



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

**Accreditation - (Cycle - 4)**

**PEER TEAM REPORT ON  
INSTITUTIONAL ACCREDITATION OF  
FATIMA COLLEGE (AUTONOMOUS)**

**Madurai  
Tamil Nadu  
625018**

**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:	FATIMA COLLEGE (AUTONOMOUS) Madurai Tamil Nadu 625018	
2.Year of Establishment	1953	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:	3	
Departments/Centres:	23	
Programmes/Course offered:	44	
Permanent Faculty Members:	199	
Permanent Support Staff:	91	
Students:	4133	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	<ol style="list-style-type: none"><li>1. Fatima College is a private, aided Catholic minority institution for girls affiliated to Madurai Kamaraj University, Madurai.</li><li>2. In recognition of extension services in 16 villages by MHRD, the College is under the Unnat Bharat Abhiyan and perennial grant in 2019</li><li>3. It has been identified as College with Potential for Excellence in 2004</li></ol>	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 27-10-2021 To : 28-10-2021	
6.Composition of Peer Team which undertook the on site visit:		
	<b>Name</b>	<b>Designation &amp; Organisation Name</b>
Chairperson	DR. RAJENDRA PRASAD DAS	Vice Chancellor
Member Co-ordinator:	DR. LAKSHMI NAMBAKKAT	Professor,MOHANLAL SUKHADIA UNIVERSITY
Member:	MS. VEENA JAKKENAHALLI SIDDAPPA	FormerPrincipal,Government Science College Autonomous
NAAC Co - ordinator:	Dr. L. Manjunatha Rao	

## 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(QIM) in Criterion1)	
1.1	Curriculum Design and Development
1.1.1 QIM	<b>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.</b>
1.2	Academic Flexibility
1.3	Curriculum Enrichment
1.3.1 QIM	<b>Institution integrates crosscutting issues relevant to Professional Ethics ,Gender, Human Values ,Environment and Sustainability into the Curriculum</b>
1.4	Feedback System

### Qualitative analysis of Criterion 1

Fatima College is a private aided minority institution affiliated to Madurai Kamaraj University. It was established in 1953 with the moto of empowering women to education. It is recognised as college with potential for excellence by UGC and is in 74th position in NIRF ranking.

Fatima College introduced Choice Based Credit System (CBCS) in 2001 and Outcome Based Education (OBE) in 2019 and has U.G, P.G, M.Phil. and Doctoral Programmes. Academic flexibility and mobility across departments is ensured by permitting students to opt for Skills-embedded, Value-added and Extra Credit MOOC/Self-Learning Courses beyond the Curriculum. Projects are mandatory in the final year for both UG and PG.

Being an autonomous college, the college has designed a range of curriculum which is ICT based having a blend of the traditional and contemporary with clearly defined learning objectives and outcomes. Introduction of new courses and restructuring of existing ones are in tune with UGC and TANSICHE guide lines. There has been an incremental growth in the number of new courses introduced in the assessment period. Value added courses like NGO management, teaching methodology, photo editing, digital marketing, machine embroidery, video film making, crash course on computational mathematics, tally, web designing, course on driving etc., impart transferable and life skills to students. Several programmes focussed on employability, entrepreneurship and skill development. Some MoU's have been signed to enhance employability. Linkages have been established with industries in order to facilitate industry visits, internship, hands on training. Cells like NSS, NCC, Physical education. Women empowerment cell, YRC and green club routinely conduct activities.

Workshops on outcome-based education were organised. Course design is done in consultation with BOS members, Industrialists, students, parents and alumni. Feedback is obtained from different stake holders and analyzed.

The IQAC has initiated centre for foreign languages through which Japanese, French, Russian and German courses are offered.

Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrics(QIM) in Criterion2)	
2.1	Student Enrollment and Profile
2.2	Catering to Student Diversity
2.2.1 QIM	<b>The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners</b>
2.3	Teaching- Learning Process
2.3.1 QIM	<b>Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences</b>
2.3.2 QIM	<b>Teachers use ICT enabled tools including online resources for effective teaching and learning process.</b>
2.3.4 QIM	<b>Preparation and adherence of Academic Calendar and Teaching plans by the institution</b>
2.4	Teacher Profile and Quality
2.5	Evaluation Process and Reforms
2.5.3 QIM	<b>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</b>
2.6	Student Performance and Learning Outcomes
2.6.1 QIM	<b>Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.</b>
2.6.2 QIM	<b>Attainment of programme outcomes and course outcomes are evaluated by the institution.</b>
2.7	Student Satisfaction Survey

#### Qualitative analysis of Criterion 2

The admission process is online in line with government norms. The Teacher student ratio is 1:21 and a mentoring system with full-time counsellors is in place. 128 teachers have PhDs and 45 are Research supervisors. Many In-service programmes along with orientation programs for the newly appointed staff are conducted by the IQAC.

Staff are encouraged to take up additional qualifications, undergo faculty development programmes and some of the staff have international academic exposure.

The college has a Student Induction Programme and follows the practice of streaming first year Part II English learners into Basic, Intermediate and Advanced learners with customised texts prepared by The Research Centre of English. Additionally, a ten-day Bridge Course allows is conducted especially focusing on Tamil medium students to improve their English.

Some schemes are in place to encourage/nurture slow, advanced and intermediate learners. Advanced learners can learn Japanese, German, French or Russian language. They get opportunity to participate in short term study abroad programmes. Nine students have participated at Binary University Malaysia. Some advanced learners have taken internship at premier institutes like CFTRI, Press Council of India etc., Self-learning is encouraged and many students have completed NPTEL/MOOC online courses. They have participated in Radio talk and TV shows. Five students have received fellowship from prestigious institutes.

Real time projects, making documentary films, on site learning, lab-to-land practice, peer teaching etc. ensure student-centric learning methods. Many classrooms are ICT enabled and the College has a fully automated

library. Staff are encouraged to use ICT enabled pedagogy for effective and innovative teaching along with chalk and talk method. Training is given to staff to handle emerging technology.

The college has an examination system with an In-house developed software for semester examinations. Transparency and fair evaluation are ensured by practices such as possibility of mark checking by students, Internal & External evaluation, exhaustive question banks, grievance redressal system, prompt publication of results, security features in the mark sheets etc.

NAAC

Criterion3 - Research, Innovations and Extension (Key Indicator and Qualitative Metrics(QIM) in Criterion3)	
3.1	Promotion of Research and Facilities
3.1.1 QIM	<b>The institution Research facilities are frequently updated and there is well defined policy for promotion of research which is uploaded on the institutional website and implemented</b>
3.2	Resource Mobilization for Research
3.3	Innovation Ecosystem
3.3.1 QIM	<b>Institution has created an eco system for innovations, creation and transfer of knowledge supported by dedicated centers for research, entrepreneurship, community orientation, Incubation etc.</b>
3.4	Research Publications and Awards
3.5	Consultancy
3.6	Extension Activities
3.6.1 QIM	<b>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</b>
3.7	Collaboration

#### Qualitative analysis of Criterion 3

A Research Advisory Committee (RAC) headed by the Dean of Research organises and coordinates research activities. The Student Resource Forum, guided by the RAC works on society-oriented, solution seeking project-based research activities which are presented in the national inter-collegiate research fest 'Exploria', organized annually by the RAC. 45 members of the faculty act as research supervisors. A multidisciplinary research journal FACET is brought out jointly by the 6 Research centres. The management gives cash awards to staff for articles published in UGC recognised and peer-reviewed journals to motivate good quality research. Award for the Best Research Scholar is also given annually in Arts & Science disciplines to PhD scholars. One faculty was awarded visiting senior fellowship at the London School of Economics and Political Science in 2016.

The Fatima Incubation Entrepreneurial Skill Training and Animation Centre (FIESTA) promotes business start-ups. FIESTA provides space for self-employment. Nutrition café, beauty parlour, fashion unit, tailoring shop etc., are the start-ups by the alumni. Students are given training in vermicomposting, mushroom cultivation, candle and incense making. In addition to skill training for students, the Paper Recycling Unit facilitates 100% reuse of paper produces paper bags, files and other environment friendly products. Students are trained to extract oil at the Oil Extraction Unit which is then sold.

Short term skill-oriented courses for under privileged women are offered through the Women Empowerment Animation and Training (WEAT) unit. Courses like Diploma in Medical lab technology, apparel designing, certificate course in computer application, tailoring and typewriting have benefitted around 1700 drop-out girls. Extension activities are run by the Reach Out to Society through Action (ROSA) which trains women of 16 villages in making jewellery, paper and cloth bags, incense sticks, phenyl etc. 5 villages have been chosen for the Unnat Bharat Abhiyan 2.0 scheme of the MHRD. Services rendered by ROSA has been recognized in the form of The Best Social Forum Award from the Dr. Abdul Kalam Educational Trust.

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

#### Qualitative analysis of Criterion 4

Fatima College is spread out on a 37-acre green campus with classrooms, 10 seminar halls, 2 browsing centres, 2 language laboratories, 25 laboratories, a museum, counselling centre, recording studio, herbal garden and wellness centre. Sports infrastructure covering 5 acres has both Indoor and Outdoor stadiums. Auditorium with a seating capacity of 2000, Smart rooms, Gymnasium & guest rooms are in the campus. Ten departments have departmental libraries.

There is a hostel with 7 blocks with a capacity of 1000 students. A hostel exclusively for sportswomen is under construction. There is a working women's hostel and a crèche. The campus has special wash rooms & ramps, wheel chairs in every block and a lift in the main block for the differently abled.

The library is fully automated (using NIRMALS till 2020 & Fatima Enterprise Resource Planning (ERP) from September 2020). The library has several journals and magazines, nearly 31,000 books and around 5000 titles. There is a corner for the visually impaired where JAWS software is installed. The library is a member of DELNET and subscribes to J-GATE and N-LIST database with 6000 journals and more than 30 lakh e-Books. Plagiarism check is done through URKUND. Research scholars are given individual cubicles in the library.

The Administration Block is powered by 8KW on grid solar panels. There are 3 generators of 507.5 kVA power. Adherence to safety protocol is ensured by the IQAC. Maintenance of equipment is done by 2 system engineers, electricians and plumbers. Annual maintenance contracts are in place. 100Mbps broadband connectivity, 45 controlled Wi-Fi access points and optic fibre cabled connectivity is provided to all buildings in the campus. The laboratories are maintained by the technical staff and lab assistants. A supervisor with a team of support staff maintains the campus. The biogas produced using the bio digester installed in the hostel premises helps save consumption of LPG cylinders. In addition to imparting entrepreneurial skills, the Mushroom Cultivation Chamber also imparts and generates income through sale of the produce. Solid Waste management is done through the Vermi-Composting. There is an extension counter of Indian Bank with ATM. A new Chapel has been built in the campus. The college has been chosen as National resource centre for Cyber safety and security.

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	<b>Presence of an active Student Council &amp; representation of students on academic &amp; administrative bodies/committees of the institution</b>
5.4	Alumni Engagement
5.4.1 QIM	<b>The Alumni Association / Chapters (registered and functional) contributes significantly to the development of the institution through financial and other support services.</b>

#### Qualitative analysis of Criterion 5

The college has a democratically elected Students Union for each shift and finds representation in the College Council, IQAC, Planning and Evaluation Committee, Magazine Committee, Student Resource Forum, Career Guidance Cell etc. It shares responsibilities with the staff in organising student related events in the campus and driving classes are also held for students. The office bearers share both academic and administrative responsibilities. The Career Guidance Cell arranges campus drives. 436 out of 1436 students have secured placements in 2019–20. The Equal Opportunity Cell integrates the Divyanjan and students from disadvantaged sections into the mainstream.

Approximately 500 students have progressed to higher studies after graduation in 2019–2020. There is a registered Alumni Association which has sponsored Research Projects by staff, disbursed Rs.2,91,386/- to the economically deprived students, sponsored extension activities, set up business start-ups and the Paper Recycling and Oil Extraction Units. Chapters of the association have been opened in the country and abroad.

Alumni association has contributed to the holistic development of the college by offering financial support to augment infrastructure and conduct career development and awareness programmes. Alumni offers Ph.D. merit scholarships for students, best performance award for faculty along with endowment prizes for meritorious students.



Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrics(QIM) in Criterion6)	
6.1	Institutional Vision and Leadership
6.1.1 QIM	<b>The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the Institution</b>
6.1.2 QIM	<b>The effective leadership is reflected in various institutional practices such as decentralization and participative management.</b>
6.2	Strategy Development and Deployment
6.2.1 QIM	<b>The institutional Strategic / Perspective plan is effectively deployed</b>
6.2.2 QIM	<b>The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.</b>
6.3	Faculty Empowerment Strategies
6.3.1 QIM	<b>The institution has 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 conducts internal and external financial audits regularly</b>
6.4.3 QIM	<b>Institutional strategies for mobilisation of funds and the optimal utilisation of resources</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 visible in terms of – Incremental improvements made for the preceding five years with regard to quality (in case of first cycle)</b>  <b>Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives (second and subsequent cycles)</b>
6.5.2 QIM	<b>The institution reviews its teaching learning process, structures &amp; methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities</b>  <b>( For first cycle - Incremental improvements made for the preceding five years with regard to quality</b>  <b>For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives )</b>

#### Qualitative analysis of Criterion 6

The college is governed by St. Joseph's Society of Madurai with a Governing Body, the Academic Council consisting of the Secretary, Principal, four Vice-Principals of both shifts (two each in shift), Controllers of Examination, Deans, Heads of Departments, IQAC Coordinator and external members in sync with the Vision and Mission of the college. The Provincial of St. Joseph Province of the congregation of the sisters of St. Joseph's of Lyons is the Chairperson of the Governing Body. The Secretary takes care of recruitments and employee engagement. There are cells and committees consisting of staff coordinators and student representatives monitored by the Principal and Vice Principals. The college has policies covering research, welfare, infrastructure, IT updating, waste management etc. There are welfare schemes in place for staff and

students. All efforts are taken to mobilise funds from the government, non-government agencies and philanthropists mainly for development & research activities.

The IQAC organises In-service academic and skill training programmes. Regular internal and external financial audits are carried out. The college has been commended by the office of the Regional Joint Directorate of Collegiate Education for its high degree of integrity and accountability.

The two recommendations of the NAAC Peer Team for the third cycle (2013) for curricular aspects: a. Introduce more courses and programmes in the light of changing needs b. Upgrade departments into Post-Graduate and Research Department have been fulfilled. Between 2013 and 2019 3 UG and 4 PG Programmes were introduced. 2 Departments have been upgraded as Research Centres. With the restructuring of Curriculum, Departments have introduced new and value-added courses. The number of research supervisors has gone up to 45 and staff with Ph.D has increased to 128.

Employees can benefit from various welfare schemes organized by the college such as admission to wards, Pongal bonus, medical check-up, passport mela etc. and can avail financial assistance through the staff club. Best performance award is given to staff in 4 categories – Arts, Science, Self-financing and professional.

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>Measures initiated by the Institution for the promotion of gender equity during the last five years.</b>
7.1.3 QIM	<b>Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)</b> <ul style="list-style-type: none"> <li>• Solid waste management</li> <li>• Liquid waste management</li> <li>• Biomedical waste management</li> <li>• E-waste management</li> <li>• Waste recycling system</li> <li>• Hazardous chemicals and radioactive waste management</li> </ul>
7.1.8 QIM	<b>Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).</b>
7.1.9 QIM	<b>Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).</b>
7.1.11 QIM	<b>Institution celebrates / organizes national and international commemorative days, events and festivals (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

Although Fatima College is an institution for women, it makes efforts to sensitize the students and the neighbourhood on gender equity through the Women Empowerment Cell, Women Empowerment Animation and Training Centre. Curricula and Co-curricular activities are planned to promote gender equity. Women centric, lessons on revisiting gender roles, movements like She Decides, Me Too and He for She movements, short films and documentation on gender issues play a vital role in sensitising the students on gender equity. Women empowerment cell, NSS and Human rights cell organise seminars, workshops and group discussions gender roles. 54 students have attended an international workshop on gender equity at Binary University Malaysia.

The college is green and plastic free. The Green club conducts activities like solid based management, planting of herbal saplings and preparation of liquid decomposer. There are adequate rainwater storage sumps. The Administrative block is solar powered. There are solar lamps on campus. Green, energy and environmental audit are done. Every block has ramps, wheel chairs, special wash rooms and the administrative block has a lift for differently abled persons. Scribes are allotted to the Divyanjans. The college and hostel campus follow the waste management protocols. The Environmental Education Committee and Green Club work towards eco consciousness. The college celebrates and observes different National/International days and festivals and also the Matribhasha Diwas.

Constitutional Day, Voters Awareness Day etc are observed in the college. The college also does networking with NGOs for visits to orphanages, Old Age Homes, Prison etc. The college has transformed 16 villages adopted for outreach programmes. Celebration of Grandpa – Ma feast are held to strengthen family bond.

Preparation of customised books for streaming of Part-II English students is identified as the first best practice of the College due its autonomous status which allows numerous learner-centric teaching-learning strategies. An English Attainment Test (EAT) is administered on the first day of the new academic year for the first years followed by a ten-day Bridge Course. The Research Centre of English has produced customized texts for all three levels, supplemented with work books and audio-visual aids.

Milagros: Touching Lives of the Marginalized is the second-best practise by the college. The practice takes care of the financial, material and academic needs of economically weak and marginalized students to a reasonable extent by providing fee concession/breakfast and noon meals/clothes/tour expenses for the less privileged. The students are sensitised to the needs of the under privileged and value of compassion is instilled in them.

Reach out to society through action (ROSA) is a distinctive feature of the college. ROSA is an extension activity of 120 Hrs for the final year UG students which focusses on community service. The college has won many awards – Best Social forum award in 2017, Best Social worker award. The college is now a recognised Swachhata action plan institution.

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

**Strength:**

1. Technically advanced and well-maintained infrastructure.
2. Active and committed Alumni association
3. Extension activities are embedded in the Curriculum.
4. Good number of new courses introduced.
5. Recording studio for E content to promote on-line learning
6. Location in the heart of the city and supported by dedicated Government transportation.
7. Commendable green and waste management practices.
8. Upgradation of PG to research centres.
9. College makes effort to enhance English speaking ability among its students.
10. There are good number of employment oriented self-financing courses
11. College has committed teaching and supporting staff

**Weaknesses:**

1. Only a few number of Major and Minor Research projects.
2. Revenue generating consultancy needs to be promoted.
3. Remuneration of Self-financing faculty needs urgent attention
4. Research Fellowship needs to be introduced and regularly paid to full time scholars
5. There should be focus on quality and quantity in Research publications in social sciences.
6. Efforts should be made to encourage more students to apply and appear in various competitive examinations

**Opportunities:**

1. To attract students from other states and countries
2. To open more self-employed and employment-oriented programs such as Law, Tourism, Physical Education, B. Ed, M. Ed, Hospitality and service management etc.
3. Strengthen the scope of the incubation centre by introducing new and innovative products and services
4. Strengthen short term programmes/training on soft skills, taxation, mushroom cultivation, tailoring, NGO training etc.
5. Get more grants from Government funding agencies/corporates under their CSR schemes to strengthen infrastructural and research facilities
6. Efforts can be made for students and faculty to participate in exchange programs with similar institutions at the national and international levels
7. Possibilities of collaboration with other women Universities in India and abroad to strengthen research, teaching and training activities

**Challenges:**

1. To establish parity between Aided and Self-financing teachers through suitable pay packages
2. To develop students from marginalized backgrounds with minimum knowledge of English to enable them to successfully give competitive examinations at the state and national levels

#### **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 attract and involve industry participation and collaboration for training, placement and consultancy
- To explore avenues to generate more revenue.
- Create a healthy research culture with fund and facilities from Government, industry and non-government agencies.
- Encourage more students to take up competitive exams
- To set up a Women's Study Centre

**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. RAJENDRA PRASAD DAS	Chairperson	
2	DR. LAKSHMI NAMBAKKAT	Member Co-ordinator	
3	MS. VEENA JAKKENAHALLI SIDDAPPA	Member	
4	Dr. L. Manjunatha Rao	NAAC Co - ordinator	

Place

Date

NAAC