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INSTITUTIONAL ASSESSMENT AND ACCREDITATION (Effective from July 2017)

Accreditation - (Cycle -1)

PEER TEAM REPORT ON

INSTITUTIONAL ACCREDITATION OF
BABA GHULAM SHAH BADSHAH UNIVERSITY
U-0191
Jammu And Kashmir
Rajouri
185234

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:	BABA GHULAM SHAH BADSHAH UNIVERSITY Rajouri Jammu And Kashmir 185234
2. Year of Establishment	2002
3. Current Academic Activities at the Institution (Numbers):	
• Faculties/Schools:	8
• Departments/Centres:	19
• Programmes/Course offered:	60
• Permanent Faculty Members:	112
• Permanent Support Staff:	72
• Students:	2106
4. Three major features in the institutional Context (As perceived by the Peer Team):	<ol style="list-style-type: none"> 1. Very congenial eco-friendly environment but locationally remote 2. Growing as an higher educational hub 3. Offering traditional professional and job oriented courses
5. Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	Visit Date From : 02-12-2019 Visit Date To : 04-12-2019
6. Composition of Peer Team which undertook the on site visit:	
Chairman:	Mohan Khedkar
Member Co - ordinator:	Quamrul Hassan

Member:	Sanjeev Kumar
Member:	Pardeep Kumar
Member:	Rajarami Reddy Gottipolu
Member:	Naresh Dutt Mathur
NAAC Co - ordinator:	Dr. K. Rama

Section II: CRITERION WISE ANALYSIS

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

Criterion1 - Curricular Aspects (Key Indicator and Qualitative Metrics(QIM) in Criterion1)

1.1	<i>Curriculum Design and Development</i>
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	<i>Academic Flexibility</i>
1.3	<i>Curriculum Enrichment</i>
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

Baba Ghulam Shah Badshah University established in 2002 by an Act of the Government of Jammu & Kashmir, is located in a remote and completely barren area approximately 160 km away from Jammu, spread over 605 acres of eco-friendly, hilly and serene landscape, in the foothills of the PirPanjal. The university recognized by UGC under section 2(f) and 12(B) of the UGC Act 1956, has been established in a border district of Rajouri near the line of control along Indo-Pak border and is a great advantage to the people of this underdeveloped region.

Initially starting with four PG programmes from the academic session 2005, the university gradually grew and now the University is offering 60 programs under 8 schools (excluding school of Nursing & Biomedical sciences) in its 19 teaching departments. Besides, the UG and PG programmes the University has also introduces M.Phil. and Ph.D. programmes mainly in the areas of Biosciences, Biotechnology, Engineering & Technology, Mathematical and Computer Sciences, Management Studies, Tourism, Education, Islamic studies and languages.

Following an Outcome Based Education (OBE) approach, the University has developed the Learning Objectives for all the programmes namely, POs, PSO, and COs as integral part of the curriculum. The University has its own standard mechanism for development of curriculum and make revisions as and when required as per the societal needs and market demands considering the skill development, employability and entrepreneurship as major components for inclusion in the course curriculum. With a view to make the curriculum interdisciplinary in all UG and PG programmes, the University follows the guidelines of appropriate statutory bodies like UGC, AICTE, NCTE etc. The process of getting feedbacks from stakeholders on curriculum is also practiced to the extent possible. Finally, the curriculum is get approved from various statutory bodies such Board of Studies (BoS) and Academic Council (AC) of the university. The CBCS has been implemented in all the PG programmes of the University to provide greater flexibility and increased employability skills to the students aligned with their professional and personal aspirations.

The university has attended the cross cutting issues such as gender, environment and sustainability into their curriculum. Various UG and PG programmes are there to sensitize the students and develop their sensibility on the issues like human values and professional ethics. In addition, University has organized a number of seminars, workshops, outreach programmes, as well as induction program to sensitize not only the students but the local people at large to create awareness among them on the basic dimensions of the biological, sociological, psychological and legal aspects to counter the gender and other social and environmental issues.

**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	<i>Student Satisfaction Survey</i>

Qualitative analysis of Criterion 2

BGSBU admits the students through entrance examinations to different programmes. Most students are from J&K state with diverse socio-economic background and majority of them are from rural areas. The varied level of learning is natural and to attend the issue, the University is in practice of identifying slow and fast learners across all the programmes based on the performance in the entrance examinations and internals tests. Remedial classes, assignments and learning materials are provided to slow learners while fast learners are motivated through counselling and mentoring to excel in their career.

Student centric teaching learning process is being practiced largely. Students are assigned problems in the form of project assignments, case study analysis etc. and are to make presentations on the topics assigned to them. Also, invited lectures have been organized in almost departments where group activities were to be performed by the students to solve the problems. This ensures the practice of participative learning followed by the almost all teaching departments of the University.

The University has established a full-fledged Examination Wing with adequate infrastructure including IT support and integration. Continuous assessment is carried out for all the programs. Reforms in the examination system are a continuous approach towards smoothening the examination process and declaration of results well in time. Earlier, the paper evaluation was done generally by external evaluators and only few were internal faculty to act as evaluators, however, it was a major reason for the delay in the declaration of results. This practice has been reversed now. Table marking has been introduced to expedite the examination process. Re-evaluation of answer scripts is also done in case of grievances of students, if any.

POs, PSOs and COs for all programs are part of the curriculum and communicated to the students through the university website. The attainments of these outcomes are assessed, however, indirect assessment is to be included into the overall attainment of POs.

***Criterion3 - Research, Innovations and Extension
(Key Indicator and Qualitative Metrics(QIM) in Criterion3)***

3.1 Promotion of Research and Facilities

3.2	<i>Resource Mobilization for Research</i>
3.3	<i>Innovation Ecosystem</i>
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	<i>Research Publications and Awards</i>
3.5	<i>Consultancy</i>
3.6	<i>Extension Activities</i>
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	<i>Collaboration</i>

Qualitative analysis of Criterion 3

The University is earnestly focussing on transforming herself into a teaching-cum-research university. Faculty members are motivated towards submitting research proposals to various funding agencies and have even succeeded in getting considerable proposals approved. The University has a Green House and Innovation Centre complemented with Tinkering Lab. Some MoUs with other institutes have also been signed and collaborative projects are completed whereas a few are ongoing. Faculty members are publishing papers considerably in journals of repute (Scopus indexed journal. SCI journals etc). The University has also bagged the TEQIP-III grant for improving the infrastructure in School of Engineering & Technology. A Biodiversity park spread over more than 150 acres is a unique feature to the university, developed with utmost efforts for preserving endangered species as well research work. BGSB has established an apiculture unit to process quality honey and marketing the same commercially. One patent is also there to the credit of the University.

Extension activities by the various departments are organized depending upon their core strengths in particular and on common issues in general. Mushroom cultivation, vermin composting, floriculture are some of the skill related and socially relevant projects taken up for the benefit of the local farming community. NSS volunteers have planted sapling in different locations, organized blood donation camps, participated in Swachh Bharat Abhiyan, and organized campaigns, rallies, social awareness programmes in the rural areas.

**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	<i>IT Infrastructure</i>
4.3.1 QIM	Institution frequently updates its IT facilities including Wi-Fi
4.4	<i>Maintenance of Campus Infrastructure</i>
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 beautiful eco-friendly and serene campus, spread over an area of 605 acres. The University has adequate facilities in accordance with the norms of the regulatory bodies for teaching-learning process in terms of class rooms, laboratories, and computing facilities. Most of the class-rooms in the University are equipped with wi-fi enabled Projectors and Audio System. Many classrooms have wired Internet and Wi-fi facilities. More than 350+ computers (Desktops, Workstations & Laptops) are accessible to the students and faculty members who have access to the Internet across the university including Class, Labs, Conference Rooms, Auditorium, Hostels, and Faculty Quarters etc. The university has 02 Virtual classrooms, each of capacity 60+, having recording and streaming facilities and it is envisaged to have such facility in every Department of Studies. The University is connected to the National Knowledge Network through the 1Gbps Internet link which provides access to IITs, NITs etc. and the Internet connectivity is available to students, faculty and staff. Usage of Open Source Software is heavily promoted as a policy and many utilities from Open Source community are used for conduct of class-work and labs. BGSBU has a Government supported Lead Botanical Garden for North Western Himalayan Region (established in 2009), which is presently spread over an area of 10 acres, and housing apiculture floriculture, vermi-culture and medicinal plant units for research and farming needs of local population. In addition, the University is in the

process of developing Abdul Kalam Botanical Park with the State Government support of 2.5 crores. The university has earmarked more than 200 acres for the unique biodiversity park, which is preserving at present 400 indigenous species of rare and endangered species.

The University has developed adequate facilities for sports, games (indoor, outdoor, gymnasium, yoga centre etc.,) and cultural activities enough for Badminton (Men & Women), Baseball (Men and Women), Cricket, Volley Ball (Men and /women), Chess, Table Tennis, Football, etc and gymnasium. The University has Health centre and Yoga Centre. The university has well equipped auditorium for organizing cultural activities.

A new spacious Library building (Rs 11 crores) is almost ready on the campus. The existing Central Library as on date maintains a collection of over 45000 documents, including more than 2000 Digital Documents, which stand fully classified as per Dewey Decimal Scheme of classification (DDC). The Central Library is an institutional member of DELNET (Developing Libraries Network), NDL etc. The Central Library subscribes IEEE database, a few electronic journals and has been provided access to couple of databases under eShodh Sindhu. The library maintains a complete database of library collection on SOUL software (Software for University Libraries) installed for automating library services and activities. The Library is actively utilizing all electronic and digital sources for the benefit of students and faculty. The library is functioning with regular Assistant Librarian and supporting staff. The Central Library BGSB University possesses a modest collection of documents covering a wide array of subject disciplines. The library also possesses CD/DVD documents, e-books, Journals (print and electronic), Back Volumes, Theses and Dissertations, etc. to cater the information requirements of the academia.

A full-fledged Centre for IT enabled services (CITES) of the university supports e-governance, networking and teaching-learning process of the University. CITES continuously updates and expands its services in the University including the library.

The University has well established procedures and committees, and adequate staff for maintaining and utilizing the physical, academic and support facilities of the entire campus.

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

BGSB University has established an International Student Cell under the chairmanship of Dean of Students to encourage the inflow of admissions of foreign students in different academic programs. However, due to frequent disturbances in the area and locational disadvantage the university is unable to attract foreign students. Efforts are underway to succeed in future.

The University has a Student Council comprising of the representative students of each department which is being monitored by Dean of Students. The University administration holds meetings with the Student Council as and when required. The highest level of students' body is 'Students Council' comprising of Hostel Committee, Sports Committee, Cultural Committee and Editorial Committee.

The Alumni members of the University have an autonomous and independent association named as BGSBU Alumni Association (BGSBUAA) registered recently.

Alumni of the University have been playing a pivotal role to encourage students especially their family and friends to consider their university as the provider of higher education.

The alumni of the University support the students by mentoring them on their career opportunities in the industry and opening channels for the students for acceptance, either in undergoing practical learning or work experience in the institutions where the alumni are working. The alumni of the University on various occasions interact with the students through extension programs or invited lectures and share their valuable experience and information with them.

***Criterion6 - Governance, Leadership and Management
(Key Indicator and Qualitative Metrics(QIM) in Criterion6)***

6.1	<i>Institutional Vision and Leadership</i>
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	<i>Strategy Development and Deployment</i>

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	<i>Faculty Empowerment Strategies</i>
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	<i>Financial Management and Resource Mobilization</i>
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	<i>Internal Quality Assurance System</i>
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 governance of the University is in tune with its well defined vision and mission. Outcome based education, mentor-mentee scheme, a scheme for professional and professional guidelines for students are part of strategic perspective plan of the University. ICT in teaching is adequate and registration under MOOCs and SWAYAM. There is visible and strong impact of decentralization and participative management.

IQAC makes periodic review process. Curriculum design is based on learning outcomes. Critical programme outcomes have been focussed on generic skills. IQAC has been successful in monitoring the academic discipline. Regular meetings of all bodies are held. Student feedback is taken and used while curriculum is modified.

The University has taken adequate initiatives in fostering scientific outlook, creative thinking, innovation, research and entrepreneurship in the last five years. There are adequate hostel facilities for boys and girls. Research facilities are sufficient and Biotechnology department is marching ahead with faster pace. Teachers are given due representation in all statutory bodies and committees.

All essential committees are in tune with in the University in working in coherence for the benefit of the stakeholders. There is visible societal and local and armed forces impact in improving the University infrastructure, work culture, research practices etc. Central Library building is under construction and probably that is why various departmental libraries are functioning along with a central library. In spite of locationally remote region and geo-political turbulence, the extramural funding for research is satisfactory. Entrance tests are held regularly for M.Phil. and Ph.D. programmes. The University reflects an emerging profile.

The governance of the University demonstrates enormous and efficient system. CAS has been implemented for the faculty. Group insurance scheme for all the employees is in operation. Leaves rules are given as per norms. There are few supernumerary seats of admission under ward quota. There is GP fund for employees before 2010. Office chambers for teaching and non-teaching employees are comfortable.

There is a genuine appraisal system for the teaching and non-teaching employees. University gets capex budget funding from the State government and also from the Government of India under Revenue budget. All budgets are internally audited properly. A few financial reforms have been initiated for the mobilisation of funds. University has

implemented PFMS and PMMS for financial management and procurement. IQAC has taken sufficient initiatives in the area of academic excellence, documentation, curriculum design, formation of COs, POs and PSOs etc.

**Criterion7 - Institutional Values and Best Practices
(Key Indicator and Qualitative Metrics(QIM) in Criterion7)**

7.1	<i>Institutional Values and Social Responsibilities</i>
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: <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Students, staff using <ol style="list-style-type: none"> 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	<i>Best Practices</i>

7.2.1 QIM	Describe at least two institutional best practices (as per NAAC Format)
7.3	<i>Institutional Distinctiveness</i>
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

University established Internal Complaint Committee to promote gender sensitivity among faculty, staff and students. Women's Cell also takes necessary steps to promote gender sensitivity and parity. University also organized multiple activities including guest speakers to sensitize everyone. Programme on entrepreneur skills are being organized at departmental levels and also under the banner of Women Cell to enhance the skills of women to becoming economically self-sufficient.

University is also concerned about the safety and security of students and employees. Also provide counselling to students for their upliftment. Girls have dedicated common rooms, recreational spaces, indoor and outdoor activities.

University campus have reduced the waste material. Around 100 segregated recycling bins on campus for biodegradable and non-biodegradable materials. University has adequate quantity of land therefore the uses wetland for treatment of waste water. Some initiative for e-waste management has been taken.

University has provision of rooftop rainwater harvesting facility at different locations in the campus. It also has fifteen rainwater recharge ponds at different locations.

The University (located in hilly area) is having battery operated vehicles to maintain eco-friendly environment. Three buses for the transportation from Rajouri to the University. Roads are pedestrian friendly (stairs are available). Campus is plastic free but office is not completely paperless.

National festivals, birth/death anniversaries of great Indian personalities are organized. All departments/schools organize competition on various occasions like National Science Day, World Environmental Day etc. Also, participated in Swatch Bharat Abhiyan.

The university has transparency in financial, academic and administrative functions. Feedback system is available, answer keys are uploaded on website. Course review committee is regularly conducted by the university. Online payment system and e-salary system is available.

Minutes of Executive Council, Academic Council, Annual reports were available and also having internal audit system.

The University has community college which is accessible to large number of individuals that encompasses both vocational as well as traditional courses. They provide Rs. 1000/- per month scholarships to students having 75%+ attendance. Most of the students are female and from underprivileged sections of the society.

The University restores degraded lands, use of bio resources for entrepreneurship development of local population. University recharge and conserve the water resources and restore the green cover. Also, initiate by constructing check dams and rainwater harvesting with 'Kuchha Pits'.

The University established Apiary in which local people are being trained for production of honey and different crops. Also promote bio crafting, vermin composting, mushroom cultivation etc. University area contains around 400 species of herbs, shrubs and trees. More than 1.5 lakhs saplings have been planted in the university premises. Women folks were encouraged. About 200 women undertook different activities including mushroom cultivation and medicinal plant cultivation. University has launched its first product named 'BSBU forest honey'.

Ministry of Environment Forest, New Delhi sanctioned Mahatma Gandhi Chair on Ecology and Environment (for 5 years). Several projects have been undertaken by the University on various facets of ecology and environmental conservation.

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

Overall Analysis

Strengths

1. Large campus, ecofriendly, peaceful, pollution free
2. Residential nature with campus housing for students (both male and female) and staff
3. Commendable growth of the university infrastructure and facilities
4. Mix blend of traditional and job oriented programs
5. Water harvesting and biodiversity conservation
6. e-learning facilities and IT enabled services
7. Good extra-mural funding
8. Dedicated and committed faculty as well as staff

Weakness

1. Lack of regular senior level faculty (Professors and Associate Professors)
2. Locational disadvantage as well as access
3. High attrition rate of faculty
4. Limited campus placement
5. Limited financial support for M.Phil and Ph.D. students
6. Lack of international students and faculty exchange programs
7. Lack of consultancy
8. Limited professional development facilities
9. Deficiency of foreign/industry experienced faculty

Opportunities

1. Growing opportunities for higher education
2. Great opportunity to empower deprived and underprivileged population of this remote region.
3. To increase collaboration with various government agencies such as Department of Forests, Armed forces etc.
4. Entrepreneurship and self employment opportunities
5. Development of biodiversity park for tourism/academics

Challenges

1. Geopolitical disadvantage
2. Promoting more research and post doctoral programs
3. To strengthen the CBCS system with more skill/IT courses
4. To attract senior level faculty
5. International academic exposure
6. Establishing other professional institutions

7. Extreme climatic conditions
8. Attracting foreign students

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)

- Utilize biodiversity resources for tourism promotion.
- Increase collaboration with government departments (Central and States) to strengthen academic and infrastructural support.
- Efforts to enhance international exposure to faculty and students
- Efforts to improve the campus placement
- Seed money may be provided to the faculty for professional development.
- Recruitment of regular senior level faculty (Professors and Associate Professors) needs to be done.
- Full fledged Central Instrumentation Facility needs to be established.
- Hill area allowances may be provided to the employees of the university in tune with pattern of other hill States.
- School facility be established inside the campus for the wards of faculty and staff

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

Signature of the Peer Team Members:

Sl.No	Name		Signature with date
1	Mohan Khedkar	Chairperson	
2	Quamrul Hassan	Member Co-ordinator	
3	Sanjeev Kumar	Member	
4	Pardeep Kumar	Member	
5	Rajarami Reddy Gottipolu	Member	
6	Naresh Dutt Mathur	Member	
7	Dr. K. Rama	NAAC Co-ordinator	

Place: Date