



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

Accreditation - (Cycle - 1)

**PEER TEAM REPORT ON
INSTITUTIONAL ACCREDITATION OF
HAPPY VALLEY BUSINESS SCHOOL
C-36939**

**Coimbatore
Tamil Nadu
641105**

**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: | HAPPY VALLEY BUSINESS SCHOOL Coimbatore Tamil Nadu 641105 | |
| 2.Year of Establishment | 2007 | |
| 3.Current Academic Activities at the Institution(Numbers): | | |
| Faculties/Schools: | 1 | |
| Departments/Centres: | 1 | |
| Programmes/Course offered: | 1 | |
| Permanent Faculty Members: | 15 | |
| Permanent Support Staff: | 8 | |
| Students: | 240 | |
| 4.Three major features in the institutional Context (Asperceived by the Peer Team): | 1. Secured and spacious campus 2. Good infrastructure to meet the academic requirement 3. Dedicated faculty along with supportive management | |
| 5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure): | From : 02-03-2023 To : 03-03-2023 | |
| 6.Composition of Peer Team which undertook the on site visit: | | |
| | Name | Designation & Organisation Name |
| Chairperson | DR. KARAMJEET SINGH | Vice Chancellor,Jagat Guru Nanak Dev Panjab State Open University Patiala |
| Member Co-ordinator: | DR. POORAN KAVIDAYAL | FormerDean,Kumaun University |
| Member: | DR. MADHU VIJ | FormerProfessor,FACULTY OF MANAGEMENT STUDIES UNIVERSITY OF DELHI |
| NAAC Co - ordinator: | Dr. Jagannath Patil | |

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)

| Criterion1 - 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 |
| 1.1.2 QIM | The institution adheres to the academic calendar including for the conduct of CIE |
| 1.2 | Academic Flexibility |
| 1.3 | Curriculum Enrichment |
| 1.3.1 QIM | 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

College is situated in an urban set-up and striving to impart higher education to students of surrounding area and has sufficient infrastructure with built up area of 3462 sq.mt. College strictly adheres to the curriculum prescribed by the affiliating Anna University Chennai. The Academic programs and courses are in tune with the vision, mission and the objectives of the college. Annual Academic Calendar of the University is followed strictly. In addition to the core courses the college offers five add on/ certificate courses. More market linked and skill enhancing courses can be introduced.

ICT is augmented in pedagogy. Faculty members are in Board of Studies and academic council of the affiliating University which is helpful in communicating the needs and changes to be adopted in the curriculum. Cross cutting academic issues are also integrated into the curriculum. The College organizes seminars, workshops and invited lectures. Feedback from students and other stakeholder is taken and analysed by the IQAC team for improvements. It is displayed on the website. However, the feedback system needs to be further strengthened.

The CBCS pattern of teaching and learning is implemented. Students are given hands on experience through field projects and internship. Student support services are provided effectively.

The Continuous Internal Evaluation (CIE) is implemented and the schedule of CIE is reflected in the Academic Calendar. The CIE score is also proportionally considered in the University results. Communication skill and personality development issues are addressed through Essay Competition, Debate, Quiz, Group Discussions, Experimental Learning, Project Reports, Paper Presentations, Seminar and Assignments. Personality development classes, YOGA Programmes, SWACH BHARAT ABHIYAN, Celebration of National Festivals etc strengthens human values and add to national development. To expose the learners to recent technologies, the study tours and field visits are arranged by the college. The seminars and expert guest lectures are also arranged. Along with curricular, the co-curricular, extra – curricular and extension activities are scheduled well in advance. The college has addressed issues such as Gender sensitization, Women’s Health Care, Gender Sensitivity, Sensitization of Society against anti-ragging, Gender Discrimination, women Empowerment etc.

| 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 and organises special Programmes 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 |
| 2.3.2 QIM | Teachers use ICT enabled tools for effective teaching-learning process. |
| 2.4 | Teacher Profile and Quality |
| 2.5 | Evaluation Process and Reforms |
| 2.5.1 QIM | Mechanism of internal assessment is transparent and robust in terms of frequency and mode |
| 2.5.2 QIM | Mechanism to deal with internal/external examination related grievances is transparent, time- bound and efficient |
| 2.6 | Student Performance and Learning Outcomes |
| 2.6.1 QIM | 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 QIM | Attainment of programme outcomes and course outcomes are evaluated by the institution. |
| 2.7 | Student Satisfaction Survey |

Qualitative analysis of Criterion 2

The students` enrolment process is based on TANCET and CET conducted by Anna University to which the college is affiliated. Average enrolment was about 89 % of sanctioned seats. The strength of the students is 201 for the academic year 2020-21 out of which 13 students are from reserved categories. Student teacher ratio is 15:1. The average experience of the teachers working in the college is more than ten years. Total number of teaching faculty is 12 out of which six teachers are with Ph. D. degree. The College does not have specific strategy to identify learning level of students other than qualifying marks at the entry point. Regular remedial teaching, tutorials, home assignments, special classes for slow learners for capacity building can be initiated. Various modes such as class seminars, inter disciplinary lectures, case studies, role plays and group discussions used to encourage participatory learning. Experimental learning is evident through field visits, wall magazines, quizzes, debates etc.

Transparency has been assured in Internal Assessment by displaying marks on notice board for student clarification. There has also been a provision for Re-test for absentees and improvement tests/assignment. Grievances regarding evaluation of answer books of the semester end examination are redressed directly by the affiliating university/college. Scope for retotalling, availability of photo copy of assessed answer sheets and revaluation system exists at the University level. Good performance outcome is visible through university examination results. Average pass percentage is about 94.6 %.

The objectives, POs & COs of programmes are framed by the affiliating university which was duly displayed in the website of the college, as well as available in the departmental notice board. There exists a large scope for faculty to plan the course delivery and assessment in synchronization with the stated outcomes. The

institution claims CIA performance, attendance regularity and class participation of students as direct method for assessing outcome attainment whereas feedback mechanism, result analysis and placements are considered as indirect methods. IQAC may introduce training programmes on development and implementation of UGC prescribed outcome-based education model.

| 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 and has initiatives for creation and transfer of knowledge |
| 3.3 | Research Publications and Awards |
| 3.4 | Extension Activities |
| 3.4.1 QIM | Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years. |
| 3.5 | Collaboration |

Qualitative analysis of Criterion 3

It is a small college having only one Programme with limited opportunities for research. Number of Ph.D. degree holders among full time teachers is low. Affiliating university has yet to approve the eligibility of teachers to guide students for their Ph. D degree. However, in 2020-21 the college has received Rs.10.75 lakh grants from non-governments organisations for six projects. The college has reported to have completed three projects out of six sanctioned projects. The college has formed an Entrepreneurship cell to impart entrepreneurial education/skills amongst students through various trainings programs. The college has a lot of scope to conduct workshops/seminars on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship.

More initiatives are needed from faculty members on attending refresher and orientation courses for creation and transfer of knowledge. The IQAC/research committee has a large role to play in creating a research environment and in motivating teachers and students to undertake research projects. Non-Ph.D. teachers should be encouraged and facilitated to enrol for Ph.D. and pursue doctoral research. Teachers with Ph.D. are motivated to take up research projects and receive research grants from various government agencies.

College has conducted workshops on skill development and entrepreneurship. The faculties have been extended financial support to participate in seminar and workshops. Very few papers have been published in UGC approved Journals and in conference proceedings. Library is stocked with reference materials and journals. Free browsing centre has been made available for students and staff to access online resources. The college has few linkages and MOUs with Laghu Udyog Bharti and BNI for conducting workshops on career guidance, soft skill development etc.

Rotaract Club and Young Indians Cell are functional in the college to render social and community services. College has received awards for these activities. The college has some linkages for student exchange, internship, field trip, on-the-job training etc during the last five years. The state of research and innovation in

the college needs improvement.

With a number of units /clubs in the college functioning in this direction, more initiatives are feasible in these directions to augment social awareness in young minds. The college may create an ecosystem for innovation by planning an incubation centre for creation and transfer of knowledge and also focus on indigenous practices of identifying and solving the problems by various industries at the local level. Consultancy needs to be strengthened.

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 infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc. |
| 4.1.2 QIM | The Institution has adequate facilities for cultural activities, sports, games (indoor, outdoor), gymnasium, yoga centre etc. |
| 4.2 | Library as a Learning Resource |
| 4.2.1 QIM | Library is automated using Integrated Library Management System (ILMS) |
| 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 college has adequate physical infrastructure in terms of class rooms, computer lab, common room, seminar hall, auditorium, open air theatre, guest house, hostels and library to cater to the needs of existing programme. Approx. Rs. 39 lakhs have been spent for infrastructure augmentation. It is functioning in two storied building accommodating six classrooms, two staff rooms, seminar hall, Board room, computer lab with requisite equipment etc. Pure drinking water supply and uninterrupted power supply have been ensured. 65 KVA and 30 KVA genset, and UPS in laboratory installed. 60 computers are available for students' use. Student Computer ratio in the college is 3:1. All classrooms are air conditioned, Wi-fi enabled and have been fitted with LED projectors,

Good collection of knowledge resource available in the library and has a stacking of 7958 volumes with 3404 titles, 15 journals, 240 E- journals along-with relevant Magazines and newspapers. Computers are LAN connected with lease line speed of 100 MBPS. Hostel facility for boys and girls are available. Open air stage theatre of 300 seating capacity in the college is an attraction for conduct of cultural activities.

The library is using Campus ILIB -Version 4.5.0 (Computerized Academic Management Processing and Expert System Information Library) software and is having OPAC system. Subscription for e-resources from NLIST has been made to cater to the intellectual demands of both the students and the teachers. However, average number of walk in per day in the library is very low. Library needs to be upgraded and fully automated. Reprography facility is available for the use of students. The mechanism for the maintenance of physical, academic, sports and support facilities needs to be further strengthened and formalized. Canteen facility is available. Facilities available for disabled students like ramp, etc. Rain water harvesting and solar power are in place.

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 | Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities following duly established processes and norms (student council, students representation on various bodies) |
| 5.4 | Alumni Engagement |
| 5.4.1 QIM | There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services |

Qualitative analysis of Criterion 5

During the assessment period, students received 21 awards for outstanding performance in sports and cultural activities, out of which as many as 16 awards have been received in 2018-19 only. The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases. 40% of the students are being placed through campus placement cell, however efforts need to be made to place more students in quality jobs. Progression to the higher education is very poor. Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities.

Average number of students (other than reserved categories) benefitted with scholarships and free-ships for the last five years is only four. However average percentage of students benefitted by scholarships, free-ships etc. provided by the institution / non- government agencies during the last five years is 58.25. During the last five years 66 percent students have been offered career guidance and guidance for competitive examinations by the college.

However, the average number of students qualifying for national / international level examinations for the last five years is negligible. It needs extra attention and efforts. Progression to the higher education is only six percent. Student mentoring structure may be designed and implemented. Capacity building and skill enhancement, guidance for competitive examination and career counselling initiatives are to be taken seriously.

The college has an Alumni Association called "Happy Valley Business School Alumni Association" which was registered on 01/12/2021. Since it's a newly created association, it does not yet have a visible involvement in college activities. Contribution by Alumni Association is Rs. Sixty thousand. Strengthening of

alumni base, documentation of activities and making alumni association more functional will benefit the students.

| 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 and in tune with the vision and mission of the institution |
| 6.1.2 QIM | The effective leadership is visible in various institutional practices such as decentralization and participative management |
| 6.2 | Strategy Development and Deployment |
| 6.2.1 QIM | The institutional Strategic / Perspective plan is effectively deployed |
| 6.2.2 QIM | 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 QIM | The institution has effective welfare measures for teaching and non-teaching staff |
| 6.3.5 QIM | Institutions 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 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 institution is a private self-financing college in an urban centre. The organisational structure shows a hierarchy of Board of Management, Governing Bodies, the Principal and HOD. The principal coordinates the academic and administrative activities of the college. Functional committees have been formed for smooth functioning of academic and administrative activities. There is a lot of scope of utilising the ERP management

and E governance for the periodic review of academic and administrative activities. The institution has signed MoU's with Laghu Udyog Bharthi (LUB), a Pan India association for MSME's. Welfare measures for teaching and non-teaching staff include provision of EPF, transport facility, travel, leaves as per rules, salary advance etc. Financial support for attending conferences, workshops and FDP/OP/RC has been extended to improve teaching and learning output of the college.

It is suggested that the IQAC cell may perform a more leading/active role by obtaining stakeholders' suggestions in facilitating quality enhancement in the College. The feedback from various stakeholders could be used to strengthen the overall placements in the College.

IQAC was established in 2017 and has the potential to become more proactive by drawing well defined action plans, procedures and quality assurance strategies. Pedagogical training may be arranged by IQAC from time to time. Management need to strengthen a policy on the service regulations, conduct and disciplinary regulations of employees of the institution . The College Management has indigenously designed PBSA (Performance based self-appraisal) System for faculty for quality improvement in education. Key Result Areas (KRA's) like research articles, publications, University results etc are used to measure performance of faculty members. The same has to be drafted as per UGC norms and linked to increments / annual incentives. This is essential for quality improvement and motivation of staff. An appraisal system needs to be designed for non-teaching staff also.

Fee collection has been the main source of revenue. The college does not have specific strategies for mobilisation of funds from external sources and for optimal utilization of resources. Expenses on Infrastructure maintenance, software expenses, staff welfare etc have been borne by the College Management. Resource mobilization through alumni, stakeholders courses may be encouraged. Internal Administrative and Academic Audit has to be conducted. College management may draft policy for periodic review of administrative and academic departments. MOUs signed may categorically mention specific quality initiative and systematic recording of quantitative analysis of incremental improvement made during the preceding five years will help in decision making for improvement.

| 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 | Measures initiated by the Institution for the promotion of gender equity during the last five years. |
| 7.1.3 QIM | Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words) <ul style="list-style-type: none"> • Solid waste management • Liquid waste management • Biomedical waste management • E-waste management • Waste recycling system • Hazardous chemicals and radioactive waste management |
| 7.1.8 QIM | 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 QIM | 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 QIM | Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words). |
| 7.2 | Best Practices |
| 7.2.1 QIM | Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual. |
| 7.3 | Institutional Distinctiveness |
| 7.3.1 QIM | 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 has facilities for gender sensitivity by constituting appropriate committees and cells. All Statutory Cells and Committees like Anti women harassment cell, Grievance cell and Anti ragging cell have been formed. The Institute's efforts are encouraging in the area of gender equity with 40% female students. Sanitary napkin vending machines have to be installed. Various seminars need to be organised to sensitize students regarding constitutional and legal rights of women, remedies against domestic and outside violence, Indian Knowledge System, Human Rights etc.

The college has taken steps in Solid waste management, Liquid waste management and E-waste management. Undue water wastage due to Reverse Osmosis treatment has been minimised by using the waste water for garden. E-waste generation is reduced by buy back system in which the out-dated systems are returned to the company from where they were purchased. For rain water conservation, bore wells and water tanks are constructed. The college uses LED for Energy savings. Alternative energy like solar has been implemented. There is ban on use of plastics. Tree plantation has been done by students and teachers. The institution has a system for green-auditing. The college has received certificate of Best Green Campus Award in the year 2020 from Nature Science Foundation. Cultural, literary and sports events unearth innate ability of students without any discrimination. To ensure inclusive environment and to imbibe constitutional obligations in the minds of students the college has initiated various activities such as anti-ragging campaign, voters' awareness campaign, Swachh Bharat Abhyan, child safety campaign, life skill training for school kids, covid safety and

vaccine drives, food relief for the needy etc.

The college celebrates national and international commemorative days to impart values, motivation, integrity, commitment and patriotism. Celebrations in commemoration of Teachers' Day, National Youth Day, International Yoga Day, International Women's Day, World environment day, Diwali, Pongal, Christmas and New Year etc were arranged.

The college claims to have two best practices: 1. Social Laboratory Model and, 2. Promotion of Gross national Happiness.

The main objective of the first practice is to serve the local business community. The college has signed Memorandum's of Understanding (MOU's) with: i. Confederation of Indian industries; ii. Young Indians; iii. Business network International; iv. National Institute of Personnel Management and v. Laghu Udyog Bharati

Students discuss the local business problems and try to identify the cause of the problem to address it. Possible solutions to business challenges are implemented with the businesses in the vicinity, after explaining the same to the business owners. Second practice seems to be just an extension of first best practice

Institutional Distinctiveness: The College has mentioned 'Immersive experiential learning' as area for institutional distinctiveness. It encourages the students to improve their physical and mental health and well-being with the help of various management activities.

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

Overall Analysis

Strength:

- Locational advantage of the college having a good infrastructure.
- Committed management giving full autonomy in the academic and administrative area.
- Availability of land for future expansion.
- Good ambience for active participation in carrying out extension activities.
- Being fully residential, hostel facilities are available both to boys and girls.

Weaknesses:

- Lack of quality research publication by the faculty members.
- Lack of effective formal linkage and association with organizations, industries and professional bodies need to be pursued.
- Upward growth of students has been not observed due to single PG program
- Absence of collaboration and consultancy with industries for funds and employment.
- Less initiative to mobilise funds for carrying out research projects from various agencies and local

industry

Opportunities:

- Using locational advantage for enhancing employability in graduates in enterprise education and entrepreneurship.
- Collaborating with organizations and local level industries to offer an innovative ecosystem to the students.
- Involving faculty and students to undertake research and consultancy projects at the local level.
- Utilizing the alumni network formally and optimally using their expertise.
- Strengthening of Career Placement Cell and Industry Academia relation
- Scope for effective implementation of more inter disciplinary/ add-on/ certificate courses.
- Good investments made in ICT to be fully utilised by training teachers on e-content development

Challenges:

- Increasing geographical diversity in the intake of students.
- Motivating faculty for enhancement of quality research, publications and obtaining funded projects
- Keeping pace with changing technological advancements
- Qualification/quality enhancement of permanent faculties
- Initiating collaboration with local industry to generate consultancy work for resource mobilisation.

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)

- As per NEP-2020 dictate, the college need to develop as a multi-disciplinary institution.
- Faculty needs to cultivate research -oriented environment in the institution and should publish in quality journals.
- Efforts be made to ensure quality placements to the students along with training and career guidance/ counselling to the students
- Introduction of more skill-based certificate courses and special classes for NET/SET and other competitive examinations need to be introduced.
- Alumni association should be more involved in various activities like mentoring placements etc for the students. With their help, consultancy projects could be undertaken.
- College needs to follow strictly UGC norms in respect of pay scales and service conditions of the faculty.
- Service conditions and pay scales of the non-teaching staff needs to be formalised.
- IQAC needs to become more vibrant and proactive as per NAAC guidelines for quality maintenance, sustenance and enhancement.
- Efforts should be made to install the lift in the college.
- Faculty should be encouraged to use ICT for developing e-contents for the students and keep updated in respect of technological advancement

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. KARAMJEET SINGH | Chairperson | |
| 2 | DR. POORAN KAVIDAYAL | Member Co-ordinator | |
| 3 | DR. MADHU VIJ | Member | |
| 4 | Dr. Jagannath Patil | NAAC Co - ordinator | |

Place

Date