



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

**Accreditation - (Cycle - 1)**

**PEER TEAM REPORT ON**  
**INSTITUTIONAL ACCREDITATION OF**  
**GOVT COLLEGE, BIROHAR**  
**C-28223**  
**JHAJJAR**  
**Haryana**  
**124106**

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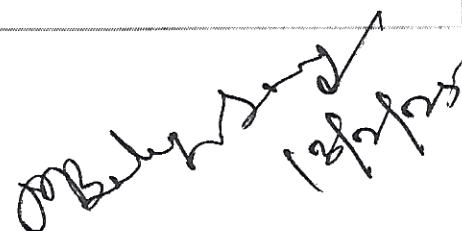
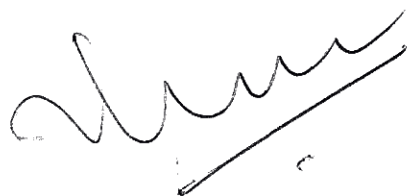
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**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**  
**An Autonomous Institution of the University Grants Commission**  
**P.O. Box No. 1075, Nagarbhavi, Bengaluru - 560 072, INDIA**

**Section I: General Information**

1.Name & Address of the institution:	GOVT COLLEGE, BIROHAR JHAJJAR Haryana 124106	
2.Year of Establishment	2007	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:	4	
Departments/Centres:	13	
Programmes/Course offered:	5	
Permanent Faculty Members:	14	
Permanent Support Staff:	5	
Students:	880	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	<ol style="list-style-type: none"><li>1. Societal impact program has been implemented very effectively and impressively.</li><li>2. Effective governance has been established with clear structures and inclusive decision-making processes by involving diverse stakeholders.</li><li>3. College is situated in rural area to cater the educational needs of youths especially for girls.</li></ol>	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	Visit Date From : 12-02-2025 Visit Date To : 13-02-2025	
6.Composition of Peer Team which undertook the on site visit:		
	Name	Designation & Organisation Name
Chairperson	DR. SIDDEGOWDA YELIYUR SIDDEGOWDA	Vice Chancellor,TUMKUR UNIVERSITY
Member Co-ordinator:	DR. RAVI KANT SINGH	Dean,Amity University
Member:	DR. BALAGURUSAMY PERUMAL	FormerPrincipal,GTN Arts College
NAAC Co - ordinator:	Dr. Shyam Singh Inda	

  
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## Section II: Metric and Criterion 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	Curricular Planning and Implementation
1.1.1 QIM	<p><b>The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment</b></p> <p>Yes, Govt College Birohar (Jhajjar) run by the Government of Haryana and affiliated with Maharshi Dayanand University, Rohtak. The course curriculum has been implemented and the academic calendar enacted by the affiliating university. The faculty members of college were attending workshops related to curriculum development and its delivery effectively. University Syllabus is distributed among faculty members according to their interest and teaching experience which helps to execute academic expectations. Regular Departmental meetings play an important role in planning the curriculum delivery but also provide a platform to discuss the course contents, syllabus distribution, difficulties in delivering content, finalizing quality objectives and preparation of assessment methods.</p> <p>The internet, Wi-Fi facility (with 100 mbps BSNL Lees line), LCD Projectors and well equipped and spacious computer laboratories have been availed by faculty members and students for better teaching-learning process. Guest lectures, expert lecture series, leading college activities and seminars were arranged with various study tours &amp; field visits for experiential learning.</p> <p>College IQAC monitors the overall teaching and learning process through well-planned and documented process and by collecting students' feedback. College undergoes academic and administrative audit every year by the college.</p>
1.3	Curriculum Enrichment
1.3.1 QIM	<p><b>Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum</b></p> <p>Yes, the institute is following the University reservation policies, constitutional provisions for women are covered in political science, sex ratio, child mortality education, water scarcity, drought, flood, pollution, urbanization and modernization and village survey share practically exhibited through Geography, Gender issues in History, Demographic issues in Economics. To enrich course curricula, workshops, guest lectures, field visits related to Environment &amp; Sustainability have been organized by NSS unit of college. University has provided a syllabus which helps to inculcate human values among the students and faculty members.</p> <p>More skill development courses should be introduced in the college to enhance employability among students. The teachers at college should be encouraged for their active participation in industry aligned training programs, refresher &amp; orientation courses, FDP, summer schools, short term courses, conferences, symposia, seminars, workshops and NPTEL/ Swayam courses in more number.</p>

### Qualitative analysis of Criterion 1

Govt College Birohar (Jhajjar) is an educational institution run by the Government of Haryana since 2nd May



2007. It is affiliated with Maharshi Dayanand University, Rohtak and it implements the curriculum and the academic calendar that has been developed and enacted by the university. The institution has launched a variety of initiatives, to ensure that its operations are carried out efficiently and that the curriculum is delivered effectively. This college has formalized various approaches to teach their students about human values, gender equality and environmental sustainability through its academic and extracurricular programmes. The college has shown progressive initiatives to lend credibility to lead the institution in the proper direction and put efforts for the dynamic future of the students. It ensures the students by forward thinking approaches for their better life in future. Academic Bank of Credits has been implemented as a part of NEP.

**Criterion 2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrices(QIM) in Criterion 2)**

2.3	Teaching- Learning Process
2.3.1 QIM	<p><b>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</b></p> <p>Yes, the vision and mission statement of the institute clearly states that the functioning of college is student oriented and focused on overall development. Teachers elaborate difficult concepts in the local context and ICT tools are used to visualize what students want to learn. The students are encouraged to ask questions and share thoughts in class and assessed by Peer Learning, Problem-Solving Method While teaching in class, students participate in learning process and experience those things in field work, industry visits, field projects etc. College organizes lectures on gender equality and sensitization, problems of women before and after marriage and discrimination. All these activities help to provide opportunities for self-assessment and self-evaluation by improving skills of listening, speaking, reading and writing.</p> <p>The students' participation in various research competitions at State/ National level is highly desirable in the college.</p>
2.5	Evaluation Process and Reforms
2.5.1 QIM	<p><b>Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient</b></p> <p>In the induction programme, the principal briefs about examination-evaluation system and how POs PSOs and COs are attained. College and University have a well-defined process for addressing evaluation grievance. The Mentor-Mentee Scheme helps students to feel at ease before going to committee with any grievance. Generally, there is zero tolerance policy for malpractices of students. Teachers prepare question papers by keeping ethical values of academic integrity. Hence, all mechanisms to deal with examination related grievances are transparent, time bound and efficient.</p>
2.6	Student Performance and Learning Outcomes
2.6.1 QIM	<p><b>Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website</b></p> <p>College follows curriculum designed by university and teachers give important suggestions regarding curriculum to university at time of designing curriculum. IQAC and College administration instruct students to define POs, PSOs and COs to departments who conduct regular programs along with additional courses. POs, PSOs and COs have been prepared by discussing with all stakeholders and displayed at eyesight of students and teachers and displayed on college website and notice boards to disseminate among all stakeholders. The college has also organized career counseling lectures and capability enhancement programmes to effectively communicate learning objectives and expected outcomes. These outcomes are also stated to students during various curricular, co-curricular and extracurricular activities.</p>

2.6.2 QIM	<p><i>Attainment of POs and COs are evaluated.</i></p> <p>Explain with evidence in a maximum of 500 words</p> <p>Yes, the attainment of Pos &amp; Cos has been evaluated by college through awareness of cross-cutting issues, basic conceptual clarity, life-skills, practical exposure and behavioral change are few parameters to recognize or evaluate attainment of course outcomes. College teachers provide critical input to students on basis of their performance, and they are helping to improve performance in external examinations through students' progression in higher education or placements.</p> <p>The direct and indirect assessments are not being made by the institute and the attainment of outcomes has not been evaluated and discussed with stakeholders.</p>
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#### Qualitative analysis of Criterion 2

This college has the essence of holistic education philosophy where teaching, learning and evaluation is being performed in a transparent manner. The feedback mechanisms have also been implemented successfully. The college also promotes the development of critical thinking and communication skills through various extracurricular activities such as group discussions, debates and quiz competitions, ensuring a holistic evaluation approach. The College offers education in five courses across four undergraduates and one postgraduate programmes. Systematic education is provided to cultivate a natural inclination for learning among students. The learning outcomes for various programmes and courses are established at the beginning of the session, considering the curriculum requirements and the broader guidelines provided by the UGC.



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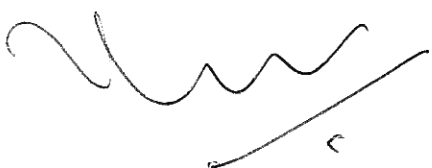
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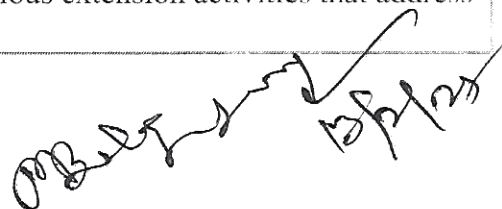


Criterion 3 - Research, Innovations and Extension (Key Indicator and Qualitative Metrices(QIM) in Criterion 3)	
3.2	Innovation Ecosystem
3.2.1 QIM	<p><b>Institution has created an ecosystem for innovations, Indian Knowledge System (IKS),including awareness about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident</b></p> <p>Though the institute has enough opportunity to create research &amp; innovation ecosystem, but not been established transfer of indigenous knowledge, as the college situated in a rural area. The IPR Cell of the college are functional &amp; one faculty obtained patent, but not working in collaborations with industry &amp; development organizations.</p> <p>The college has organized various webinars for imparting the basic and concurrent knowledge about IPR to students and faculty members of this college.</p>
3.4	Extension Activities
3.4.1 QIM	<p><b>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.</b></p> <p>The institute vision and mission statements already reflected the social commitment of the organization. Apart from its assurance of academic excellence, college organizes various extension activities. College students have organized various extension activities through N.S.S. and Women Cell. The college organized various programs such as prevention of sexual harassment, including, AIDS, Tobacco &amp; Drugs awareness programs, lectures and rallies.</p> <p>Overall Impact and Outcome of Extension Activities have made significant impact and contributed to holistic development of students. It enhanced the sensitivity of students towards various social issues.</p>
3.4.2 QIM	<p><b>Awards and recognitions received for extension activities from government / government recognised bodies</b></p> <p>The college faculty members have also received various awards and recommendations from different administrative and institutional bodies. A faculty members of English &amp; History department has been awarded with the Appreciation Letter by District Administrative Office Jhajjar, ADC, Jhajjar and various NGOs/ trusts for their contributions in education and social work. A YRC volunteer, has also awarded with Appreciation Letter for the Excellent performance in 'District Level Youth Red Cross Training Camp for students' Bahadurgarh.</p>

#### Qualitative analysis of Criterion 3

The college has dedicated itself to the overall development of students and societal betterment, which has been demonstrated by the wide range of activities that took place during last five years. The college has developed different framework by forming committees such as NSS Units, Equality Cell, SC Cell, Women Cell, and Youth Red Cross (YRC), whose motive is to sensitize students towards suppressing social issues and promote their holistic growth as responsible citizens. The college has also provided financial support by allocating adequate funds and grants which allowed faculty members to conduct various extension activities that address pressing societal needs.





Criterion 4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrics(QIM) in Criterion 4)

4.1	Physical Facilities
4.1.1 QIM	<p><b>The Institution has adequate infrastructure and other facilities for,</b></p> <ul style="list-style-type: none"> <li>• teaching – learning, viz., classrooms, laboratories, computing equipment etc</li> <li>• ICT – enabled facilities such as smart class, LMS etc.</li> </ul> <p><b>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.)</b></p> <p>Yes, the college has well maintained campus built around 13.5 Acres of greenery land. It features 18 well-furnished and spacious classrooms for theory sessions and 10 faculty cabins for various departments. The Chemistry, Physics and Geography department have operational laboratories with essential equipment. There are two well equipped computer laboratories available with Wi-Fi connections. An area of 120 x 60 sq. meter outdoor playground is situated inside the college campus for sports like football, bolly ball and badminton.</p> <p>A highly equipped auditorium with seating capacity of 350 students is maintained for various activities. The college has well equipped central library with 4500 textbooks and references, magazines, newspapers, 03 journals and the book bank facility also available for the students. The college provides separate rooms for SC Cell, Women Cell and NSS Units. The college has two common rooms, one for boys and one for girls and the facilities available in these rooms need to be improved. Sufficient separate toilet facilities are available on the college campus, but the cleanliness may be improved with scavengers. The college provides a good parking facility for students and employees and the power back-up with two generators in a separate room ensures an uninterrupted electricity supply. The CCTV cameras are fixed in the sensitive places of the college campus and displayed in the principal chamber for continuous monitoring.</p>
4.2	Library as a Learning Resource
4.2.1 QIM	<p><b>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</b></p> <p>Yes, the college has an INFLIBNET center with user-friendly software that is available in the central library to meet the needs of the students and faculty members. The volume at the college library provides ample resources for attainment of learning outcomes.</p>
4.3	IT Infrastructure
4.3.1 QIM	<p><b>Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection</b></p> <p><b>Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words</b></p> <p>Yes, the college has well established mechanism for upgrading and deploying Information and communication technology infrastructure through UPS systems and high-Speed BSNL Broadband with 50 MBPS speed. The free internet facilities are made available in the central library for downloading the required files/ documents. The biometric attendance system for the employees is functional for punctuality.</p>

Qualitative analysis of Criterion 4

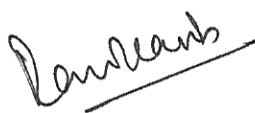
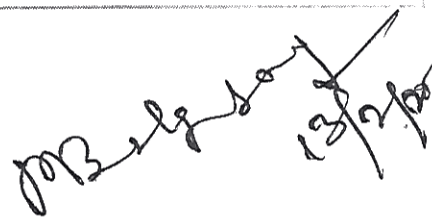


The College continually takes positive steps to improve the teaching-learning environment by providing suitable academic infrastructure and providing the appropriate facilities for both theoretical and practical studies. The college Library is partially automated through a cutting-edge integrated library management software developed by the INFLIBNET Centre to meet the needs of college and university libraries. The college makes continual efforts to upgrade IT infrastructure and facilities in the rural area.

Criterion 5 - Student Support and Progression (Key Indicator and Qualitative Metrics(QIM) in Criterion 5)	
5.4	Alumni Engagement
5.4.1 QIM	<p><b>There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services</b></p> <p>Yes, the college alumni association was registered on 8th September 2020 and the function of the association, and its number have to be improved in good manner by conducting various activities and student-oriented programs.</p>

#### Qualitative analysis of Criterion 5

The Student Council serves as the representative body for the student community, fostering the overall well-being of the students. The Students' Council has their representation in various academic and administrative bodies and has a voice in the structural and learning developments introduced in the College as they participate in the Academic and Administrative Audits regularly conducted by the College. A student election was conducted and a girl student elected as President which indicates college gives weightage to Women Empowerment.



Criterion 6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrics(QIM) in Criterion 6)	
6.1	Institutional Vision and Leadership
6.1.1 QIM	<p><b><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></b></p> <p>The vision of the college is to impart quality education and ambition to develop “Lifelong learning” to inculcate moral values among the students. Since the college is affiliated with MDU Rohtak, the implementation of NEP 2020 has been completed at college level.</p>
6.2	Strategy Development and Deployment
6.2.1 QIM	<p><b><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></b></p> <p>The college is governed by the Higher Education Department of Haryana State. The principal and faculty of the college are committed to implementing the plans and policies of the Government with documentary evidence.</p>
6.3	Faculty Empowerment Strategies
6.3.1 QIM	<p><b><i>The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression</i></b></p> <p>Yes, the promotion of faculty members is carried out under the Career Advancement Scheme (CAS) by the institute based on their annual performance assessment report (APR). The welfare schemes like medical reimbursement, study leave for higher education and duty leave for attending seminars and workshops. Out of 17 sanctioned non-teaching staff, the government is not recruited even a single staff member.</p>
6.4	Financial Management and Resource Mobilization
6.4.1 QIM	<p><b><i>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)</i></b></p> <p>Yes, the college has a strategy for mobilizing the maximum utilization of resources available on the campus. The funds are received from the Government of Haryana for employees’ salary, maintenance of laboratories, and purchase of books, computing facilities, and other desired facilities. All financial documents and bills are preceded by Bursar &amp; Principal of the college. The expenditure bills of all government grants are being audited annually by the local auditor and external audit is conducted every 3 years as per government norms by the competent authorities.</p>
6.5	Internal Quality Assurance System
6.5.1 QIM	<p><b><i>Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures &amp; methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities</i></b></p> <p>The IQAC of the college makes rigorous efforts for significant and meaningful academic, research and administrative environments of the college.</p>

#### Qualitative analysis of Criterion 6

The college is governed by the Higher Education Department of Haryana State. The principal and faculty of the college are committed for implementing the plans and policies of the Government with documentary evidence. The promotion of faculty members is carried out under the CAS by the University based on their

annual performance assessment report (APR). The welfare schemes, medical reimbursement, study leave for higher education and duty leave for attending seminars and workshops. Non-teaching staffs are recruited by the state government in less number. The college has a strategy for mobilizing the maximum utilization of resources available on the campus. The funds are received from the Government of Haryana for employees' salary, maintenance of laboratories, and purchase of books, computing facilities, and other desired facilities through salary & development grants. The IQAC of the college makes rigorous efforts for significant and meaningful academic, research and administrative environments of the college.

Criterion 7 - Institutional Values and Best Practices (Key Indicator and Qualitative Metrices(QIM) in Criterion 7)	
7.1	Institutional Values and Social Responsibilities
7.1.1 QIM	<p><b>Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.</b></p> <p><i>Describe the gender equity &amp; sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words</i></p> <p>Yes, The college consistently priorities the safety of its students specially girl students and women faculty members. The college provides equal opportunities and resources to female students and faculties. The women cell of the college has organized various activities for their empowerment in all aspects.</p>
7.1.4 QIM	<p><b>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)</b></p> <p>The institution conducts various program with regard to social responsibilities under the aegis of NSS. Among them Azadi ka Amrit Mahotsav with 303 programs, Swachha Bharat Abhiyan, Sanitation and Hygiene education, Problem solving process with sense of social and civic responsibilities are notable.</p>
7.2	Best Practices
7.2.1 QIM	<p><b>Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual</b></p> <p>The Best practices of the college are "Social Awareness among Students" and "Women Empowerment &amp; Rural Development".</p>
7.3	Institutional Distinctiveness
7.3.1 QIM	<p><b>Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words</b></p> <p>Under the aegis of "Azadi Ka Amrit Mahotsav", a three years long programs launched by the Government of India, the college conducted 303 events highlighting the Nations rich history, diverse culture and remarkable achievements. The Mahotsav instills a sense of Patriotism, Secularism, Unity in Diversity and National Pride among the students. The college often organizes various lectures, and essay competitions focusing on India's freedom struggle and its impact on contemporary society. These activities deepen students' understanding of historical events and their relevance today.</p>

#### Qualitative analysis of Criterion 7

The college provides equal opportunities and resources to female students and faculty members with their safety inside the campus. The institution conducts various program with regard to social responsibilities under



the ages of NSS. Among them Azadi ka Amrit Mahotsav, Swachha Bharat Abhiyan, Problem solving process with sense of social and civic responsibilities are notable. Under the aegis of "Azadi Ka Amrit Mahotsav", a year long programme launched by the Government of India, the college conducted 303 events highlighting the Nations rich history, diverse culture and remarkable achievements. The college often organizes various lectures, and essay competitions focusing on India's freedom struggle and its impact on contemporary society. These activities deepen students' understanding of historical events and their relevance today. The Best practices of the college are "Social Awareness among Students" & "Women Empowerment through Rural Development".

### Section III: Overall Analysis based on Institutional strengths, Weaknesses, Opportunities & Challenges (SWOC) (up to 500 words)

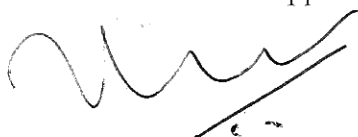
#### Overall Analysis

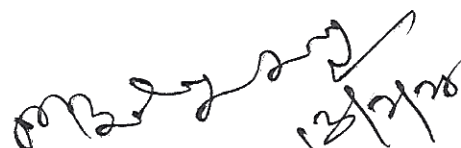
##### Strength:

1. The college dedicated to the Co-educational Institution of students in a rural area, especially the girl students of the nearby villages to empower themselves in this rural vicinity.
2. The college has an eco-friendly and well-maintained college campus.
3. The Faculty of the Institution is well-qualified, proficient in teaching and engaged in research work.
4. All the teachers are enthusiastic and committed to the welfare of the students.
5. The college emphasizes promoting gender equality, environmental sustainability, economic growth and social justice.
6. The college is considering holistic development of the students in imparting education.

##### Weaknesses:

1. The college provides limited certificates and value-added courses for the students.
2. Shortage of teaching, non-teaching and supporting staff opportunities. More number of Government sanctioned post needs to be filled.
3. An inadequate transport facility for the students, especially girls.
4. No canteen facility available on the campus.
5. Green campus initiatives are not being taken though there is scope.
6. A qualified Sports officer needs to be recruited in college.
7. There is need to improve quality research & innovative activities.
8. Qualified librarian should be appointed





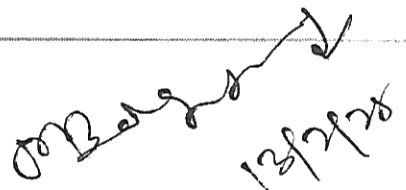


### Opportunities:

1. To increase students' participation in community outreach programs in the college.
2. New courses can be introduced in potential areas of research & innovation.
3. Alumni engagement can be expanded
4. Scope for development of Career Hub/Skill center for more employment opportunities.
5. NEP can be implemented in a full-fledged manner.
6. The college campus can address skill development needs and promote vocational training.

### Challenges:

1. Communication skills, particularly in English, are a challenge due to the rural background of students.
2. Enhancing total attendance and improvement of result.
3. Collaboration with external agencies is a biggest challenge Regular & Permanent Head of Institution/ Principal for the smooth functioning and guidance of the institution.
4. Managing quality education with different Government funding agencies.

  
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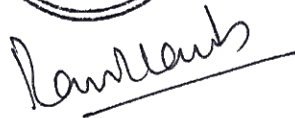
#### Section IV: Recommendations for Quality Enhancement of the Institution

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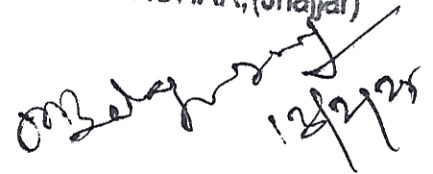
- Govt.-sanctioned posts shall be increased.
- Regular & Permanent Head of Institution/ Principal for the smooth functioning and guidance of the institution.
- More PG programs may be introduced specially in Science & English.
- Science laboratories may be developed with state-of-the-art facilities.
- Skill enhancement programs may be introduced for better employment.
- Sport facility may be enhanced for promoting students in national & international level competitions.
- Green campus initiatives may be taken for promoting sustainable and eco-friendly practices in the campus.
- Canteen facilities may be started inside the campus for all stakeholders.
- Alumni meetings may be conducted on regular basis and invite them to motivate college students.

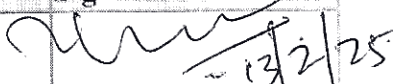
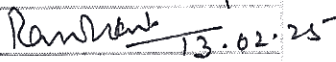


I have gone through the observations of the Peer Team as mentioned in this report

Signature of the Head of the Institution



Anita  
13.02.25  
Seal of the Institution  
Principal  
GOVT. COLLEGE  
BIROHAR, (Jhajjar)

  
12/2/25

Sl.No	Name		Signature with date
1	DR. SIDDEGOWDA YELIYUR SIDDEGOWDA	Chairperson	 13/2/25
2	DR. RAVI KANT SINGH	Member Co-ordinator	 13.02.25
3	DR. BALAGURUSAMY PERUMAL	Member	 13/2/25
4	Dr. Shyam Singh Inda	NAAC Co - ordinator	 13/2/25

Place **BIRGAR**  
Date **13-02-2025**