provided for students and faculty members. Hostel facility is provided for both boys and girls, but many students are opting to live outside the campus due to prohibitive hostel fees. Furnished residential accommodations of two types are provided for families and bachelors, but these too have a low occupancy, probably due to remote location.

Campus life is quite restricted due to absence of a cafeteria and other facilities such as ATM. Students have also been requesting for good roads within the campus and a parking shed for bikes.

The Examination Section needs to maintain its own printer and high speed copier, located permanently in its

room. The Confidential room must have appropriate fire protection, as it is also used for storing answer copies for valuation.

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Criterion5 - Student Support and Progression (Key Indicator and Qualitative Metrics(QIM) in Criterion5)	
5.1	Student Support
5.2	Student Progression
5.3	Student Participation and Activities
5.3.2 QIM	Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution
5.4	Alumni Engagement
5.4.1 QIM	The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years

Qualitative analysis of Criterion 5

The faculty members are methodically attempting to deliver curriculum content to the students effectively. While their sincerity and efforts are acknowledged, it is imperative for them to be mentored by having at least one senior teacher in every department, as they are all presently quite junior with few years of experience. This will give clarity and direction to each department, and reinforce the efforts of the visiting senior scientists.

The low percentage of pass in Civil Engineering needs particular attention, as students have not been able to pass some subjects, despite repeated attempts under supervision of teachers.

The IQAC Coordinator deserves special mention as he appears to be a pivotal point for undertaking several progressive initiatives in administration and academics. Having conducted a Mock Drill of Peer Team visit by mentors from its sister institutions, several action points for implementing in near future have been identified by him. The Students Council is part of the College Development Committee and participates in its meetings. It takes initiatives in coordinating cultural events and competitions. The management needs to take serious note of its request for some facilities like ATM, road etc., as it is felt that these would help in establishing a lively and vibrant campus atmosphere.

Student members need to be included in Anti-Ragging Committee. The students council in turn needs to energise itself and look outside its campus for inspiration and play its role in establishing activities and developing skills. It is suggested that a number of student clubs can be set up. The students were observed to be very talented in the local traditions of dance etc. and they should build on these strengths.

As the institution is just about seven years old and is located in a remote area, it is expected that the Alumni association is not very strong or influential. The college is making efforts to strengthen this. It is felt that that the alumni could be used as a feedback channel to track changes in the job market and develop skills accordingly.

Slow and fast learners are identified in all the departments. Remedial classes are being held for slow learners and advanced learners are having opportunity to be mentored by the Senior Scientists.

Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrics(QIM) in Criterion6)	
6.1	Institutional Vision and Leadership
6.1.1 QIM	The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the institution
6.1.2 QIM	The institution practices decentralization and participative management
6.2	Strategy Development and Deployment
6.2.1 QIM	Perspective/Strategic plan and Deployment documents are available in the institution
6.2.2 QIM	Organizational structure of the institution including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism
6.2.4 QIM	Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions
6.3	Faculty Empowerment Strategies
6.3.1 QIM	The institution has effective welfare measures for teaching and non-teaching staff
6.3.5 QIM	Institution has Performance Appraisal System for teaching and non-teaching staff
6.4	Financial Management and Resource Mobilization
6.4.1 QIM	Institution conducts internal and external financial audits regularly
6.4.3 QIM	Institutional strategies for mobilisation of funds and the optimal utilisation of resources
6.5	Internal Quality Assurance System
6.5.1 QIM	Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes
6.5.2 QIM	The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms
6.5.5 QIM	Incremental improvements made during the preceding five years (<i>in case of first cycle</i>) Post accreditation quality initiatives (<i>second and subsequent cycles</i>)

Qualitative analysis of Criterion 6

The Institute has stated vision and mission on web-site. The institution practices decentralization and participative management. It has BOG, College development committee, and internal quality development cell.e. The institute also has institutional bodies like- Board of Governors (BOG), College Development Committee (CDC) and IQAC. The Managing Committee provides broad guidelines to the BOG of the institute. BOG frames the policies and directs their execution to conform with the vision and mission of the institute along with inputs from CDC and IQAC. The prospective development plan of the institute including the short term and long term goals is prepared by the BOG. Adhering to them, BOG makes major policy decisions, approvals of recommendations by CDC. CDC is responsible for preparing an action plan to achieve the directions of BOG. It also considers feedback of various stakeholders and recommendations of IQAC. IQAC coordinator is a part of CDC. CDC gives recommendations on the report prepared by the Principal, to be submitted to BOG about functioning of the institute, budgetary provisions, faculty and staff selection/recruitment, faculty and staff appraisal and infrastructure development. All academic and

administrative departments have designated heads. All heads coordinate respective departments to ensure the amicable functioning of the institute and policies to achieve vision, mission and goal of the institute and department.

The Institute has total six (06) departments and several committees distributed under the purview of Principal, HoD, faculty Coordinators and students. The main aim of this is to decentralize the curricular, co-curricular, extracurricular activities, encourage participative management, and an effective implementation of policies. The Institution has evolved a mechanism to undertake some welfare mechanisms for its teachers and Staff. There has been provision of provident fund, gratuity, accident insurance, and maternity leave (not -paid) for its female staff. Few of the faculty members have been deputed on study leave to pursue higher studies and there is so called provision of one month study leave to prepare for GATE/NET etc. Teachers are provided with financial support to attend Conferences/workshops and towards membership fee of professional bodies. Very few training programs have been arranged by the institute for the teachers or Staff for upgrading their skills. Also, the number of faculty members attending Orientation Program, Refresher Course, Short Term Course, Faculty Development Programis also quite less.

The Performance Evaluation and Appraisal System is implemented for all the teaching and Non-Teaching Staff of the Institute at the beginning of every academic year. However, the internal financial audit is not being done. The Institute has an effective IQAC for monitoring the quality of teaching learning process, structures and methodologies of operations and learning outcomes at periodic intervals during its monthly meetings.

Criterion7 - Institutional Values and Best Practices (Key Indicator and Qualitative Metrics(QIM) in Criterion7)	
7.1	Institutional Values and Social Responsibilities
7.1.2 QIM	<p>1. Institution shows gender sensitivity in providing facilities such as:</p> <ol style="list-style-type: none"> 1. Safety and Security 2. Counselling 3. Common Room
7.1.5 QIM	<p>Waste Management steps including:</p> <ul style="list-style-type: none"> • Solid waste management • Liquid waste management • E-waste management
7.1.6 QIM	Rain water harvesting structures and utilization in the campus
7.1.7 QIM	<p>Green Practices</p> <ul style="list-style-type: none"> • Students, staff using <ol style="list-style-type: none"> a) Bicycles b) Public Transport c) Pedestrian friendly roads • Plastic-free campus • Paperless office • Green landscaping with trees and plants
7.1.18 QIM	Institution organizes national festivals and birth / death anniversaries of the great Indian personalities
7.1.19 QIM	The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions
7.2	Best Practices
7.2.1 QIM	Describe at least two institutional best practices (as per NAAC Format)
7.3	Institutional Distinctiveness
7.3.1 QIM	Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

Qualitative analysis of Criterion 7

The Institute follows the co-education system and as a part of it, equal opportunities and benefits are provided to everyone irrespective of gender. There is representation of female members in various committees of students and faculty. In all curricular, co-curricular, games and extra-curricular activities, equal participation of boys and girls is available. Equal opportunity is provided in training and placement activities by the Training and Placement Department without any gender bias. There is a special complaint box (Sakhi) kept only for girls in the institute. Their exist mechanisms for mentoring of students; the students are grouped and

a faculty mentor is assigned to each group of students for help and counseling. However, it is observed that there has been no student representation in grievance Cell, which needs to be updated.

The college has evolved mechanisms for disposal of liquid solid and electronic waste. The mechanism for e-waste management needs to be strengthened. There are two big wells in the campus, which are recharged during rains. The collected water is filtered and stored in an overhead tank (with capacity of 8 lakh litres). The filtered water is used for drinking purpose. The college has tied up with a Transport company for to and fro transport of students, faculty and staff. This helps in saving the environment and leads to a safe and secure life. Facility of parking lots for vehicles is available, but needs to be strengthened. The college has planted trees to make the campus more environment friendly. The college conducts tree plantation programs to encourage students and staff.

The institute emphasizes the minimum use of paper for recording administrative and academic data through the use of various software developed by the faculty members. Each faculty member has been provided an email ID on the institute's server (www.vpmpcoe.org) for sharing documents electronically. The institute has registered to various portals to provide learning resources for the students and faculty members like Academic calendar, Manthan, E-Library, Guest Lectures, Library OPAC, Online Notice Board, NPTEL Videos, and V-Lab, etc.

Looking into needs of differently abled people the physical facilities like Provision for lift, Ramp / Rails, Rest Rooms, Scribes for examination and special skill development exists for students. Few programs for establishing connect with local communities have been undertaken. Also, some activities have been conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years, however there has been scope for increase in conduct of these activities.

The Institute motivates students and faculty members in achieving academic and Professional Excellence, by instituting awards and providing them opportunity in career advancement through higher studies, respectively. A team of retired senior scientists from different disciplines visit the Institute to impart expert guidance. College also maintains transparency in its academic, financial and administrative functions.

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

Strength

Institution Strengths

1. The college is located in a scenic environment which is pollution free, distraction free and encourages academic pursuits.
2. The Institute is run by an eight decade strong trust, which has been successfully running a number of academic institutions.
3. The Institution has a team of Seniors Scientists which guides the students and mentors them.
4. The Institute has excellent physical infrastructure. The digital infrastructure is also adequate.
5. For safety and security of the students and staff, the surveillance CCD cameras have been installed.
6. Functional Sewage treatment plant is used for flushing and gardening purposes.

Weaknesses

1. Students are coming from surrounding rural, Konkan region.
2. Getting and retaining the qualified faculty members is difficult.
3. Because of rural mountainous location, there are very few industries located in the region.
4. Awareness of the people for engineering programmes and career path is limited.

Opportunities

1. Institute can engage with local populace for solving their societal and engineering problems.
2. Engage alumini in academic, entrepreneurial and placement activities.
3. Forge MoUs with academic and other premier institutions
4. Encourage students and faculty members to be part of activities of professional bodies like IEEE, ISHRAE etc.
5. Most of the faculty is young and dynamic, and so can take up innovative assignments in collaboration with industries for consultancy.
6. To build national and international collaboration and attract students, taking advantage of the scenic geographical region. Eminent teachers from reputed institutions can be invited to conduct workshops in modules.
7. To enhance the communication and coding skills of the students to make them industry ready.

Challenges

1. Since students are from a lower socio-economic background, it is a challenge for them to sustain and continue studies.
2. Since the location of the Institute is relatively remote, it requires quite an effort to build facilities in terms of high tech labs etc.
3. Developing good communication skills and skilling them requires effort.

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)

- (i) Institute should engage in marketing its potential, and advertise well in the region
- (ii) Placement activities need to be strengthened.
- (iii) College should establish incubation center, entrepreneurship development cell and motivate students to initiate start-ups.
- (iv) Outreach activities should include reaching out to locals and solving their daily life problems via start-ups and other initiatives.
- (v) Starting more value-added courses, specially in IT.

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. KAVITA DARYANI RAO	Chairperson	
2	DR. MARAGATHAM SUNDARAM	Member Co-ordinator	
3	DR. SHASHI PRAKASH	Member	
4	Dr. Devender S Kawday	NAAC Co - ordinator	

Place

Date

NAAC