



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

**Accreditation - (Cycle - 3)**

**PEER TEAM REPORT ON  
INSTITUTIONAL ACCREDITATION OF  
BHARATHIDASAN UNIVERSITY  
TIRUCHIRAPALLI  
Tamil Nadu  
620024**

**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:	BHARATHIDASAN UNIVERSITY TIRUCHIRAPALLI Tamil Nadu 620024	
2.Year of Establishment	1984	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:	4	
Departments/Centres:	37	
Programmes/Course offered:	151	
Permanent Faculty Members:	159	
Permanent Support Staff:	491	
Students:	2564	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. An affiliating state university with 3 campuses with good infrastructure and environment majority of students from marginalised sections 2. The university has a good research culture and nationally sponsored research centres 3. The University has 10 constituent colleges	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 26-03-2019 To : 28-03-2019	
6.Composition of Peer Team which undertook the on site visit:		
	<b>Name</b>	<b>Designation &amp; Organisation Name</b>
Chairperson	DR. RADHAKRISHNAN P K	FormerVice Chancellor,UNIVERSITY OF KERALA
Member Co-ordinator:	DR. NALINIPRAVA TRIPATHY	Professor,INDIAN INSTITUTE OF MANAGEMENT
Member:	DR. T.C. TARANATH	Registrar
Member:	DR. Y M JAYARAJ	Vice Chancellor,PRAVARA INSTITUTE OF MEDICAL SCIENCES DEEMED TO BE UNIVERSITY
Member:	DR. SMT SHUBHA TIWARI	Professor,AWADHESHA PRATAP SINGH UNIVERSITY
NAAC Co - ordinator:	DR. VISHNUKANTH S CHATPALLI	

## 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 curricula of different courses of the university are framed by the Board of Studies concerned following the guidelines of UGC. These curricula are need-based, value-adding, society-driven and industry-relevant in sync with the development at local, regional, national and global paradigms, meeting the career needs and employability. The university offers UG, PG, PG Integrated, PG Diploma, MPhil, PhD, Diploma and Certificate programmes in four faculties, namely, Arts, Science, Humanities and Management. These programmes are trendily featured. The University emphasizes on outcome-based education with clearly stated graduate attributes, qualification descriptors and program learning outcomes. It has implemented semester system and Choice Based Credit System (CBCS) in PG courses. Programme outcomes/course specific outcomes/course outcomes focus on generic skills so as to get the students opportunities for further study and employment. These include mastery of certain interconnected knowledge, skills and attitudes, and acquisition of cross cutting competencies such as communication, critical thinking, creativity/innovation, social justice, sustainability and ethical behaviour. Course outcomes have been enunciated while framing curriculum. The university needs to revise the curriculum periodically so as to equip the students to compete globally.

The courses spread across most programmes cover one or more of the cross-cutting issues. The core course of Gender Sensitization is offered in most programmes in the Faculty of Arts which include courses on Gender Studies, Gender and Society/Health/Sexuality, Feminist Research, Polity-Governance-Gender Analysis, Social Exclusion, Social Legislation, Human Rights and Counselling. The programs by Departments of Environment and Biotechnology streams address Environment and Sustainability directly, but other courses in science stream indirectly. Environmental Studies is a compulsory subject under common-core syllabus in UG programmes. The programmes by Faculties of Language Studies and Arts address most of the Human Values directly while programs by faculty of Science-Technology/Management in a contextual way. The programs offered by most non-science Departments and few science departments cover Professional Ethics. Educational tours, excursions and inter-department activities need to be included in the curricula itself.

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

The advanced and slow learners are identified through combination of the grades obtained by the students in their Qualifying Degrees/Scores, /Entrance examination/Combined scores, and based on their academic background, interests and career aspirations. Fresher Orientation Programme for familiarizing the students with learning is conducted. The advanced learners are encouraged to prepare for higher studies/organisation of academic events/paper presentations and participate in research pursuits. Tutorials/extra classes and counselling are held for slow learners.

The University focuses on student centric methods in teaching/learning. Experiential learning forms an integral part of the course structure and teaching methodology in a number of programmes. Internships, field visits, project work and service learning through community engagement find increased application in some programmes. Practical classes constitute the core of science programmes. Participative learning is done through varied forms of group discussions, group projects and peer learning in management and education programmes. Problem-based learning is in place. The students are encouraged to participate in seminars, conferences and workshops. The university needs to encourage more use of ICT in teaching-learning. Innovation and creativity in teaching-learning need to be well developed.

The examination system is in tune with the examination calendar following the examination manual. The university has a decentralised examination and evaluation system. The results are published almost in time as per the calendar. The university has initiated the integration its examination processes with ICT. Currently registration, processing of examination applications and generation/dispatch of hall tickets are done online. The University needs to implement dispatch question papers to examination centres and evaluation of answer books online. The examination is based on continuous evaluation system where final theory examination is assigned only 75% marks and the remaining 25% marks for CIE through multimode evaluation comprising tests, seminars and assignments maintaining transparency. The grievances relating to examination need to be redressed by an Examination Grievance Cell as per the stipulated norms. The double valuation at PG level needs to be introduced.

The Programme Outcomes (PO) of the university is stated in the form of knowledge acquisition through societal and communication skills. Programme Specific Outcomes (PSO) is prepared for each of the academic programmes. Course Outcomes (CO) are spelt out in detail for the individual subjects/papers as specified in the curriculum of the respective academic programme. POs, PSOs and COs are displayed on the website of the university. These are circulated among the faculty of the department concerned as well. The students are familiarized with PSOs soon after their reporting at the respective departments.

Attainment of POs, PSOs and COs are evaluated by the university through the evaluation system that is both context and content oriented. The Evaluation contexts are elaborate like CIAs, class-room dynamics, mid-term/end-term examinations, projects/field Visits/internships, co-and extra-curricular exercises and outreach activities. The evaluation contents include knowledge kinetics, comprehension capabilities, application abundance, analytic abilities, synthesis sensibilities and evaluation excellences. A holistic approach is needed to assess the attainment of POs and COs

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 eco-system of the University comprises of Bharathidasan University Technology Park (BUTP) and Incubation & Technology Transfer Centre (ITTC). The other Initiatives are research-tinged programs, the state-of-the-art laboratories, National Repositories for Cyanobacteria/Microalgae, active MoUs, National Centre for alternatives to Animal Experiments, CRD of Siddha-Ayurveda Medicines, propel Innovation eco-system with bio-diversity sustenance, lab-to-land commitment and start-up units. The knowledge creation thrust is pushed through - Research vibes, international linkages-GIAN & BIAN, extra-mural fund. The research culture has resulted IPRs in Biotech, Chemistry, Medico-Pharma, ICT & Chemistry. The knowledge is transferred through publications and conferences/workshops enabled 'encoded knowledge' transfer. IECD provided vocational skills training to students in ten different entrepreneurship intensive fields as well as ICT & Bio fields created start-ups. An Industry-Academia Innovation Cell needs to be established.

The extension activities are carried out by staff and students through NSS and some departments. Many awards were received by the university for Swachh Bharath/Unnat Bharat campaign, house hold survey, awareness rally on drug addiction, blood donation camp, literacy day celebrations and plantation drive. NSS conducted camps for addressing the specific community concerns such as yogini system, forced migration, child marriages, alcoholism, malnutrition and untouchability. The department of social work conducts village adoption programmes for rendering value-based services to the local population.



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 university has a campus area of 683.73 acres a built-up area of 107970.33 sq.m.. It has adequate infrastructure in terms of class rooms, labs, equipment and other resources as per statutory provisions. There are adequate number of classrooms, laboratories and computer labs. There are sufficient computer systems with requisite software and updated configurations. There are good number of sophisticated instruments. The central library has a collection of books, subscribed journals and periodicals. The existing language lab needs to be strengthened.

The University has adequate facilities for sports, games and cultural activities. There are ample outdoor game sites, indoor game facilities and fitness/ ymnastic centres. The grounds are spacious and access-easy. There are facilities for indoor games such as badminton, table tennis, chess and carrom as well as for outdoor games such as volley ball, football, handball, basketball, badminton, cricket, hockey, kabadi, kho-kho and tennis. There exists a yoga centre. There are facilities for track and field events. Three auditoria are in place.

The central library of the University is automated through the software NIRMALS (Network Information Resources Management of Academic Library System) supporting all housekeeping operations of the Library with the software provider being NICE (Nirmal Institute of Computer Expertise).

The central library has some rare books belonging to the period 1847-1935 relating to the Tamil classic Sangam period works such as Kurunthogai, Tholkappiyam and Vaidya Kaviyam which are digitalized. There are some manuscripts pertaining to ancient tamil literature written by Sage Agastya Rishi, St. Poet Kambar and others. It has a good number of Palm Leaf Manuscripts in digital format on works by prehistoric/epic-time authors who include Sages (Agastya Rishi), St. Poets (Kingly Poet Kambar of the famed epic Kamba-Ramayanam in Tamil) and many of the great kind covering fields including Medicine, Grammar of Tamil and Divine Literatures. It has several special reports pertaining to varied topics of government, multilateral and non-government sorts on developmental issues-global, regional and national.

The University has internet connectivity for the main and the city campuses. Any-time & Any-where computing is supported with network jacks. The High-Performance Computing facility providing software resources and services to solve computationally-intensive research problems is in place. The University needs to update frequently its ICT facilities including Wi-Fi.

The physical facilities including classrooms, laboratories and computers are made available for utilization by the students. The university maintains its physical, academic and support facilities as per advised schedule.

NAAC



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

The university needs to enrol more foreign students in the relevant programmes and to establish an International Student Cell (ISC).

The university has the BDU Student Forum and BDU Scholar forum. BDU Student Forum represents UG and PG students whose office bearers are selected by consensus within the Department/Centre concerned. The BDU Scholar Forum consists of 9 member team - 4 from Departments/Centres of Faculty of Science, 3 from Arts and 1 each from Management and Languages faculties. The Forum Leader and Deputy Leader are selected by nomination. The University needs to ensure the representation of students in academic and administrative bodies/committees of the institution.

The University has an informal Alumni Forum which meets once/twice a year. Distinguished alumni are honoured by special invitation. Some of current faculty members and administrative staff are alumni of the University. The Alumni Association needs to be registered, its meetings convened periodically and its recommendations implemented in a time-bound manner.

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 university as an autonomous body of higher education adheres to democratic governance in tune with its vision and mission. The Senate and the Syndicate are the highest policy making bodies of the university. Also, the statutory bodies like Boards of Studies and Academic Council are vested with academic governance. The stakeholders participate in decision-making processes through different statutory bodies.

Following decentralised governance and participative management, few academic and administrative committees are constituted with faculty for the implementation of administrative, academic, co-curricular and extracurricular activities.

The strategic stride of the University is creating and multiplying national facilities, centres and repositories in its campus with Central Government funding. Some facilities and centres are consciously developed through strategic intent. But perspective/strategic plan and deployment documents need to be made available

in the institution.

The organisational structure of the university is as per the provisions of Act and Statutes. The university adopts and adheres to the service rules framed by UGC and State Government for teaching and non-teaching staff. The procedures, recruitments, promotional policies and grievances redresser mechanism for staff and students are as per the stipulations of UGC and State Government.

The bodies/cells/committees of the university need to be convened in a structured way and its recommendations need to be implemented in a time-bound manner.

The university provides statutory welfare schemes for its regular teaching and non-teaching staff. All staff of the University are covered by health insurance. For staff on contract basis, welfare measures need to be specified.

Performance Appraisal System is done annually through the Academic Audit System and Student Feedback Scheme. At the time of Promotion under CAS the faculty is required to submit filled format for their CAS and calculate API scores as per UGC guidelines. PAS for non-teaching staff and staff on contract basis needs to be specified.

The external audit is done by the Accountant General. Internal audit needs to be institutionalized. Audit objections are addressed in time.

The university is supported by the routine annual block grant released by the State Government and the grant from UGC and other funding agencies. The optimal utilisation of resources is executed as per university norms. Fund mobilization through research projects and consultancy needs to be more encouraged.

IQAC has institutionalized Annual Academic Audit and Student Feedback Survey. It collects feedback from teachers and students on the curriculum, teaching-learning and evaluation which is followed by analysing the results of feedback.

IQAC has devised practicum for non-science programs and the feedback on the same is mapped with POs, PSOs and COs. It has also devised ICT enabled learning for science programmes.

The university has made some improvements during the last five years. Academic promotion and Infrastructure development are visible. There are quality enhancement initiatives in the academic and administrative domains.

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

The university provides safe and secure atmosphere for its girl students. CCTV cameras are installed for improved security on the campus. Internal Complaints Committee (ICC), constituted in pursuance of the UGC Regulations, addresses the issues of discrimination, harassment and violence against women students and staff. The university conducts counselling and gender awareness programmes for its staff and students at periodic intervals. Separate common rooms for girls are in place.

Non-biodegradable solid wastes are offered to rag-dealers. The bio-degradable wastes are used for the preparation of natural manure and bio-gas. The waste water is treated through wet land system treatment technology and the treated water is utilized for gardening. E-wastes are disposed effectively.

Rain water harvesting is in place. Rainwater from the terrace of buildings is collected through drain pipes into rain Water Harvesting pits provided in the ground,

All building blocks are well connected with pedestrian's friendly roads. Most of the students and staff members make use of public transport to reach college. Students are motivated to use bicycles. The University discourages the use of plastic in the campus. It needs to be shifted towards a paperless office by increasing ICT infrastructure. The campus is endowed with green trees.

The university celebrates national festivals like Republic day and Independence Day and observes birth anniversaries of the great Indian personalities like Mahatma Gandhi, Sarvepalli Radhakrishnan, Swami Vivekananda and B.R. Ambedkar.

The university maintains transparency in its financial, academic, personnel and auxiliary functions. It follows fair and ethical policies and procedures for its syndicate, administration, faculty and students.

One of the best practices of the university is 'School-University-Industry-Tie-up Scheme (SUITS)'. 3.31 lakhs students have been provided skill development training on the 8 computer science programs under SUITS from interested schools in Tamil Nadu during 2013-17. The second practice is 'Synergy BIAN (Bharathidasan International Academia Network)'. Under 'Synergy BIAN' the University sends its faculty, scholars and students to overseas Universities/Institutions of repute for Long Period Research, Short Period Visit to Laboratory, Research Conferences, Lecture/Talk, Project, and such other assignments.

One area distinctive to vision of the university and part of its thrust area is 'CENTUM- Centres of Excellence of Nation -Tamilnadu-University Make'. The emergence of these excellent centres is due to the individual mindset of working pointedly on a core theme that is up-coming with great potentials. Extra-mural funding support for many of these centres indicates their relevance.

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

**Strength**

**Strengths:**

The university was re-accredited by NAAC with 'A' Grade in 2012. It got position of 67 among universities in the NIRF 2018. It has strong research culture. The laboratories are equipped with many sophisticated instruments. The faculty has good number of research publications in peer reviewed journals with citations and h-index. It has good number of research projects. The university has introduced semester system and CBCS in the 2005. It has 128 affiliated colleges and a good number of autonomous colleges.

**Weaknesses:**

Majority of the students are first generation learners. A significant number of faculty positions are vacant. The grievance redressal mechanism of the University is poor.

**Opportunities:**

Being a vast campus there is the opportunity for development at any level. There is scope for effective pursuit of inter-institutional tie-up with localized national/state-level institutions providing more research exposures for student/faculty. Language Departments can work for a PG programmes on translation after identifying the scope/prospects. It can work hard to get recognition as 'University with Potential for Excellence (UPE)' by the UGC. It is possible to generate more funds through consultancy. There is scope for starting international collaborative courses, mobilisation of more funds, and showcasing the activities and impact of national centres.

**Challenges:**

The main challenge of the university is the filling up of vacant teaching and non-teaching posts, and addressing the issue of large number of contract employees. Attracting industries in developing effective and participative interface is a concern. Fast changing technology and know-how requiring consistent and continuous up-gradation of faculty is important. Attracting students from neighbouring states is another challenge. Maintaining the momentum for academic growth and excellence is the ultimate challenge for this University.

#### **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)

- Formulation of long-term perspective/strategic plan for the growth and development of the university.
- Introduction of school system following global standard in all disciplines and starting of more PG/research programmes in emerging areas.
- Filling up vacant faculty/non-teaching positions and starting add-on/job-oriented courses
- Integration of university-industry interface in teaching-learning.
- Motivation of faculty to undergo faculty development activities and undertake more research projects.
- Reconstitution of IQAC as per NAAC guidelines and evolving formal mechanism to monitor teaching-learning process, collect structured feedback from stakeholders, analyse feedback and other quality enhancing activities of the university.
- Strengthening of University Scientific Instrumentation Centre by pooling common instruments of all departments into it.
- Updating research/library facilities and ICT integration in teaching-learning/governance
- Registration and energization of Alumni Association
- Effective counselling, mentoring and grievance redressal mechanism

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

**Signature of the Head of the Institution**

**Seal of the Institution**



Sl.No	Name		Signature with date
1	DR. RADHAKRISHNAN P K	Chairperson	
2	DR. NALINIPRAVA TRIPATHY	Member Co-ordinator	
3	DR. T.C. TARANATH	Member	
4	DR. Y M JAYARAJ	Member	
5	DR. SMT SHUBHA TIWARI	Member	
6	DR. VISHNUKANTH S CHATPALLI	NAAC Co - ordinator	

Place

Date

NAAC