INSTITUTIONAL ASSESSMENT AND ACCREDITATION
(Effective from July 2017)

Accreditation - (Cycle - 1)

PEER TEAM REPORT ON

INSTITUTIONAL ACCREDITATION OF
S D M COLLEGE OF ENGINEERING AND TECHNOLOGY
C-1315

Dharwad
Karnataka
580002

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:	S D M COLLEGE OF ENGINEERING AND TECHNOLOGY Dharwad Karnataka 580002	
2.Year of Establishment	1979	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:	2	
Departments/Centres:	9	
Programmes/Course offered:	14	
Permanent Faculty Members:	154	
Permanent Support Staff:	241	
Students:	2860	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. Good, adequate and eco-friendly infrastructure 2. High faculty and staff retention rate 3. Strong presence of alumni across globe	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 10-10-2023 To : 11-10-2023	
6.Composition of Peer Team which undertook the on site visit:		
	Name	Designation & Organisation Name
Chairperson	DR. SAIKAT MAITRA	Vice Chancellor,Maulana Abyl Kalam Azad University of Technology
Member Co-ordinator:	DR. DHAVAL PUJARA	Professor,Nirma University
Member:	DR. MAVOOTHU DURAIPANDI	Director,School of Management Studies CUSAT
NAAC Co - ordinator:	Dr. Vinita Sahu	

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

	Criterion1 - Curricular Aspects (Key Indicator and Qualitative Metrices(QlM) in Criterion1)
1.1	Curriculum Design and Development
1.1.1 QlM	**Curricula developed and implemented have relevance to the local, national, regional and global developmental needs which is reflected in Programme outcomes (POs), Programme Specific Outcomes(PSOs) and Course Outcomes(COs) of the Programmes offered by the Institution.**
1.2	Academic Flexibility
1.3	Curriculum Enrichment
1.3.1 QlM	**Institution integrates crosscutting issues relevant to Professional Ethics ,Gender, Human Values ,Environment and Sustainability into the Curriculum**
1.4	Feedback System

Qualitative analysis of Criterion 1
Shri Dharmasthala Manjunatheshwara (SDM) College of Engineering and Technology, Dharwad, Karnataka, was established in 1979 by Shri Dharmasthala Manjunatheshwara Educational Society. The Institute offers eight undergraduate (UG) and seven postgraduate (PG) Engineering, Business, and Management Studies programs. It is an autonomous institute affiliated with Visvesvaraya Technological University (VTU). All UG programs except one are accredited by the National Board of Accreditation (NBA). The Institution has adopted an Outcome-Based Education philosophy for different academic programs. The course materials also incorporate the Revised Bloom's taxonomy, aligning with a clearly defined set of Course Outcomes (COs). Courses are designed with a focus on employability / entrepreneurship / skill development. The curricula and syllabi are discussed and approved by the Board of Studies (BoS) and the Academic Council. The BoS consists of members representing industry, academic experts, and alumni. The curricula are revised once every four years. Also, every year, it is reviewed, and changes in the course contents to the extent of 10% are permitted. The curricula include foundation courses, professional courses, and elective courses. The College also offers Courses like the Constitution of India and Professional Ethics, Human Values, Environmental Engineering, etc. The College has introduced courses on 'Universal Human Value (UHV)' and 'Scientific Foundations of Health' as per the AICTE model curriculum. Students are also involved in community-related activities and earn activity points. A few value-added courses are added during the assessment period. Students undertake field projects, internships, etc. There is a mechanism for collecting feedback for the curricula. However, this may be further strengthened.

Looking at the needs of rural students, courses emphasizing communication skills and personality development are to be introduced. The faculty members and students should be motivated to register for more numbers of online courses (MOOCs) on NPTEL, SWAYAM, and other platforms. |

Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrices(QlM) in Criterion2)	
2.1	Student Enrollment and Profile
2.2	Catering to Student Diversity
2.2.1 QlM	**The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners**
2.3	Teaching- Learning Process
2.3.1 QlM	**Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences**
2.3.2 QlM	**Teachers use ICT enabled tools including online resources for effective teaching and learning process.**
2.3.4 QlM	**Preparation and adherence of Academic Calendar and Teaching plans by the institution**
2.4	Teacher Profile and Quality
2.5	Evaluation Process and Reforms
2.5.3 QlM	**IT integration and reforms in the examination procedures and processes including Continuous Internal Assessment (CIA) have brought in considerable improvement in Examination Management System (EMS) of the Institution**
2.6	Student Performance and Learning Outcomes
2.6.1 QlM	**Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.**
2.6.2 QlM	**Attainment of programme outcomes and course outcomes are evaluated by the institution.**
2.7	Student Satisfaction Survey

Qualitative analysis of Criterion 2
Students from different backgrounds, categories, economic levels, mediums of instruction, and varied learning abilities are admitted to the College. The students get admission through any of the three categories viz CET, COMEDK, and Management quota. First-year study is common to all branches of engineering. The divisions are formed with heterogeneous groups with varied learnability. Though the faculty members adopt various teaching and learning methods, like experiential, participative, problem-solving, etc. to enhance the learning experience with ICT-enabled teaching and learning; however, it needs further improvement. The slow learners and advanced learners are identified based on their performance in the first Internal Assessment Test and it needs to be more structured and organised. The faculty members plan and engage extra/special classes for the slow learners. Faculty members support advanced learners by assigning them additional/unique tasks assessed through Course Teachers' Assessment (CTA). Additionally, the advanced learners are guided to choose multidisciplinary and interdisciplinary electives offered by the other departments. There is a provision to register for an Honours degree by enrolling in online courses of 18 credits. More students are to be encouraged in this regard. In a few selected courses, there is a provision for self-study topics and projects. Assignments cater to the diverse learning abilities of students and encompass a range of activities, including quizzes, paper writing, paper presentations, poster presentations, seminars, projects, etc. The faculty members prepare a Lesson Plan for each allocated course. Students are encouraged to attend lectures delivered by industry experts and alumni. Students can access learning materials conveniently through the college website. The Dean (Academic Program) prepares the academic calendar in consultation with HoDs before the commencement of the semester. A supplementary semester is available for students who have not completed courses during the regular semester. There are two components to examine the students viz Continuous Internal Evaluation (CIE) and Semester End Examination (SEE) with equal weightage for both the components. Further, the CIE has two components: Internal Assessment Tests (IA Test) and Course Teachers' Assessment (CTA), with

weightage of 80% and 20%, respectively. The students must score at least 40% marks to become eligible to write the semester-end examination. This needs to be re-visited. The College uses Enterprise Resource Planning (ERP) *Adstock* software for examination planning and execution. The Programme Outcomes and Course Outcomes for all programs are stated and are communicated to the teachers and the students. Course outcomes (COs) are mapped with program outcomes (POs). The Institute should devise a strategy to attract meritorious students and to fill out all the sanctioned seats, especially at postgraduate level.

Criterion3 - Research, Innovations and Extension (Key Indicator and Qualitative Metrices(QlM) in Criterion3)	
3.1	Promotion of Research and Facilities
3.1.1 QlM	**The institution's Research facilities are frequently updated and there is a well defined policy for promotion of research which is uploaded on the institutional website and implemented**
3.2	Resource Mobilization for Research
3.3	Innovation Ecosystem
3.3.1 QlM	**Institution has created an eco system for innovations, creation and transfer of knowledge supported by dedicated centers for research, entrepreneurship, community orientation, Incubation etc.**
3.4	Research Publications and Awards
3.5	Consultancy
3.6	Extension Activities
3.6.1 QlM	**Extension activities are carried out in the neighbourhood community, sensitising students to social issues, for their holistic development, and impact thereof during the last five years**
3.7	Collaboration

Qualitative analysis of Criterion 3

The Institution has a research policy encompassing initiatives like seed grants, incentives for journal publications, and support for research projects and conferences, etc. The department within the Institution holds the recognition of being a Research Center by Visvesvaraya Technological University, Belagavi, Karnataka, attracting over 100 doctoral students seeking advanced degrees. The Institution engages in a few interdisciplinary and multidisciplinary collaborations, forging partnerships with esteemed institutions such as the University of Agricultural Sciences, Dharwad, and SDM University, Dharwad. Top of Form

There is an Incubation Centre, which houses six startups, and one Center of Excellence in Robotics and Sensorics. These need to be improved further. There is a provision to support faculty members to pursue full-time Ph.D. programs at premier institutions by granting study leave while maintaining regular salaries. The Institution offers some financial assistance, to enable participation in national and international conferences, symposiums, and consortiums. However, very limited seed money has been disbursed to the teachers for research in the last five years. The Institution aids both students and faculty members in patent filing and provides financial backing to facilitate the publication or grant of patents. The College should support its faculty members in pursuing prestigious national and international awards for their contributions to advanced studies and research. The Institution is officially recognized for conducting *Surya Mitra* programs, focusing on solar photovoltaic system installation, with the support of the National Institute of Solar Energy (NISE) in New Delhi. To date, 13 batches of students have undergone training, equipping 360 candidates with essential skills in this field. Faculty members have published several papers in journals. The Institution has a few MoUs for gaining and transferring knowledge in the technology and management domains. A dedicated National Service Scheme (NSS) Cell in the Institution allows the students to participate in community-based activities

and societal projects. The students participated in Swachh Bharat Abhiyan and Unnat Bharat Abhiyan (UBA). Under the Adarsh Samsad Gram Yojana scheme, five villages are adopted. The Technical Barrier Reduction (TBR) program was organized for rural students to expose them to the engineering laboratories and instruments. The College management should encourage faculty members to conduct quality research. The qualified and experienced faculty members should be motivated to take up research projects and consultancy from government agencies and industries.

Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrices(QlM) in Criterion4)	
4.1	Physical Facilities
4.1.1 QlM	**The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.**
4.1.2 QlM	**The institution has adequate facilities for cultural activities, yoga, games and sports (indoor & outdoor); (gymnasium, yoga centre, auditorium, etc.,)**
4.2	Library as a Learning Resource
4.2.1 QlM	**Library is automated using Integrated Library Management System (ILMS)**
4.3	IT Infrastructure
4.3.1 QlM	***Institution has an IT policy covering wi-fi, cyber security, etc., and allocated budget for updating its IT facilities***
4.4	Maintenance of Campus Infrastructure
4.4.2 QlM	**There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.**

Qualitative analysis of Criterion 4
SDM College of Engineering and Technology has adequate infrastructure and facilities for academic and co-curricular activities. The Campus covers a total area of 40.22 acres, with a built-up area of 60,966.6 square meters. Within this space, 3727.72 square meters are designated for administrative purposes, housing offices such as the Principal's office, Dean's office, Chief Operating Officer's (COE) office, admissions, accounts, security, and maintenance. The academic area spans 17,726.53 square meters and includes classrooms, laboratories, seminar halls, and research centers. The Campus boasts 43 classrooms and 54 laboratories to facilitate various academic activities. Addition of more smart classrooms are recommended. There are several Seminar Halls with capacities of 50, 100, 150, 250, 600, and 800 participants. These halls serve both academic and extracurricular purposes. The Campus has Central computing facilities in addition to department computer laboratories. The Campus features a Central Dining and Recreation Facility (CDRF) that includes a gymnasium established in 2010. There is a dedicated space for conducting Yoga sessions. The Campus has a library facility spread over an area of 2412 Sqm. It has a seating capacity of 600 students. The library houses 60833 print books, 20729 titles, 86 print journals, 12293 e-journals, and 24735 e-books. The students have access to e-journals from Elsevier, Springer, Taylor & Francis, IEEE, Emerald, Proquest, etc. The library activities are managed using a software - *Easylib*. However, RFID system may be installed at the Library. The campus IT is managed by the Central Computing Facility (CCF). The CCF houses dedicated computers for the first-year engineering programs, apart from 570 computers available in different engineering Departments. The wi-fi facilities are available. There exist facilities for both indoor and outdoor games. Outdoor sports such as cricket, football, volleyball, athletics, and archery occur on the sports grounds. The existing Sport facilities need further improvement. In collaboration with alumni, the College has established an indoor sports complex. This complex provides facilities for activities like badminton, table tennis, chess, and carrom. Sports facilities

are maintained and managed by a Director of Physical Education. The campus maintenance is carried out by a Chief Maintenance Engineer (CME).

Criterion5 - Student Support and Progression (Key Indicator and Qualitative Metrices(QlM) in Criterion5)	
5.1	Student Support
5.2	Student Progression
5.3	Student Participation and Activities
5.3.2 QlM	**Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution**
5.4	Alumni Engagement
5.4.1 QlM	**The Alumni Association / Chapters (registered and functional) contributes significantly to the development of the institution through financial and other support services.**

Qualitative analysis of Criterion 5
The Institute encourages students to participate in extracurricular and co-curricular activities. The College boasts the highest number of 'University Blues' recipients and holds the second position among technical colleges in the state for its achievements in sports. The College organized some skill development programs during the assessment period. The College organizes "INSIGNIA –a Techno-Cultural fest' the flagship event every year. Many students have benefited from scholarships and freeships provided by the Government during the last five years. Also, the College has a provision for scholarships to the students. The Institute has the required indoor and outdoor sports facilities. There exists a Placement Cell. For the past five years, the College has had decent placements. Promotion of training programs for competitive and admission exams in India and overseas higher education is encouraged. The Institute has an Alumni Association with approximately 10,000 members. It conducts meetings annually in different parts of the country. The Alumni Association extends its reach with chapters in India, the UAE, and the US. The Alumni Association supports facility upgrades, student placements, financial aid, and mentorship programs. So far, the alums have contributed partial funding towards building a guest house, auditorium, indoor sports facility, etc. Every class has a Class Committee comprised of student representatives, and it gives suggestions to the faculty on academic delivery. There exists a Student Council at the college level. It provides feedback on both academic and non-academic matters. Student representatives are present in various statutory bodies, like the Governing Council, Academic Council, Cultural and Sports Committees, etc. The College also facilitated the students for startups and entrepreneurship in collaboration with the Government of Karnataka. So far, a total of 42 projects have been granted funding of Rs.45.6 lakhs. Efforts are required to encourage the students to receive awards/medals for outstanding performance in sports/cultural activities at inter-university/state/national/international level. Efforts are required to enhance placements in core disciplines. Also, structured training programs should be organized to improve students' communication skills. The student mentoring system needs to be strengthened. A trained counselor should be appointed to help students deal with psychological and emotional issues. It is also recommended to offer customised bridge courses for entry-level students.

Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrices(QlM) in Criterion6)	
6.1	Institutional Vision and Leadership
6.1.1 QlM	**The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the Institution**
6.1.2 QlM	**The effective leadership is reflected in various institutional practices such as decentralization and participative management.**
6.2	Strategy Development and Deployment
6.2.1 QlM	**The institutional Strategic / Perspective plan is effectively deployed**
6.2.2 QlM	**The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules and procedures, etc.**
6.3	Faculty Empowerment Strategies
6.3.1 QlM	**The institution has effective welfare measures for teaching and non-teaching staff and avenues for career development/ progression**
6.4	Financial Management and Resource Mobilization
6.4.1 QlM	**Institution conducts internal and external financial audits regularly**
6.4.3 QlM	**Institutional strategies for mobilisation of funds and the optimal utilisation of resources**
6.5	Internal Quality Assurance System
6.5.1 QlM	**Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes visible in terms of – Incremental improvements made for the preceding five years with regard to quality (in case of first cycle)** **Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives (second and subsequent cycles)**
6.5.2 QlM	**The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities** **(For first cycle - Incremental improvements made for the preceding five years with regard to quality** **For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives)**

Qualitative analysis of Criterion 6

The Institute is self-funded and run by the SDME Society, Karnataka. It has a Vision and Mission focusing on preparing competent professionals with human values. The Institute follows the rules, decisions, and directives of the SDME Society. The Governing Council is responsible for ensuring the effective management of the Institute. The Secretary and the Principal of the College receive directions from the Governing Council. There are seven Deans and thirteen Heads of Departments to execute the plans of the Institute. Deans and Heads of the Departments are empowered to make administrative decisions as per the management's guidelines. Faculty members are nominated as representatives in the Finance Committee, Academic Council, Board of Studies, Research Advisory Committee, etc. The primary source of financial support for the Institution is derived from

student fees. Strategies are to be decided to mobilize funds other than the tuition fees. The Heads of Departments prepare annual budgets in consultation with the faculty members and submit them to the office of the Principal for onward submission to the SDME Society. Department-level faculty meetings are held periodically. The Institute conducts internal and external financial audits through the designated auditors earmarked by the management. The Institute has a functional IQAC that helps make decisions about academic development and accreditation. There exists defined regulations on employee service, conduct, and discipline. The Institute encourages staff members to participate in training programs, orientations, workshops, and faculty development programs to upgrade and update themselves. Standard welfare measures for teaching and non-teaching staff are in place. There is a provision for fee concession for employees' children. The Institute has developed a Strategic Plan for 2017-18 to 2021-22 and 2022-23 to 2026-27. The Strategic Plan focuses on seven areas: curriculum relevance, exam results, research, value additions, community-oriented services, placement, accreditation, and ranking. There is scope for improvement in the existing Academic Audit System.

Criterion7 - Institutional Values and Best Practices (Key Indicator and Qualitative Metrices(QlM) in Criterion7)	
7.1	Institutional Values and Social Responsibilities
7.1.1 QlM	**Measures initiated by the Institution for the promotion of gender equity during the last five years.**
7.1.3 QlM	**Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)** • **Solid waste management** • **Liquid waste management** • **Biomedical waste management** • **E-waste management** • **Waste recycling system** • **Hazardous chemicals and radioactive waste management**
7.1.8 QlM	**Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).**
7.1.9 QlM	**Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).**
7.1.11 QlM	**Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).**
7.2	Best Practices
7.2.1 QlM	**Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.**
7.3	Institutional Distinctiveness
7.3.1 QlM	**Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words**

Qualitative analysis of Criterion 7

The Institute emphasizes eco-friendly practices and actively contributes to rural development as a top priority and primary focus area. The Institution is a co-educational, gender-neutral, and equal opportunity given to all sections. The Institution puts efforts to maintain gender balance among the faculty members. The curriculum includes a subject on Environmental Sustainability. Green and blue containers have been placed across the

Campus to distinguish between wet and dry garbage. Food waste from the mess, canteen, and cafeteria is collected through outsourcing arrangement, while garden waste is collected, composted on-site, and utilized as fertilizer. No classified hazardous waste is generated on the Campus. The bio-medical waste is disposed of separately using incinerators. E-waste is handled and reused as per the guidelines. The sewage treatment plant (STP) has a capacity of 300 KLD and treats 2,50,000 liters of wastewater per day. Moreover, the College maintains a small nursery for further sustainability initiatives. Nearly 40 % of electricity requirement of the Campus is met by solar PV system. The security team monitors continuous surveillance of campus activities. Several CCTV cameras have been placed in key areas such as the entrance gate, library, auditorium, offices, corridors, and classrooms to enhance campus safety. The Institution observes all national days with diligence so that the students and staff imbibe the spirit of nationalism. Fire extinguishers are installed in various prominent places across the College. A Women Grievance Cell deals with the grievances female students and faculties face**.** There is a Disciplinary Committee comprised of senior teachers to deal with the disciplinary issues. A Common Room is available exclusively for girls, equipped with tables, chairs, beds with linen, drinking water, and washrooms. The College considers allowing students to review their evaluated answer scripts before result announcements as one of their best practices. Another best practice involves facilitating experiential learning by creating working models bridging the scientific and engineering gaps. The use of bicycles may be promoted on Campus. More facilities for the '*Deevyangjan*' are to be created.

Section III:OVERALL ANALYSISbased on Institutional strengths.Weaknesses,Opportunities & Challenges(**SWOC**)(**up to 500 words**)
Overall Analysis

Strength:

- Thoughtful leadership with a forward-thinking vision.
- Well maintained green campus with adequate infrastructure.
- Well-defined institutional vision and mission.
- Committed and motivated faculty and staff members.
- Active and extensive alumni network with global reach

Weaknesses:

- Many faculty members are yet to complete their Ph.D.
- Less faculty and student exchange programmes.
- Limited research publications in quality journals.
- Resource generation through consultancy and projects are limited.
- Less attraction for PG programs

Opportunities:

- Offering more value-added and elective courses.
- Potential for tapping faculty's research and consultancy capabilities.
- Collaboration with industries and universities of repute for interdisciplinary research.
- **Scope to establishing more 'Centres of Excellence'** for research, training, and development.

Challenges:

- Bringing diversity amongst the student and faculty members.

- Placements of the graduating students with good packages.
- Bringing innovations and entrepreneurship orientation
- Developing language proficiency levels of the rural students.
- Keeping pace with the rapidly changing technology.

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)

- To establish more Centres of Excellence in key inter-disciplinary research areas to foster research endeavors.

- To encourage faculty members to seek external funding for research projects and consultancy assignments.

- To actively publish more research papers in renowned peer-reviewed SCI journals.

- To improve placement opportunities for students in core industries with competitive pay packages.

- To strengthen the quality of postgraduate programs.

- To prioritize Intellectual Property Rights (IPR) activities including patent filing and technology transfer.

- To conduct additional soft skills and communication skill development programs tailored for rural students' needs.

- To provide faculty and staff exposure to best practices from leading national and international academic institutions.

- To regularly organize professional development and administrative training programs for both teaching and non-teaching staff.

- To introduced modern pedagogical techniques, including flipped-class, project-based learning, etc.

- To arrange medical facilities with the campus.

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. SAIKAT MAITRA	Chairperson	
2	DR. DHAVAL PUJARA	Member Co-ordinator	
3	DR. MAVOOTHU DURAIPANDI	Member	
4	Dr. Vinita Sahu	NAAC Co - ordinator	

Place

Date

Sl.No	Name		Signature with date
1	DR. SAIKAT MAITRA	Chairperson	
2	DR. DHAVAL PUJARA	Member Co-ordinator	
3	DR. MAVOOTHU DURAIPANDI	Member	
4	Dr. Vinita Sahu	NAAC Co - ordinator	