



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

Accreditation - (Cycle - 4)

**PEER TEAM REPORT ON
INSTITUTIONAL ACCREDITATION OF
SAVITRIBAI PHULE MAHILA MAHAVIDYALAYA SATARA
C-11187**

**Satara
Maharashtra
415001**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
An Autonomous Institution of the University Grants Commission
P.O. Box No. 1075, Nagarbhavi, Bengaluru - 560 072, INDIA**

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Section I: GENERAL INFORMATION		
1. Name & Address of the institution:	SAVITRIBAI PHULE MAHILA MAHAVIDYALAYA SATARA Satara Maharashtra 415001	
2. Year of Establishment	1989	
3. Current Academic Activities at the Institution (Numbers):		
Faculties/Schools:	4	
Departments/Centres:	10	
Programmes/Course offered:	7	
Permanent Faculty Members:	18	
Permanent Support Staff:	6	
Students:	967	
4. Three major features in the institutional Context (As perceived by the Peer Team):	1. Well equipped green campus 2. Beautiful natural ambiance and geographical location 3. Outstanding sports and cultural activities	
5. Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	Visit Date From : 14-03-2024 Visit Date To : 15-03-2024	
6. Composition of Peer Team which undertook the on site visit:		
	Name	Designation & Organisation Name
Chairperson	DR. DEEPAK KUMAR BEHERA	Vice Chancellor, Sambalpur University
Member Co-ordinator:	DR. GEETA PARWANDA	Dean, SWAMI VIVEKANAND SUBHARTI UNIVERSITY MEERUT
Member:	DR. MEENAKSHISUNDARARAJAN AVUDAINAYGAM	Principal, S T HINDU COLLEGE
NAAC Co - ordinator:	Dr. Jagannath Patil	

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Section II: CRITERION WISE ANALYSIS

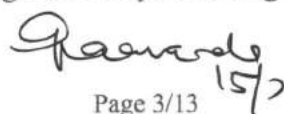
Observations (Strengths and/or Weaknesses) on each qualitative metrics of the key Indicator under the respective criterion (This will be a qualitative analysis of descriptive nature aimed at critical analysis presenting strength and weakness of HEI under each criteria)

Criterion I - Curricular Aspects (Key Indicator and Qualitative Metrics (QIM) in Criterion I)	
1.1	Curricular Planning and Implementation
1.1.1 QIM	The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment
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 in transacting the Curriculum
1.4	Feedback System

Qualitative analysis of Criterion I

The College, affiliated with Shivaji University, Kolhapur, offers a range of undergraduate and postgraduate programmes, strictly following the curriculum set by the university. Since June 2018, it has adopted a semester pattern aligned with the choice-based credit system, allowing for greater academic flexibility. Over 30% of the faculty actively contribute to curriculum design, serving as Board of Studies members. To ensure effective planning and implementation, various committees such as academic calendar & prospectus, timetable, internal academic monitoring, and Continuous Internal Evaluation (CIE) are functioning. However, there is room for enhancement in the number of value-added and add-on courses. Adhering strictly to the timeline provided by the affiliated university, the College communicates updates through notices, prospectus, and the website. Departmental Academic Calendars and timetables are prepared, ensuring smooth workflow and accountability. Semester-end reports on syllabus completion and departmental activities are submitted as per protocol. The curriculum, based on Shivaji University's guidelines, encompasses a diverse range of subjects such as inequality, poverty, unemployment, economic growth, human development, and international trade. Economics courses delve into regional imbalances, financial responsibility, and planning, fostering values like gender equity and human development. Employing student-centric approaches like Group Discussions, Seminars, Projects, Field visits, Quizzes, Case Studies, Clinical Procedures, and Internships enrich classroom experiences. However, there is a need for more skill-oriented courses tailored to meet current demands, emphasizing experiential learning. Regular Preliminary Examinations and Diagnostic Tests gauge students' academic progress and help in slow and advance learners mechanism. The CIE Committee oversees these activities throughout the year, managing tasks like timetable creation, question paper setting, and examination sessions. Notices are issued to departments regarding CIE activities, ensuring smooth coordination. During the challenges posed by COVID-19, the institution seamlessly transitioned CIE activities to online platforms like Google Forms and Google Classrooms, maintaining continuity in assessment and evaluation. The curriculum not only focusses on academic subjects but also integrates crosscutting issues like gender sensitivity, environmental sustainability, human values, and the right to health. Topics such as sustainable sewage treatment and reuse of treated effluent for gardening are incorporated, promoting a holistic understanding of societal and environmental issues. Courses like Entrepreneurship Development and Communication Skills in English emphasize the integration of human values, nurturing students not just academically but also ethically and socially. The institution's curriculum framework, aligned with Shivaji University's standards, emphasizes holistic development, incorporating both academic and societal values. With ongoing efforts to enhance offerings and adapt to changing circumstances, it continues to provide a

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nurturing environment for students' growth and development. The examination systems are followed as per the rules and regulations of the affiliated university. PSOs, COs and course attainment analysis need to be more structured and strengthened.

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	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
2.4	Teacher Profile and Quality
2.5	Evaluation Process and Reforms
2.5.1 QIM	Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient
2.6	Student Performance and Learning Outcomes
2.6.1 QIM	Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website
2.6.2 QIM	Attainment of POs and COs are evaluated. Explain with evidence in a maximum of 500 words
2.7	Student Satisfaction Survey

Qualitative analysis of Criterion 2

The College adheres strictly to the rules and regulations set forth by the State Government for the admission process. Assessments are conducted to evaluate students' varying learning levels, allowing for tailored teaching methodologies suited to both slow and advanced learners, although there is a need for a more structured approach in this regard. Despite governmental obstacles in filling permanent positions, the management has appointed CHB-Full Time Staff to address staff shortages, with a current faculty count of 30 members. Both the Academic calendar and CIE Calendar are meticulously prepared and implemented. Student-centric methods such as experiential learning, participative learning, and problem-solving approaches are integrated into teaching practices. However, there is a necessity for teachers to undergo regular training in utilizing ICT tools for effective teaching. The mentor-mentee relationship also requires strengthening. Continuous internal evaluation is practiced under the CBCS System, with a well-defined grievance redressal mechanism in place. Programme outcomes and course outcomes are communicated to students. Regular student satisfaction surveys are conducted, and feedback from stakeholders on various aspects including curriculum, infrastructure, and the teaching-learning process is displayed on the college website. Feedback analysis drives corrective measures if necessary. Teachers are encouraged to focus on experiential, participative learning, and problem-solving methodologies through the use of ICT tools and online resources, promoting holistic education among students. Adequate infrastructure including seminar halls, classrooms, language laboratories, and computer labs supports these endeavours. ICT-enabled tools such as educational videos on YouTube, online self-learning material from Shivaji University, Google-friendly searches, Google Classroom, and e-content creation software are utilized for effective teaching and learning. The college has established a transparent mechanism for internal assessment. However, periodic external assessment should be conducted by the College. University evaluation patterns are communicated to students, and semester-wise theory/practical exams are conducted as per university norms. Examination-related notices are disseminated via WhatsApp groups. Grievances about University exam results can be addressed within fifteen days online,

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allowing students to verify, re-verify, or obtain photocopies of their answer books as per the norms of the university. Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs) are prominently displayed in the College and department notice boards. However, facilitation of student awareness and understanding needs to be strengthened. Additionally, short-term courses, bridge courses, and remedial coaching are provided, ensuring holistic development and academic success.

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, 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
3.3	Research Publications and Awards
3.4	Extension Activities
3.4.1 QIM	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.
3.4.2 QIM	Awards and recognitions received for extension activities from government / government recognised bodies
3.5	Collaboration

Qualitative analysis of Criterion 3

The institution, with prior permission from CDC, provides seed money for research endeavours by both teachers and students. Currently, seven research guides have successfully supervised six Ph.D. scholars. The IPR and Entrepreneurship cell try to foster research awareness and encourages innovative thinking among students. More number of workshops on Intellectual Property Rights, Research Methodology, and Entrepreneurship need to be conducted in a more structured format.

Faculty members publish research papers, with many appearing in UGC care listed Journals. Additionally, edited reference books, textbooks, and book chapters authored by faculty contribute to scholarly discourse. Various departments have established linkages and collaborations with institutes, colleges, governmental organizations (GOs), and non-governmental organizations (NGOs), with Memorandums of Understanding (MoUs) facilitating both curricular and extracurricular activities. Seminars, conferences, expert guest lectures, and extension activities further enrich academic engagement.

The college organizes events such as Trade Fairs, featuring Handicrafts and Books Exhibitions, and activities under the Arts Circle themed on Indian history, culture, and national integration. Provision of seed money for research has benefited 21 faculties over the past five years. While students have participated in national and state-level workshops and conferences, there's a need for more sensitization sessions on research and innovation.

One faculty member has obtained a patent, reflecting the institution's commitment to fostering innovation. Extension activities engage the local community, with awareness programmes on health, hygiene, environment protection, organic farming, and women empowerment conducted through guest lectures and street plays. These initiatives aim to spread awareness on critical issues like education and gender equality,

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fostering a sense of social responsibility among students.

Engagement with nearby Zilha Parisad schools sees volunteers from various departments providing educational support. The college continually encourages faculty and students to strive for excellence across various domains. Prioritizing community service, the college has adopted the village of Chinchani, Tal & Dist. Satara, for extension activities aimed at raising awareness.

The dedication and contributions of both students and faculty have been recognized, with accolades such as "good teacher" awards conferred by the university. Through its multifaceted approach to research, community engagement, and academic excellence, the institution continues to make meaningful contributions to both scholarly pursuits and societal development.

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

4.1	Physical Facilities
4.1.1 QIM	<p>The Institution has adequate infrastructure and other facilities for,</p> <ul style="list-style-type: none"> • teaching – learning, viz., classrooms, laboratories, computing equipment etc • ICT – enabled facilities such as smart class, LMS etc. <p>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.)</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>Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection</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 institution prides itself on its own three-story building, providing the necessary infrastructure to facilitate the operation of four undergraduate and two postgraduate programmes spanning across the disciplines of Arts, Commerce, and the professional course BCA. Ensuring a conducive learning environment, the institution offers a wealth of facilities, the majority of which are ICT-enabled. These include state-of-the-art computer labs, a central and departmental library, an examination strong room, IQAC room, NAAC room, administrative office, canteen, indoor and outdoor sports facilities, a ladies' gymnasium, consumer stores, health centre, and a common room for girls.

Central to academic resources is the institution's central library, with a collection of books and e-resources. While the library is partially automated through the LIBRERIA library management software developed by MKCL, Pune, it is also equipped with reading rooms, students tracking software, and membership with INFLIBNET N-LIST, enabling access to a plethora of e-journals and e-books. Despite meeting basic

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requirements, there's a recognized need for modernization and improvement in library infrastructure to further enhance the learning experience.

Complementing the library are various well-equipped labs tailored to specific disciplines, including a B.C.A. lab housing 52 computers, a language lab equipped with 13 computers, and a commerce lab accommodating 25 computers. An ICT room, equipped with PCs, internet access, LCD screens, and TVs with an I-ball system, serves as a hub for online training and educational activities.

Embracing sustainable practices, the institution maintains and updates its IT facilities, which include Wi-Fi access, under the careful guidance of the Rayat Management, CDC, and IQAC. Adherence to appropriate standards for the selection, purchase, setup, and maintenance of all computing and networking equipment is overseen by a dedicated technical committee. Additionally, the institution invests in essential licensed software such as LIBRERIA, Students Tracking Software, and TALLY ERP-9 to support various academic and administrative functions.

Recognizing the importance of user proficiency, regular training sessions are to be conducted by the technical committee to familiarize users with the IT infrastructure and software applications. Moreover, the institution places a strong emphasis on academic and administrative compliance through IT service management practices. However, a robust staff development programme need to be strengthen.

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	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

Under various Government Scholarships, a majority of students have been benefited, receiving Rs. 81,58,743/- over the last five years. The institution has undertaken number of capacity enhancement initiatives, fostering the holistic development of students. However, there is a pressing need for more initiatives to strengthen the Career Counselling Cell with qualified experts. The Placement Cell has to attract a few of companies for placements.

Many meritorious students have secured scholarships from both the University and central government, enabling them to pursue higher education. The institution has instituted awards and medals at various levels, be it University, State or National, in sports and cultural activities. Despite organizing numerous sports and cultural events, there is a need to further motivate students to actively participate in such activities.

A registered alumni association, established under the Public Trust and Society's act in 2022-23, serves as a platform for former students to contribute to the institution's advancement. The alumni, comprising academicians, entrepreneurs, legal experts, political leaders, and social workers, actively engage at different levels. Over the past five years, the association has contributed a total of Rs. 13,08,940/- towards various initiatives. Alumni play a pivotal role in guiding students, imparting skills and crafts, without any financial rewards, aiming to foster a sense of belongingness and promote general welfare among members. However, there is enough room for improvement in enhancing alumni meet and interaction-related activities to bolster

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the college's perception and branding. Efforts should be directed towards alumni engagement for the professional and personal growth of current students. Recording alumni contributions systematically can aid in improving infrastructure and teaching methods. Furthermore, the institution can explore avenues for channelizing student exchange and placement activities through the alumni association, organizing regular meets to facilitate networking and collaboration. Framing policies and regulations for institutional endowment and other alumni contributions can ensure sustainable support for the institution's growth and 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	The institution has performance appraisal system, 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 QIM	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)
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. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities

Qualitative analysis of Criterion 6

The College Development Committee (CDC), serves as one of its major wings of the institution as per the norms of the university. Delegating authority to the Principal, department Heads, Chairpersons of various committees, and Coordinators of different units and cells, the CDC ensures effective governance. The principal, in turn, decentralizes powers and responsibilities appropriately to ensure administrative and financial autonomy, safeguarding the institution's interests and those of its stakeholders.

Heads of departments and committee chairpersons oversee activities within their respective domains, interacting with the principal as needed. Through participatory management, students are given representation on various academic and administrative bodies, fostering inclusivity in decision-making processes. Events and programmes are organized collaboratively, with involvement from all stakeholders.

Parent associations provide a platform for parental involvement, with meetings held to review college activities. Students are encouraged to become members of the College Development Committee, further facilitating student engagement in institutional governance. Sister institutes in science, engineering, law, management, and education complement the College, enabling the provision of interdisciplinary courses.

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The Head of Institution (HoI) assumes ultimate responsibility for smooth functioning, guiding faculty in academic planning and effectively implementing activities throughout the academic year. Various committees, comprising faculty, students, and non-teaching staff, are formed to decentralize powers and foster positive relationships with stakeholders. Management should enhance the salary of self-financing teachers.

With a perspective plan spanning five years, the College adheres to UGC and government norms in full time faculty appointments. Performance appraisal systems are in place for both teaching and non-teaching staff, supplemented by welfare measures, particularly for women. The Career Advancement Scheme supports full time faculty career development, while training programmes benefit both teaching and non-teaching staff. More number of well qualified teachers be appointed by the management.

Resource mobilization and optimal utilization, including funds from government and NGOs, are managed efficiently, with regular financial audits ensuring transparency and accountability. Well-defined policies govern resource utilization, with funds disbursed through various modes like cheque, RTGS, or NEFT. Internal and external audit systems monitor financial transactions, ensuring compliance with established norms.

The Internal Quality Assurance Cell (IQAC) works tirelessly to enhance the institution's academic and administrative status, promoting continuous improvement and quality enhancement across all facets of college operations. Through collaborative governance, transparent financial management, and a commitment to quality assurance, the institution strives to provide an enriching educational experience for all stakeholders.

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	Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years. <i>Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words</i>
7.1.4 QIM	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)
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 college is dedicated to maintaining gender equity among staff within its campus, with curricula addressing pertinent gender-related aspects. Workshops and lectures on gender awareness further promote inclusivity and sensitivity. Functional committees such as Vivekvahini, Anti-ragging Committee, and Internal Complaint Committee play vital roles in raising awareness and ensuring a safe and respectful environment for all.

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Inclusiveness is a cornerstone of the College's ethos, offering facilities and creating an environment conducive to students from diverse backgrounds. Cultural programmes, extension activities, trade fairs, and sports events foster inclusivity. Policies need to be formulated to provide physical facilities and extra time for exams to differently-abled students, ensuring their equitable participation.

The College actively promotes cultural and linguistic harmony through various activities and programmes. Initiatives promoting codes of conduct and ethics, including induction programmes, principal addresses, and commemoration of national and international days, reinforce a sense of shared values and mutual respect among students.

Environment consciousness and sustainability are integral to the College's mission. Sincere efforts are made to conserve the environment and raise awareness among students. Initiatives such as solar systems, LED bulbs, rainwater harvesting, water reuse, vermin-composting, bio-gas, No Vehicle Day, and drip-irrigation contribute to environmental sustainability. Regular audits ensure accountability and progress in environmental initiatives.

Vivekvahini plays a crucial role in organizing workshops on human values, social responsibility, mental health, life skills, and environmental awareness. Extension activities like eco-friendly Ganesh Utsava and cracker-free Diwali campaigns aim to address social issues and promote responsible behaviour.

The College offers short-term courses to equip students with essential skills, enhancing their employability. Under the Pradhanmantri Koushalya Vikas Yojana, courses are conducted to impart vocational skills. Training programmes by reputable industries such as BOSCH, Mahindra Pride, and TCS are conducted on campus to facilitate student placement.

A distinctive feature of the college is its focus on women empowerment, providing a safe, secure, and green ambience for all. Drawing students from villages in Satara's hilly and drought-prone areas, the college not only offers infrastructure but also financial aid and skill-oriented courses tailored to regional needs. Workshops, training programmes, and social extension activities contribute to the holistic development of students, reflecting the college's commitment to nurturing responsible and empowered individuals.

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

Overall Analysis

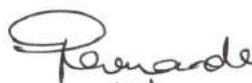
Strength:

- Well-equipped green campus
- Participative management
- Beautiful natural ambience and geographical location
- Well-furnished language laboratory
- Scholarship scheme covering all the students
- Outstanding sports and cultural activities

Weaknesses:

- No campus placement
- Inadequate funds for research and innovative teaching
- Industry-academia gap

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- Inadequate land for the academic expansion
- Limited number of PG courses
- Limited number of permanent faculty members leading to lack of faculty diversity
- Inadequate number of projects funded by National funding agencies

Opportunities:

- Undertake meaningful community engagement programmes in partnership with local communities
- Establish a robust Incubation Centre for encouraging start-up ideas
- Undertake collaborative research with reputed institutions in India and abroad
- Showcase the talents of the students both at the national and international levels
- Introduce innovative skill-oriented courses in alignment with local culture and ecology

Challenges:

- Many of the students are first generation learners
- Parents are reluctant to provide higher education to their grown-up daughters
- Lack of space for further expansion of academic activities
- Inadequate number of full-time faculty to shoulder up co-curricular and extra-curricular activities
- Non-ending familial obligations of the students to concentrate more on academics

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)

- Establishment of a new (second) campus for expansion of academic, research, sporting and cultural activities
- In-campus placement needs to be strengthened
- Facilities for enhancement of skill-oriented programmes
- Introduction of a well-designed bridge course in English for improving communication skill of the students
- Introduction of MCA, MBA and other undergraduate courses for higher retentions of students
- An exclusive playground for the students for encouraging sporting activities
- Structured internship and student exchange programmes for quality education
- Frequent parents and alumni meetings for developing a robust feedback mechanism
- Hostel accommodation facilities need to be strengthened
- Effective students' representation in all decision-making bodies

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I have gone through the observations of the Peer Team as mentioned in this report

Signature of the Head of the Institution



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Principal
Savitribai Phule Mahila Mahavidyalaya
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1	DR. DEEPAK KUMAR BEHERA	Chairperson	<i>DKB chera</i> 15/3/24
2	DR. GEETA PARWANDA	Member Co-ordinator	<i>Geeta</i>
3	DR. MEENAKSHISUNDARARAJAN AVUDAINAYGAM	Member	<i>A m...</i> 15/3/24
4	Dr. Jagannath Patil	NAAC Co - ordinator	

Place *Satara*
Date *15/3/24*