



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

**Accreditation - (Cycle - 1)**

**PEER TEAM REPORT ON  
INSTITUTIONAL ACCREDITATION OF  
SALTORA NETAJI CENTENARY COLLEGE  
C-44779**

**Bankura  
West Bengal  
722158**

**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:	SALTORA NETAJI CENTENARY COLLEGE Bankura West Bengal 722158	
2.Year of Establishment	2000	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:	1	
Departments/Centres:	9	
Programmes/Course offered:	1	
Permanent Faculty Members:	41	
Permanent Support Staff:	4	
Students:	1397	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. Co-education College providing higher education mostly to the first generation learners of rural and tribal areas of socially and economically backward section of society. 2. Majority of students are girls. 3. Large playground with compound wall	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 04-10-2024 To : 05-10-2024	
6.Composition of Peer Team which undertook the on site visit:		
	<b>Name</b>	<b>Designation &amp; Organisation Name</b>
Chairperson	DR. DEBASISH BHATTACHARJEE	FormerPro-Vice Chancellor,Assam University
Member Co-ordinator:	DR. SHIVALINGAPPA HURAKADLI	FormerFormer Vice Chancellor(VC)
Member:	DR. JASMINE MATHIALAGAN	FormerPrincipal,SARAH TUCKER
NAAC Co - ordinator:	Dr. A.v. Prasad	

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

### Qualitative analysis of Criterion 1

Founded in 2000, Saltora Netaji Centenary College, affiliated with Bankura University, is a co-educational institution, and it offers a UG programme in the Arts stream. The College follows the curricula of the Choice Based Credit System as prescribed by the affiliating University. Three teachers of the College as member of the Board of Studies participate in formulation of curricula of their disciplines. Apart from the academic calendar of the University, the College prepares its own calendar covering curricular, co-curricular and extra-curricular activities at the beginning of each session in consultation with the Head of Departments. The calendar so prepared is followed in conducting different activities including the holding of Internal Tests and Assignments. The Routine Committee prepares the Master Time-Table of the College, following which classes are held. The academic calendar and time table are intimated to the students in the class as well as by exhibiting them on the Notice Board. Continuous assessment of students' progress is monitored by holding class tests, seminars, group discussions, etc. The evaluated scripts of the internal tests/class tests are shared with the students with a view to enabling them to understand their strengths and weaknesses. Teachers are encouraged to make use of available ICT in holding the classes. Regular departmental meetings are held to monitor the progress of the completion of the syllabus as well as solve the problem if there are any. During the COVID-19 pandemic, the teaching-learning process was conducted online.

Cross-cutting issues relevant to professional ethics, gender equity, human values and environment and sustainability is ingrained at different levels in the courses of study prescribed by the affiliating University. The college attempts to enhance awareness and to inculcate ethics and values among the students through the curricular, extracurricular and extension programmes. Human values are attempted to be instilled into the students by various extension and social programmes undertaken by the college on a regular basis. Environmental Studies being a part of the syllabi, the students are sensitised towards issues affecting the environment. As almost seventy percent of the students in the College are girls, it gives gender issues priority in curricular and extra-curricular activities. The college is sensitive to gender equity, and for the promotion of gender equity, it organises various curricular and co-curricular activities such as lectures on 'Woman Empowerment'. Law awareness programme, Cybercrime awareness programme, National Seminar on 'Women and Health' etc. 'Mahila Melava (Women's Meet)', World Women's Day, and Jayanti's are celebrated in the college. The participation of students in extra-curricular activities such as NSS, sports and cultural programmes also helps in the promotion of gender equity. Human values are taught in the classroom. Environmental awareness is also created by NSS volunteers through tree plantation, water

conservation, cleanliness, plastic-free drives etc. The College has installed a solar power plant and uses LED bulbs to save energy and minimise environmental pollution.

Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrics(QIM) in Criterion2)	
2.1	Student Enrollment and Profile
2.2	Student Teacher Ratio
2.3	Teaching- Learning Process
2.3.1 QIM	<b>Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences and teachers use ICT-enabled tools including online resources for effective teaching and learning process</b>
2.4	Teacher Profile and Quality
2.5	Evaluation Process and Reforms
2.5.1 QIM	<b>Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient</b>
2.6	Student Performance and Learning Outcomes
2.6.1 QIM	<b><i>Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website</i></b>
2.6.2 QIM	<b><i>Attainment of POs and COs are evaluated.</i></b>  Explain with evidence in a maximum of 500 words
2.7	Student Satisfaction Survey

#### Qualitative analysis of Criterion 2

The teaching-learning process, as practised in the College, combines conventional classroom teaching and the modern method of participative learning by making students participate in classroom discussions by putting questions, seminars, and group discussions and through the experimental method and problem-solving methods. The academic departments of the HEI organise study tours and field visits every year. With a view to enhance problem-solving skills, different activities such as debate, elocution, group discussions, mock interviews, essay writing contests, and Wallpaper publications are organised in the College. The Students of the Department of Political Science regularly participate in Youth Parliament and Mock Parliament programmes. Teaching is also conducted by using the available ICT. Though teachers use projectors and other kinds of tools in the class, the ICT facilities are limited and need to be enhanced. Formal feedback of teaching learning is collected from Parents, Alumni and students and are analysed. Continuous evaluation being an inalienable part of the CBCS, the College regularly conducts a number of class tests, quizzes, assignments, debates, creative writing sessions, students' seminars, viva voce, etc., throughout the year. The system of internal assessment is carried out in accordance with the university guidelines. The Internal Assessment Examination is conducted by the Examination Committee as per the schedule as provided in the academic calendar. Internal assessment marks are declared in the class and evaluated Answer scripts are shared with the students. In case of any grievance, students can approach the concerned Head of the Department and, finally, the principal, who, in consultation with the convener of the Examination Committee, decides the case, and the decision so arrived at is binding and final. Though the scope of the institution is limited in regard to the grievances relating to external examination, it extends all kinds of help to students in the resolution of their grievances, if there is any. The mechanism to deal with examination related grievances seems to be efficient and effective.

. Teachers delineate objectives, COs, and POs, which are explained to the students during Orientation Programmes and posted on the College websites to make them accessible to all stakeholders.

A multipronged strategy is adopted by the HEI for measuring the level of attainment of Cos, POs and PSOs. Besides taking note of the performance of the students in different internal curricular and co-curricular activities, student's performance in the end semester examination and their success rate in pursuing higher education and getting selected in competitive examinations are also taken into consideration in measuring the attainment level of Cos, Pos and PSOs. Further, an attempt is also made to find out the attainment of COs and POs by conducting a viva voce of the randomly selected students of the final semester. The institution keeps record of the same.

Criterion3 - Research, Innovations and Extension (Key Indicator and Qualitative Metrics(QIM) in Criterion3)

3.1	Resource Mobilization for Research
3.2	Innovation Ecosystem
3.2.1 QIM	<b>Institution has created an ecosystem for innovations, Indian Knowledge System (IKS),including awareness about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident</b>
3.3	Research Publications and Awards
3.4	Extension Activities
3.4.1 QIM	<b>Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.</b>
3.4.2 QIM	<b>Awards and recognitions received for extension activities from government / government recognised bodies</b>
3.5	Collaboration

Qualitative analysis of Criterion 3

The existing Incubation Centre needs further development. The Vermicomposting is in existence. The College provides a research ambience among faculty members to publish research papers, participate in national/international seminars and conferences, and complete research work leading to a Ph.D. Degree. Two teachers of the College are recognised as research guide and eight scholars are registered for Ph.D research under their guidance. One teacher had a grant of 1.55 lacs for a minor Research Project from the UGC. Twenty eight papers have been published by the teachers in the UGC approved journals and in addition 44 chapters in books. The Research Cell of the College plays a leading role in this respect. Faculty members who are pursuing Ph.D. are provided with consultation, leaves and other form of support. During the assessment period, two teachers of the College successfully completed their Ph. D. research. A few faculty members act as Research Supervisors. The HEI provides a healthy atmosphere, infrastructure, resources and confidence for the enhancement of the capacity and competence of students and teachers in research and innovative activities. During the last five years, the College has organised a number of seminars of different levels.

The students and teachers of the College are engaged in various outreach and extension activities, sensitising the students and the neighbourhood community to socio-cultural and economic issues. The major extension and outreach activities during the assessment period were carried out by the NSS, Women's Cell, the

Hygiene and Sanitation Cell. The college has three National Service Scheme (NSS) Units which have been carrying out different types of extension/outreach activities in the neighbourhood community, i.e. the three adopted villages of the institution, namely Saltora College Para, Bamnisala and Natundihi. During the last five years, the NSS volunteers, along with the Programme Officers, organised awareness programmes on humanitarianism, the Swachhta Action Plan, the benefit of yoga, Cybercrime, & Laws Relating to Criminal Jurisdiction. An International Seminar on ‘The Crisis of Women in the 21st Century’ was also organised by the NSS units of the College. The other extension activities of the institute included Blood Donation Camp, Celebration of Menstruation Hygiene Day, Environmental Promotion & Sustainability, an Extension programme against child labour, a Cloth Donation Programme, etc

The College has undertaken a number of extension activities during the assessment period and some of its activities have been appreciated and recognised. The service of the NSS units of the College has been recognised by Saltora Gram Panchayat, Saltora and Saltora Forest Ranger Office, Saltora, for its contribution towards the environmental promotion and sustainability activities in and around Saltora in the year 2023 and two awards have been received.

Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrics(QIM) in Criterion4)

4.1	Physical Facilities
4.1.1 QIM	<p><b>The Institution has adequate infrastructure and other facilities for,</b></p> <ul style="list-style-type: none"> <li>• teaching – learning, viz., classrooms, laboratories, computing equipment etc</li> <li>• ICT – enabled facilities such as smart class, LMS etc.</li> </ul> <p><b>Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc (Describe the adequacy of facilities in maximum of 500 words.)</b></p>
4.2	Library as a Learning Resource
4.2.1 QIM	<i>Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students</i>
4.3	IT Infrastructure
4.3.1 QIM	<p><b>Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection</b></p> <p><i>Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words</i></p>
4.4	Maintenance of Campus Infrastructure

Qualitative analysis of Criterion 4

The physical infrastructure, such as classroom, furniture and fixtures, is adequate for the teaching-learning process for the operational programme offered by the college. However, more classrooms are required for diversification of different courses. Some of the classrooms and the auditorium for holding technical and cultural events are ICT-enabled with internet connectivity.. The existing canteen in the College needs further enrichment. There is a Computer Centre with a number of computers donated by B. C. Roy Engineering College in the year 2023. The Department of Physical Education is situated in a separate building containing an ICT-enabled Laboratory and a Gym Room. There is a Yoga Room and a Sickroom too. The College is protected by a boundary wall. Support and safety facilities like continuous power backup, fire

extinguishers, water coolers with water purifiers, and CCTVs at key locations are in existence. Separate boy's and girls' common rooms are available on campus. There exists a hostel for tribal girls on the campus, which is currently being used as a classroom, because no tribal girls have shown interest in staying there. There exists a cycle stands and a Vermicomposting infrastructure on the campus. The Institution offers a disabled-friendly environment with multiple ramps at various places like academic buildings, administrative buildings, toilets, etc. Few Wheelchairs, crutches, etc., are kept in the college. There are rooftop solar panels with electricity generating capacity of 6 kW. There is a well-functioning rainwater harvesting facility with 3 water tanks with a total capacity of approximately 29,000 litres. Facilities for sports and culture exist in the college. There exists a playground having the scope for further development. Gymnasium is in existence..Indoor stadium may be constructed.

The library of the College is partly automated using an Integrated Library Management System (ILMS) with CAMS 3.0 software. Locating books has been automated in the form of OPAC [Online Public Access Catalogue]. All the relevant information regarding the Central Library of the college is found on the official college website (<http://www.saltoranccollege.org/>). The college library has subscribed to various e-resources, including INFLIBNET N-LIST, in which various website services like Shodhganga, e-ShodhSindhu, etc. are there. The College also subscribes to Magazines, Newspapers. Each Departments has a small Depatmental library The reading room facility needs to be further enhanced. A Trained Librarian must be immediately appointed if the resources are to be used and properly utilised. Back issues of journals and periodicals are to be properly maintained. More text books in English may be procured.

The available ICT facilities in the institution are updated as and when required. There are 40 desktop computers in all for the use of the students. For the teachers and office staff, there are 15 desktop computers and 7 Laptops. Some of the classrooms are ICT enabled, having a 75" Interactive Multi-touch Android Smart-screen, LCD Projector, Projector Screen and High-Speed Broadband Internet connection (100 Mbps). The campus is Wi-Fi enabled with 4 access points of free high-speed internet to the students.

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
5.4	Alumni Engagement
5.4.1 QIM	<b>There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services</b>

Qualitative analysis of Criterion 5	
Scholarships and free ships are provided to 84.15% of students by the institution, Government of India, Government of West Bengal and non-government agencies. More than 70 percent of the students belong to backward communities like SC, ST and OBC.	
Besides this, financial assistance is provided in the form of poor fund scheme and cash prizes for the curricular and extra-curricular achievements. But the students' progression is low. Only 14.29 percent of students have progressed to higher studies and placement. Only 8.49 percent are qualified in state and national level examinations. 97 students participated in sports and cultural programs and 58 got awards.	
The College has a registered Alumni Association. Though the Association renders various services, such as guiding and encouraging students and providing feedback about the institution's functioning, it has yet to make	

any substantive financial contribution to the college's development. Alumni need to be more proactive about the college's development.

Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrics(QIM) in Criterion6)	
6.1	Institutional Vision and Leadership
6.1.1 QIM	<i>The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.</i>
6.2	Strategy Development and Deployment
6.2.1 QIM	<i>The institutional perspective plan is effectively deployed and functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc</i>
6.3	Faculty Empowerment Strategies
6.3.1 QIM	<b>The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression</b>
6.4	Financial Management and Resource Mobilization
6.4.1 QIM	<b>Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)</b>
6.5	Internal Quality Assurance System
6.5.1 QIM	<b>Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures &amp; methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities</b>

#### Qualitative analysis of Criterion 6

The vision and mission of the institution are somewhat reflected in its governance and leadership. Aiming at the overall development of the students of a backward region like Jangalmahal, the institute makes efforts to inculcate the values of accountability, impartiality, inclusiveness and transparency and also equip students to face the emerging challenges of the time. The Institutional Perspective Plan is prepared in consultation with the stakeholders. The implementation of NEP is in accordance with the guidelines of affiliating University.. The college is governed by the Governing Body of which the Principal is the Member Secretary. The Principal carries out the day-to-day administration of the institution in consultation with the teachers, staff members, students and other stakeholders. Participative management and decentralised administration is practised in the College.

The Institutional perspective plan is prepared in conformity with the rules and regulations of the UGC as adopted by the State Government and affiliating university. It lays down the governance policies, resource requirements and their procurement, training, schemes, execution, etc., and is followed in actual practice for the holistic development of the institution. The statutory as well as functional committees are constituted for different works; and effective and efficient performance is somewhat visible in their functioning. Recruitment, promotion and other service conditions are in conformity with the rules and regulations of the UGC, the affiliating university and the Government of West Bengal.

Since the College is a grant-in-aid institution, the welfare measures for the teaching and non-teaching staff are according to the rules as formulated by the government. The welfare measures include General Provident Fund (GPF) facility for all the permanent staff against substantive posts. Festival Bonus is provided to all casual non-teaching staff. The benefits of the Government of West Bengal health scheme can also be availed by the eligible staff. All the permanent staff enjoy allotted leave as per the Government of West Bengal Service Rules and Regulations. Timely promotion is ensured for all permanent teaching and non-teaching staff through the Performance-based Appraisal System (PBAS).

The institution has a comprehensive strategy for the purpose of resource mobilisation and the optimum utilizations of resources. The government grant is the most important source of funds. Apart from the salary grants, the institution also gets the non-salary grants (Bonus) at a stipulated rate given by the Government. Fees from students for regular courses are also another funds. All steps are taken to utilise the resources in the appropriate manner for the purpose for which it was mobilised. The College accounts are fully maintained and audited by a government-appointed auditor. However, since the onset of The COVID-19 pandemic, no auditor has been appointed by the state government to audit the college accounts. But internal audit were regularly carried out.

The Internal Quality Assurance Cell is functional and making efforts for quality enhancement. Its activities need to be further streamlined and strengthened for quality assurance.

Criterion7 - Institutional Values and Best Practices (Key Indicator and Qualitative Metrics(QIM) in Criterion7)

7.1	Institutional Values and Social Responsibilities
7.1.1 QIM	<b>Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.</b>  <i>Describe the gender equity &amp; sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words</i>
7.1.4 QIM	<b>Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)</b>
7.2	Best Practices
7.2.1 QIM	<b>Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual</b>
7.3	Institutional Distinctiveness
7.3.1 QIM	<b>Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words</b>

Qualitative analysis of Criterion 7

The institution strives to promote gender equity by guaranteeing equal opportunities to all, irrespective of gender. It creates a favourable environment that allows every individual to nurture and flourish his/her talent without gender discrimination. Various co-curricular and extra-curricular activities involving girl students 'are organised in the institution. The college organises and conducts various awareness programmes on women's rights, gender sensitization, gender equity, etc. through Women's Cell, Hygiene and Sanitation Committee,

the NSS Units, and the IQAC. Separate common rooms with attached washrooms with gender-specific requirements for girls, such as a sanitary napkin vending machine and sanitary napkin incinerator are there in the College. To ensure the safety and security of female students, CCTV cameras are installed at strategic locations. The practice of Gender Audit has been initiated since 2023, and follow-up action has also been taken on the basis of the first such audit. The College has Internal Complaint Committee for dealing with cases of sexual harassment, if there are any. The institution follows a zero-tolerance policy on issues concerning gender, ragging, sexual harassment, etc. Besides, during the assessment period, the College celebrated/organised national and international commemorative days/events such as International Women's Day, International Day against Trafficking in Persons, Independence Day, International Girl Child Day, etc.

The College adopts an inclusive approach towards students and staff in particular and society in general. It organises a number of programmes like Independence Day, Republic Day, National Integration Days, Netaji Jayanti, National Voters Day, Campaign on "Mera Pehla Vote Desh Ke Liye", Sports Day, Constitution Days, Rabindra Jayanti, Nazrul Jayanti, Matri Bhasha Dibas, etc. to foster a spirit of harmony and tolerance. It attempts to develop a sense of citizenship amongst the students and teachers who are to be not only conscious of their rights but also aware of their duties and obligations. The HEI extend equal opportunities to all its taught. The Cultural Committee of the institution organizes cultural activities involving the students irrespective of class, caste, religion, sex and income.

The two of the best practices successfully implemented by the College are:

1. Ritu Sathi is a programme/practice that aims to make rural women aware of the scientific reasons behind menstruation and also the hygienic way to handle it by removing the taboo, misconception, and unhygienic way of handling it in the tradition-bound society of rural India. Initiated on a small scale in the adopted villages in 2021, the practice achieved reasonable success.
2. 'Holistic development of sports culture' in the college and its surrounding area is another laudable practice. For the purpose of directing, coordinating and successfully implementing the practice, a sports academy named Saltora Netaji Centenary College Sports Academy (SNCCSA). was registered under the Societies Registration Act

The distinctive achievement of the college is providing higher education to the students of rural areas inhabited by SC, ST, and OBCs in an economically backward region.

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

#### Overall Analysis

##### **Strength:**

- Reasonably big Campus.
- Cater the need for higher education for students in rural areas of a backward region.
- Participatory and flexible governance.
- Disciplined students
- Dedicated faculty

##### **Weaknesses:**

- Absence of a permanent librarian.
- Financial constraint.
- Students Dropout.
- Less number of non-teaching staff
- Inadequate transport facilities.

**Opportunities:**

- Introduction of skill-based job-oriented courses
- Introduction of short-term certificate/diploma courses
- Improvement of ICT facilities
- Introduction of Science and Commerce Stream.
- Establishing NCC Unit.

**Challenges:**

- Mobilisation of resources.
- Improvement of IT facilities.
- Elevation of the College at par national standard
- Development of skill orientation for employability.
- Placement.

**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)

- Appointment of qualified librarian and full automation of library.
- Improvement of ICT facilities
- Enrichment of Canteen
- Introduction of Science and Commerce stream
- Introduction of self financing skill oriented courses

**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. DEBASISH BHATTACHARJEE	Chairperson	
2	DR. SHIVALINGAPPA HURAKADLI	Member Co-ordinator	
3	DR. JASMINE MATHIALAGAN	Member	
4	Dr. A.v. Prasad	NAAC Co - ordinator	

**Place**

**Date**