



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

Accreditation - (Cycle - 3)

**PEER TEAM REPORT ON
INSTITUTIONAL ACCREDITATION OF
INDIRA GANDHI INSTITUTE OF DEVELOPMENT RESEARCH**

**Mumbai
Maharashtra
400065**

**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:	INDIRA GANDHI INSTITUTE OF DEVELOPMENT RESEARCH Mumbai Maharashtra 400065	
2.Year of Establishment	1995	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:		
Departments/Centres:	0	
Programmes/Course offered:	3	
Permanent Faculty Members:	26	
Permanent Support Staff:	24	
Students:	100	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. Strong empirical economics focus in research and teaching with high policy links and academic publications 2. Flexible programme that is continuously updated 3. High student teacher ratio	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 10-10-2018 To : 12-10-2018	
6.Composition of Peer Team which undertook the on site visit:		
	Name	Designation & Organisation Name
Chairperson	MR. R S DESHPANDE	FormerDirector,ISEC
Member Co-ordinator:	DR. PRANAB MUKHOPADHYAY	
Member:	DR. DHULASI BIRUNDHA VARADARAJAN VARADARAJAN	Professor,Madurai Kamaraj University
Member:	DR. BISWAMBHARA MISHRA	Dean
Member:	DR. N V MURALIDHAR RAO	
Member:	DR. PARTHASARATHY R	Director,Gujarat Institute of Development Research
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)

Criterion 1 - Curricular Aspects (Key Indicator and Qualitative Metrics (QIM) in Criterion 1)

1.1	Curriculum Design and Development
1.1.1 QIM	Curricula developed /adopted have relevance to the local/ national / regional/global developmental needs with learning objectives including program outcomes, program specific outcomes and course outcomes of all the program offered by the University
1.2	Academic Flexibility
1.3	Curriculum Enrichment
1.3.1 QIM	Institution integrates cross cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum
1.4	Feedback System

Qualitative analysis of Criterion 1

The institute offers MSc/MPhil/PhD courses. The MSc programme requires a student to cover 8 core and 8 optional courses. These courses are also taken by M.Phil/PhD students as part of their course work. The research students get a waiver from a core course if they pass a waiver exam conducted for them. A sub-committee of teachers and external experts reviews the core course syllabus regularly and recommends the content with updates with proper reading/reference materials. The optional courses are more flexible in content.

The courses focus on grounding in the theories and analytical tools and the faculty ensures up to date developments in the subjects. Employability is the focus of the courses designed. Slow track option is given to the slow learners. Students are placed in academics and prestigious industries. RBI also absorbed the students of the Institution. Very impressive publication and citation record has been noted during the period under review. Students also co-author publications. The institute is known for its flagship annual publication India Development Report.

Enrichment of the curriculum is ensured through revisions and adding courses with cross cutting interests for the students. A course on topology was introduced recently and that is liked by the students. Curriculum is quite innovative and frequently revised based on the needs and new developments. Another course on Politics, Philosophy and Economics for three weeks was included. Excellent research record compared with other similar institutions. A teacher who worked at RBI in the policy division teaches Monetary Policy bringing in the practical knowledge in teaching along with theory. Teachers from international institutions are invited to interact with students; collaborations with many foreign universities have been established. Admissions are effected through a competitive examination conducted in 22 centres across the country and as the entry is based on this performance geographical spread cannot be criteria for admissions. However, reservations as per government norms are ensured.

Teachers have full academic autonomy and flexibility in designing the courses and imparting the training. Core courses are revisited once in three years and optionals with higher frequency.

Feedback system exists and an anonymous online feedback is taken from the students. This process should be brought to the notice of students. Academic audit could be planned. The course details could be placed on the website for wider communication especially for prospective students and peer information.

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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, after admission and organises special programs 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
2.4	Teacher Profile and Quality
2.5	Evaluation Process and Reforms
2.5.4 QIM	Positive impact of reforms on the examination procedures and processes including IT integration and continuous internal assessment on the examination management system
2.6	Student Performance and Learning Outcomes
2.6.1 QIM	Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students
2.6.2 QIM	Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution
2.7	Student Satisfaction Survey

Qualitative analysis of Criterion 2

About 35 students enrol for the MSc programme and 15 for the MPhil and PhD programme each year. Students are admitted based on a rigorous test administered at 22 centres spread across country to ensure accessibility of all regions. M Phil and PhD admissions are also done at the Institute level based on the entrance test and interviews. Institute has students from majority of the states in India for M Phil and Ph D but that cannot be ensured for MSc course as the admissions are based on strict merit.

Since there are about 26 teachers, there is a very high teacher-student ratio of almost 1:3. Every student is assigned a faculty mentor with whom the student meets regularly to discuss academic and even personal matters. The institute follows a relative grading system. The assessment is fully internal with at least 50% component as a written assessment and an end semester examination. The intra semester assessment differs from course to course based on requirement and includes term papers, presentations, project work, etc. The Institute follows a Choice Based Credit system. Learning outcomes are exhibited by evaluation of feedback that is compulsorily taken course-wise at the end of the semester. There is a near 100% passing percentage of students.

Large number of Girl students could be observed. With the innovative slow track scheme the Institute corrects the diversity in performance. Students are assigned mentors at the time of admission and that ensures that the gaps (if any) in the teaching-learning process are taken care on regular basis. The students are in constant touch with their teachers and that brings in smoothness in their learning system.

Teachers maintain highest national standards by excellence in research and teaching methods, having trained or spent time in their career in well-known institutions both in India and abroad. Teachers have publications in prestigious international Scopus indexed journals and books. There has been impressive rise in the number of Scopus-indexed publications over the last ten years.

The examination process is internal and the teacher is solely responsible for the examination but the results are consolidated in the Dean's office. Efforts should be made to make the assessment system more anonymous and systematically involving at least one examiner (even from within the institution) other than the teacher alone in core courses.

Students have shown excellent performance over years and they get placements in very prestigious companies and institutions. Programme outcomes and contents are shared on the internal network but would be more helpful if placed on the website. Students may desire to have full access and transparency in the grading system along with the marks obtained; this could be revised while revisiting the examination system.

Institute can consider mandatory disclosure on their website of their programme outcomes and a unique and important systems followed in the teaching and learning process for those who wish to learn about the system.

Overall, students and alumni seemed satisfied with teaching, learning and evaluation process. The strong teacher student link in the research programme is evident for the feedback received and is one of the strengths of the academic process.

Criterion3 - Research, Innovations and Extension (Key Indicator and Qualitative Metrics(QIM) in Criterion3)	
3.1	Promotion of Research and Facilities
3.2	Resource Mobilization for Research
3.3	Innovation Ecosystem
3.3.1 QIM	Institution has created an eco system for innovations including Incubation centre and other initiatives for creation and transfer of knowledge
3.4	Research Publications and Awards
3.5	Consultancy
3.6	Extension Activities
3.6.1 QIM	Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years
3.7	Collaboration

Qualitative analysis of Criterion 3

The research programme of the Institute includes faculty and student research. It is very strongly focused on economic policy and driven by the research interests of individual faculty member. The institute faculty serve on many distinguished policy platforms including the Economics Advisory Council of the Prime Minister of India and Niti Aayog. One of the important tasks completed by the Institute faculty in the recent past is about the Bankruptcy code for the Finance Ministry of the Government of India.

Research projects from national and international agencies add significantly to the research programme of the institute. Institute has recently received very prestigious projects from Bill and Melinda Gates Foundation and Finance Ministry of Govt of India. The output of such research is disseminated as IGIDR publications in the form of discussion papers, project reports, books, monographs and journal articles.

The broad areas of research covered by the faculty include: Economic Reforms and Macroeconomic Policies, Public Economics, International Trade and Exchange Rates, Industrial Organisation, Industrial Economics, Game Theory, Financial Sector and Banking, Agricultural Economics, Food Policy, Poverty, Safety Nets, PDS, Rural Development, Labour Economics, Corporate Governance and Economics of Regulation, Energy and Infrastructure, Environmental Studies, Climate Change Issues.

Institute could generate substantial financial funds out of their research initiatives that could contribute towards their corpus. The research infrastructure in the Institution is comparable to any of the world class institutions.

Institution offers number of consultancy services to Government and other agencies. While there is a strong industry and government connect, the portfolio of extension activities could be an area of future consideration that would help the Institute connect with local communicates in the development sector.

Given the strong research profile of the Institute, it has built good collaborations with reputable international linkages. However, it should seriously consider connecting with Indian Institutions in a systematic manner so that the outreach on the national platform can be better.

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 facilities for teaching - learning. viz., classrooms, laboratories, computing equipment, etc
4.1.2 QIM	The institution has adequate facilities for sports, games (indoor, outdoor),gymnasium, yoga centre etc., and cultural activities
4.2	Library as a Learning Resource
4.2.1 QIM	Library is automated using Integrated Library Management System (ILMS)
4.2.2 QIM	Collection of rare books, manuscripts, special reports or any other knowledge resource for library enrichment
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 Institution has adequate number of well-furnished class rooms, faculty rooms, lounge, office spaces, hostel, and guest house. There are four class rooms and two seminar rooms, one conference hall and one 500-seater auditorium equipped with the facilities like Projector, Document Camera, Smart classrooms and Video conferencing system. The campus is LAN and Wi-Fi-enabled and the institute has 150 mbps leased line for Internet.

The labs have all leading econometric software that students get exposed to. Software like SAS, LIMEDP, Stata, MATLAB, GAMS are available in the computer lab.

Library is fully automated and accessible for researchers through internet and intranet. It has 1000 rare books and 20000 e-books apart from e-journals and 480 physical subscribed journals. Use of Library has been going down due to readily available e-resources on internet. Library has a large collection of books (44103), statistical publications (10466), back volumes (17273), working papers (29467), electronic resources (19444), journals (459), e-journals (360). It has a large area (1858 sqm), It is fully air-conditioned and open for about 16 hours a day. It also has many leading databases like the CMIE, Indiastat, Capitaline, NSSO and ASI data accessible to students. It has a collection of 1000 rare books.

The hostel for boys and girls are state of the art and students get individual rooms akin to an apartment. These are regularly maintained with outsourced cleaning staff. The Institute also has on its rolls two estate staff and qualified engineers. Hostel has separate rooms for discussions and small group meetings. This is a fully residential institution and all students reside on campus. In addition to the guest house dining room meant for hostel residents and guests, there is a cafeteria on campus. All hostel rooms have video calling bell and the resident can check who is at their door. This is an important security step especially for women students. The corridors have CCTV cameras for additional safety.

Garbage disposal system is excellent and so also the established sewerage treatment plant. The Institute has its huge capacity water treatment plant and waste water recycling process. All buildings and hostels have Ramp,

rails, scissors-lifts and regular lifts are provided wherever necessary to facilitate movement of the differently-abled people.

Sports facilities include a well-equipped gymnasium a lawn tennis court, a state of art a 20m swimming pool with changing rooms, basketball court, badminton court, jogging track, children's park on the Institute's premises. It also has a common game room for carrom and table tennis which also doubles up as a yoga centre. These facilities are used by students, faculty and staff and their family members. The maintenance of these facilities is outsourced and they are in good condition and regularly used students.

Liberal medical insurance with re-imbusement covers all faculty, staff, family members and students on campus. A Visiting Doctor is available in the medical centre.

Campus is very well maintained and plastic free, cleanliness is excellent. Rainwater is harvested. and so also water recycling is done. The Gardens of the Institute is exquisite and beautiful. It received prizes from BMC successively for three years. Maintenance of the campus and infrastructure is outsourced to professional agencies.

Criterion5 - Student Support and Progression (Key Indicator and Qualitative Metrics(QIM) in Criterion5)	
5.1	Student Support
5.1.5 QIM	The institution has an active international students cell to cater to the requirements of foreign students
5.2	Student Progression
5.3	Student Participation and Activities
5.3.2 QIM	Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution
5.4	Alumni Engagement
5.4.1 QIM	The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years

Qualitative analysis of Criterion 5

Institute has a good student support system through the mechanism of assigning mentors to the individual students. The fees for the courses and also hostel or other facilities are highly subsidised. The system of Slow Track learner also supports the lagging students to cope with the others. The students are provided funds for travel for research and field work (even abroad).

Two senior teachers look after the student issues – namely Dean of Students Affairs and Dean of Faculties. The institute has a Student Welfare and Grievance Cell chaired by a Dean of Students Affairs, and supported by a committee. The Internal Complaints Committee is well functioning and the process is followed but there have been no cases that ICC has had to handle till now. These committees have a diverse membership including students and non-teaching staff. The institute has recently started an annual gender sensitisation workshop. It may consider bringing in a civil society representative in compliance with the 2013 Act.

There is no student council but there are elected class representatives who are meant to interface with the faculty and administration. There is an Anti-Ragging committee in place but no incidents have been reported in the recent past.

The Institute ensures student progression through well practiced system and there is a near 100% passing rate. The Ph.D. Colloquia; Seminar; Executive Committee (Academic); Post-Doctoral Fellowship committees form the administrative support system. The transition on MSc graduates as a feeding stream for M.Phil/PhD programme needs to be rethought given the current trends. Most of the MSc graduates get attracted to corporate jobs and may not fulfil the basic purpose of starting a highly subsidised PG programme.

The popularity of the MSc programme is due to near 100% placement of its students. The Placement cell is chaired by a Dean but actively works with students. A student councillor is made available on request. A medical doctor is available twice a week and for emergencies is available on call. The institute has tied up with neighbouring hospitals for medical support.

An Alumni association exists but is not formally registered. The alumni were happy with the progress of the Institute and meet once year for an Alumni meet called Nostalgia. They participate occasionally in teaching and interacting with students and also come for campus recruitment.

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 an effective leadership in tune with the vision and mission of the University
6.1.2 QIM	The institution practices decentralization and participative management
6.2	Strategy Development and Deployment
6.2.1 QIM	Perspective/Strategic plan and Deployment documents are available in the institution
6.2.2 QIM	Organizational structure of the University including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism
6.2.4 QIM	Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions
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	Institution has 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
6.5.5 QIM	Incremental improvements made during the preceding five years (<i>in case of first cycle</i>) Post accreditation quality initiatives (<i>second and subsequent cycles</i>)

Qualitative analysis of Criterion 6

The Institute is governed by a Board of Management chaired by the RBI Governor with senior academics and government representatives. The Board of Management is quite supportive and have definite plans to take the Institution on higher growth trajectory. The Planning and Monitoring Board and Faculty Recruitment Advisory Committee help the Vice Chancellor in Planning and finding best faculty.

Day-to-day leadership, governance and management is undertaken by the Director/Vice-Chancellor. The Deans, Registrar and other officers help to administer effectively. Administrative staff are satisfied with the working conditions and the many welfare schemes of the institution evident from a low attrition rate.

The management of the Institute follows a near non-hierarchical structure. Decision-making is decentralised with various Committees and is very faculty-driven. It has a lean administrative structure with low-red-tape allowing for quick decision-making.

The management is positive about future development of the Institute. It is actively working on updating its Vision document and Mission statement. Faculty is fully autonomous and enjoys full freedom in teaching and research. The results of this freedom in operations are seen in exemplary publication records and teaching excellence. Faculty is provided financial support for conferences and workshops in India and abroad. Research grants are also provided on a regular basis and faculty are encouraged for getting funded research.

Institute is fully funded by the Reserve Bank of India and statutory Audit is conducted regularly. Institute is fully funded in its maintenance requirements by the RBI. It has not drawn up any strategy for raising long term funding yet but recently the Board has discussed the creation of a Corpus Fund out of Research Projects and other savings.

Quality assurance is maintained through the efforts of teachers and administrators. An Internal Quality Assurance Cell (IQAC) exists but needs to be strengthened. The SSR report does not fully document the activities undertaken by the Institute. A strong and dedicated IQAC may have ensured the implementation of the suggestions made by the earlier two NAAC teams and documented the incremental improvements effected with the interventions from IQAC.

Efforts have to be made to recruit faculty at entry level as the institute is currently top heavy and many senior faculty are due to retire in the next few years. The Infrastructure Development Committee helps in that aspect and has given excellent support for getting a state of art infrastructure in place.

Criterion7 - Institutional Values and Best Practices (Key Indicator and Qualitative Metrics(QIM) in Criterion7)	
7.1	Institutional Values and Social Responsibilities
7.1.2 QIM	Institution shows gender sensitivity in providing facilities such as a) Safety and Security b) Counselling c) Common Room
7.1.5 QIM	Waste Management steps including: • Solid waste management • Liquid waste management • E-waste management
7.1.6 QIM	Rain water harvesting structures and utilization in the campus
7.1.7 QIM	Green Practices • Students, staff using a) Bicycles b) Public Transport c) Pedestrian friendly roads • Plastic-free campus • Paperless office • Green landscaping with trees and plants
7.1.18 QIM	Institution organizes national festivals and birth / death anniversaries of the great Indian personalities
7.1.19 QIM	The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions
7.2	Best Practices
7.2.1 QIM	Describe at least two institutional best practices (as per NAAC Format)
7.3	Institutional Distinctiveness
7.3.1 QIM	Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

Qualitative analysis of Criterion 7	
<p>All faculty and staff are very sensitive on matters pertaining to safety, gender equality and environmental sustainability.</p> <p>Institute has large number of female students and they are quite happy with the security and Institutional support provided. SWGC is quite active and has student representatives on them. The Institute has complete 24 hour CCTV Surveillance along with a band of security staff in a walled campus. The Hostel rooms are single occupancy and have a camera at the door. Counselling is provided when needed and Common Rooms are available in the Institute and also in the Hostels.</p> <p>The Institute is proud of its Green Campus with solid waste management plant. They have rain water harvesting and a sewage water treatment plant. There are systems in place for Waste Management and E-waste management. It minimises the use of paper in its day-to-day operations although not a paper-less office yet.</p>	

It is a plastic and Garbage free campus and pedestrian-friendly. Due to its undulating terrain cycling is not popular and most campus residents walk as the buildings connect to one another seamlessly in the 14 acre campus.

The staff quarters are also clean and neatly maintained. Land scape is beautifully done and the Garden has received best Garden Prize for the last three years. The campus, hostel and Offices are Differently able friendly with ramps and lifts provided at various places. Almost every place is made accessible to the differently abled persons.

High human values and professional ethics are maintained with the help of various Committees and through interventions by the officers.

Best practices are:

1. Student and faculty centric welfare oriented management.
2. Funds utilised effectively to create a learning and core academic environment.
3. Support systems are well placed and effective in their tasks.
4. The State of Art institution Comparable with International Standards
5. Campus is environment friendly with processing of all Waste, Water treatment plant, Rainwater harvesting systems.
6. All offices and Hostels are accessible to the differently abled persons with the provision of Rails, Ramps and lifts. Academic and research output levels are comparable with the universities in developed countries.
7. Students teacher interaction is ensured through systems
8. Medical Insurance covered by institute for students, staff and teachers. Fully paid premium for staff and sharing basis for students. For major illnesses get higher coverage.
9. LTC to go abroad for faculty and staff.

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

Strength

Strengths

- Very strong policy outreach and impact and student friendly
- Strong high quality research in economic theory and empirical development economics
- Highly qualified and dedicated faculty
- No shortage of funds due to support from RBI
- Deep links with international institutions
- Attracts high quality students
- Low student teacher ratio
- String interaction between students and teachers

Weaknesses

- Complete dependence on RBI for salary and maintenance funding
- Small campus with low possibility for growth and expansion
- Narrow geographical reach of MSc programme
- Shallow institutional links with Indian institutions
- Lack of broader developmental approach and being very narrowly focused on economic centrism

Opportunities

- Possibility of offering specialisation in its MSC programme expanding its MSc teaching program
- Raising a large corpus
- Expanding in number of programmes like diplomas
- Collaborations with Indian institutions

Challenges

- Recruitment of high quality faculty
- Expansion to meet high demand
- Locating alternate funding sources
- Having stronger ties with local communities
- Being geographically more diverse
- Being more socially equitable in faculty recruitment

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)

- Documentation and publicising of best practices need to be done routinely
- Faculty accountability must increase
- Making the website more informative with more mandatory disclosures
- Connectivity with Indian institutions and universities
- Recruit talented faculty at all levels
- Registration of formal alumni association and improve connections
- Conduct academic audit on a regular basis
- Create a strong corpus based on research projects and alumni donations
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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

Seal of the Institution

Sl.No	Name		Signature with date
1	MR. R S DESHPANDE	Chairperson	
2	DR. PRANAB MUKHOPADHYAY	Member Co-ordinator	
3	DR. DHULASI BIRUNDHA VARADARAJAN VARADARAJAN	Member	
4	DR. BISWAMBHARA MISHRA	Member	
5	DR. N V MURALIDHAR RAO	Member	
6	DR. PARTHASARATHY R	Member	
7	DR. JAGANNATH PATIL	NAAC Co - ordinator	

Place

Date

NAAC