INSTITUTIONAL ASSESSMENT AND ACCREDITATION
(Effective from July 2017)

Accreditation - (Cycle - 2)

PEER TEAM REPORT ON

INSTITUTIONAL ACCREDITATION OF
GODAVARI INSTITUTE OF ENGINEERING AND TECHNOLOGY
C-18029

Rajamahendravaram
Andhra Pradesh
533296

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:	GODAVARI INSTITUTE OF ENGINEERING AND TECHNOLOGY Rajamahendravaram Andhra Pradesh 533296	
2.Year of Establishment	1998	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:		
Departments/Centres:	10	
Programmes/Course offered:	17	
Permanent Faculty Members:	257	
Permanent Support Staff:	84	
Students:	3210	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. Autonomy, NBA/NAAC Accreditation, and ISO 9000 Certification. 2. Catering to rural and backward students 3. Hostel for foreign students	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 23-08-2018 To : 24-08-2018	
6.Composition of Peer Team which undertook the on site visit:		
	Name	Designation & Organisation Name
Chairperson	DR. A K D DWIVEDI	FormerDirector,National Institute of Elecronics and Information Technology Gorakhpur UP
Member Co-ordinator:	DR. RAKESH RAMTEKE	Professor,KBC North Maharashtra University Jalgaon
Member:	DR. ASHIM DEY	Professor,NATIONAL INSTITUTE OF TECHNOLOGY
NAAC Co - ordinator:	Dr. Vinita Sahu	

Section II:CRITERION WISE ANALYSIS	

Observations (Strengths and/or Weaknesses) on each qualitative metrices 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 Metrices(QlM) in Criterion1)	
1.1	Curriculum Design and Development
1.1.1 QlM	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 Institution
1.2	Academic Flexibility
1.3	Curriculum Enrichment
1.3.1 QlM	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

Godavari Institute of Engineering and Technology is situated on the National Highway-16, in an evergreen scenic landscape of 27 acres of Chaitanya Knowledge City, Rajamahendravaram, Andhra Pradesh. It is located in the rural environment and committed to social welfare, with 7 Undergraduate and 10 Postgraduate programs. The Institute is approved by AICTE, New Delhi and permanently affiliated to JNTU, Kakinada. As it is an autonomous institution, Program Specific Criteria recommended by advisory boards with expert members from various quarters such as industry, academia, and alumni are taken into consideration while designing the POs, PSOs and PEOs. Board of Studies (BOS) of individual departments and college academic council typically undertake different steps in drafting the outline for the current Autonomous Syllabi, a model University syllabi, Syllabi of various Universities and Autonomous institutes were collected, compiled and compared. Seventeen programs were revised during the last 5 years.

The Institute promotes interdisciplinary approach by offering interdisciplinary projects. Students are undertaking field projects apart from attending skill development modules, industrial visits, implant training etc. The subject related programs and value added programs are conducted every semester to fill up the curricular gaps to improve the employability of the students. External quality audits are conducted by external ISO Experts.

An Academic calendar is prepared at the beginning of the academic year by the Institution for students and staff about the working days and assessment schedule. In addition to that, co-curricular calendar is prepared for every semester which includes planned department level programs and common programs to execute it. The concerned subject faculty member maintains the course file and log book which contains student's attendance, assessment marks and portion coverage details.

Enrichment of the curriculum is ensured by adopting traditional and innovative teaching practices and offers opportunities to the students to express their views and improve their skills. Various student centered curricular and co curricular activities are executed by college such as Gender Sensitization Programmes, women grievances cell, psychological counseling, etc. Moreover, student oriented methods like group discussion, experiential learning, sports and cultural events, seminars, workshop, conference, and other aids to promote general communication skills among students. Many programs jointly run by the students to inculcate the gender equality, upholds human values and ethical behaviors among them.

The cross cutting issues relevant to Gender, Environment Education, Sustainability, Human Values and Professional Ethics find an ample space when it comes to applying them positively into the curriculum. The Quality policy itself vouches to create healthy and socially strong students. The initiatives were taken for tree plantation, blood donation camp and teaching rural children through NSS unit of the institution. Feedback is collected, analysed and action on feedback is also taken which is a good practice on part of the institution.

Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrices(QlM) in Criterion2)	
2.1	Student Enrollment and Profile
2.2	Catering to Student Diversity
2.2.1 QlM	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 QlM	Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences
2.3.4 QlM	Preparation and adherence to Academic Calendar and Teaching plans by the institution
2.4	Teacher Profile and Quality
2.5	Evaluation Process and Reforms
2.5.4 QlM	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 QlM	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 QlM	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 Institution conducts orientation programmes for freshers' every year at the start of the academic year. It also includes a session for parents in the program and feedback is collected from the freshers after the orientation to check if there are any issues to be resolved or to be changed if any required for subsequent years. The program is spread over a period of two weeks and covered a wide array of information relating to academic, intellectual, and leadership, cultural and social experiences available to students on the campus. Information on various facilities is also provided a summary of important rules and regulations which students need to observe while on campus. The Dean, faculty members, and section in-charges of certain support services participated in the programme.

The institute identifies the level of students based on 3 grade factors viz, Intermediate Score – 30%, Snap Test – 50% and EAMCET – 20%. The institute offers a number of opportunities for bright students to enhance their talent and meet out their learning needs. Faculty Members revise the contents as per requirement of slow learners and discuss with the parents of the slow learners regarding improvement in the performance of their wards etc.

The teaching-learning process comprises student centric methods like experiential learning, participative learning and problem solving methodologies. Many teachers use ICT tools for teaching and learning. Remedial classes are conducted for weak students in all subjects. With the newer technologies in Teaching Learning Process such as Outcome-Based Learning (OBE), Student-Centred Learning (SCL), Problem-based

learning (PBL) and Case Study (CS) are followed to compete in the real world. The Innovative Teaching Practices such as Massive Open Online Courses (MOOCS), LCD Projectors in lecture rooms, Digital Libraries. The Institute has adopted modern teaching learning practices with blended MOOCS, NPTEL course materials and online course materials developed. Mock interviews are conducted with technical HRs from outside. The Institute has 257 faculty members and out of them 35 faculty members are holding Ph.D. qualification.

The Institution adopts judicious mix of formative and summative evaluation schemes implemented to ensure continuous evaluation. The Examination Cell carry out the work related to internal / external examinations. The Institute is accountable to the stakeholders - students, faculty, alumni and the society. The student evaluation process needs to be improved. Students can also approach to the Head of Department, Dean (Academics) & Principal in case of desired requirement. The Institution and the departments state their PEOs, PSOs and POs. It is disseminated to all the students through college calendar, website, notice board etc. The Institute follows the Outcome Based Education (OBE) approach where the Programme Educational Objectives (PEOs), Programme Specific Objective (PSO), Programme Outcomes (POs) for each program prescribed by JNTU, Kakinada is followed and the Course Outcome (CO) for each course is achieved. PO sample analysis has been shown. Performance of the students in GATE, UPSC and State service examination can be improved.

Criterion3 - Research, Innovations and Extension (Key Indicator and Qualitative Metrices(QlM) in Criterion3)	
3.1	Promotion of Research and Facilities
3.2	Resource Mobilization for Research
3.3	Innovation Ecosystem
3.3.1 QlM	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 QlM	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 GIET has 257 faculty members, Out of them, 35 have doctoral degrees and involve in research activities at the institute. Senior professors of the Institute have supervised 17 research scholars to successful award of doctorates.

The Institute has policies that are conducive to stoke research activities amongst both teachers and students. The Institute started working towards building an eco-system of innovation and research about two/three years ago and is almost at the culmination of its efforts. An incubation cell is actively churning the interests of the students to come forth with innovative ideas that may result in newer products and patents. Whenever needed, senior officials of DIC, AP State Finance Corp. and executives of leading start-ups are roped in by the Institute for suitably mentoring students for successful entrepreneurship.

The development of a miniature lathe machine, fuel efficient automobiles, IoT based projects, are some of the projects developed by students and have attracted our attention. The enthusiasm exhibited by the Automobile Engineering department is worth noting. |

Extension activities organized at the Institute stand as effective means of injecting several cross-disciplinary socio-technological ideas and attitudes into the students. The institute adopted a village, Velugubanda, near Rajahmundry and several technological aspects such as training programs for the unemployed youth of the village, awareness programs for the home-makers in the village, assistance in sociological needs such as medical camps, cashless transactions, ISRO exhibitions and digital awareness programmes for the youth and school children as well as nearby villages let the students discover the joy of social services and reinforce their learning while teaching. The Skill Centre offers many hands-on training sessions on skills in the area of refrigeration and air conditioning, home and office automation, etc.

The NSS cell conducts several programs such as Republic Day, Independence Day, Constitution day, Celebration of birthdays of national heroes, along with several welfare programs. In order to improve quality of education, GIET considers that innovation must be seen as a struggle for survival and everyone has to align accordingly. Departments have initiated work towards the development of Intellectual Property, Internal Revenue Generation and limited Consultancy. The Institute has 24 MoUs with industries and strives to strike the balance of Industry-Institute-Interaction and create a win-win situation for all the concerned stakeholders.

Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrices(QlM) in Criterion4)	
4.1	Physical Facilities
4.1.1 QlM	The institution has adequate facilities for teaching - learning. viz., classrooms, laboratories, computing equipment, etc
4.1.2 QlM	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 QlM	Library is automated using Integrated Library Management System (ILMS)
4.2.2 QlM	Collection of rare books, manuscripts, special reports or any other knowledge resource for library enrichment
4.3	IT Infrastructure
4.3.1 QlM	Institution frequently updates its IT facilities including Wi-Fi
4.4	Maintenance of Campus Infrastructure
4.4.2 QlM	There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

Qualitative analysis of Criterion 4
The Institution has adequate infrastructure to facilitate teaching learning process. It has more than 27 Acres of land where the built-up area is 48010 Sq. Meters. The institute has 83 number of class rooms, 56 number of laboratories, 11 number of seminar halls, several cafeteria, amphitheatre with seating capacity of 2000, cricket grounds, basket ball grounds, tennis grounds, badminton courts, and hostels to accommodate about 2000 boys and girls.

There were 210 student represented in sports and games at state and national level during last 5 years. The Institute has specialized training resources within the reach of Training and Placement Cell (TPC). TPC caters to the needs of providing specialized training to enable the students to fare well in placement interviews. These training programs are introduced in the second year to nudge the students in the direction of learning life-skills and excellent interaction skills. |

Extra-curricular activities provide a way of seeking inner excellence of students with happiness, fun, and frolic. Such activities are filled with excitement and give opportunities for practicing leadership skills for students involved in organizing various events which was evident during interaction session with students.

Library has a learning resource with 9594 titles and 68915 volumes and 2058 reference books are in stock. Digital Library with 20 computers provides ample scope for students to explore and find new avenues of learning. Facilities such as Delnet, NPTEL, OPAC and digital library are available on campus. The Learning Management System adopted by the Institute allows students to practice structured and self-paced learning. The institute has in place campus-wide WiFi with 220 Mbps internet facility.

The infrastructure facilities including laboratories, sports, computing and instructional areas are well managed and maintained by the staff concerned. Periodic library stock verification, general stock verification and quality audits evidence this. Latest technologies like blade servers, a structured network using campus wide OFC, network of access points and CCTV, etc. provide best IT enabled environment for staff and students. With all these in place, the administration gears itself towards less-paper working style, if not paper-less working style.

Criterion5 - Student Support and Progression (Key Indicator and Qualitative Metrices(QlM) in Criterion5)	
5.1	Student Support
5.2	Student Progression
5.3	Student Participation and Activities
5.3.2 QlM	Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution
5.4	Alumni Engagement
5.4.1 QlM	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 number of students studying in GIET is 3210, out of which 2344 male and 866 female were enrolled during the academic year 2017-2018. The process of walking-with-students begins with the Induction Program where the students are given ample scope for acclimatization into its atmosphere and blend as a contributing partner. The induction program ensures that the students are less inhibited and can communicate reasonably well in English. Students are exposed to various forms of expressions through technical events, cultural fests, oratory competitions, essay writing competitions, project expositions.

No student council was formed in Institution but class representatives play roll in Several Cells/Associations/Committees such as NSS, Entrepreneurship Development Cell (EDC), and Technical Associations. The students are involved in various administrative and academic works through institutional level committees such as IQAC, R&D, Grievance Redressal, Women Empowerment, Sports & Games, Innovation & Incubation, Hostel, Transport, etc. in addition to the department level groups.

Students are carefully screened to identify their innate talents and challenges. This process is done to ensure that the students with differing backgrounds are offered the tailor-made learning experience to them. The penultimate training program, Placement Training offers training sessions to give them a feel of their talents and teaches them etiquettes to enable them to blend well in any situation effortlessly. This training also offers them an exposure to real-life working environment since they get an opportunity to interact with working professionals in their interview sessions.

The alumni association is in function at the Institute but it needs to be registered in the GIET under society act. Alumni meets are organized once a year to allow the students realize symbiosis and fall back on one another in situations needing support. Though certain placements and handholding of students by alumni during internship is carried out, the Association activities need to be strengthened significantly in case the Institution is considering to focus on enhancing linkages with industry.

Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrices(QlM) in Criterion6)	
6.1	Institutional Vision and Leadership
6.1.1 QlM	The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the institution
6.1.2 QlM	The institution practices decentralization and participative management
6.2	Strategy Development and Deployment
6.2.1 QlM	Perspective/Strategic plan and Deployment documents are available in the institution
6.2.2 QlM	Organizational structure of the institution 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 QlM	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 QlM	The institution has effective welfare measures for teaching and non-teaching staff
6.3.5 QlM	Institution has Performance Appraisal System for teaching and non-teaching staff
6.4	Financial Management and Resource Mobilization
6.4.1 QlM	Institution conducts internal and external financial audits regularly
6.4.3 QlM	Institutional strategies for mobilisation of funds and the optimal utilisation of resources
6.5	Internal Quality Assurance System
6.5.1 QlM	Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes
6.5.2 QlM	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 QlM	Incremental improvements made during the preceding five years *(in case of first cycle)* Post accreditation quality initiatives *(second and subsequent cycles)*

Qualitative analysis of Criterion 6
The GIET has clearly stated its vision and mission statements. The Management takes deep interest in building a system that is self-sustaining, self-motivated, self-learning and self-correcting. To achieve this objective, the employees are trained well in their job functions. The policies and schemes are employee friendly and the employees take benefit of it. This was evidenced during interaction sessions with the teaching and non-teaching staff members.

Organizational structure of the institution including governing body, administrative setup and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism coordinates the formal and informal arrangements in the academic and administrative set up and such planning and implementation reflects the institutions efforts in achieving its vision. Modifications to the academic policies, programs and processes as deemed necessary, are carried out after due deliberations and debated at the faculty body meetings. The aspects to be included in the perspective plan are drawn from the various committee recommendations with priority. Organizational structure of the institution includes Governing Body (GB), Academic Council (AC) and functions of various bodies. At present, there are 21 institutional level committees in exist. The committees meet regularly to discuss on various issues and find suitable solutions. Compositions of these committees are reviewed and change is given to faculty members and students to learn a new role. During discussions with the Management, it was mentioned that a) the Institute would focus on R&D, b) go for deemed to be university status in next 5 years, c) earn national ranking and d) make efforts in enhancing collaborations with industry.

IQAC of the Institute is quite strong as seen from the implementation of various policies and schemes. About 225 standardized forms and formats, a detailed auditing process, structured course files, well-laid laboratory manuals, etc. proves its strength. The Institute claims this as one of the best practices in academic systems in the region.

The statutory audit reports of accounts as per ICAI standards were available. There were no major audit objections. The Institute is self-sufficient and is able to generate its own resources.

The recommendations and suggestions provided by IQAC from time to time are put up to the authorities and progress is accordingly steered as witnessed through the IQAC presentation and decisions taken in Academic Council and Governing Body. IQAC forms a Panel of Auditors to carry out Academic Audit of all teaching departments whose outcomes are shared with them for preventive and corrective action. Recommendations are made on various teaching-learning methods, instructional aids, updates in domain knowledge, etc. basing on which decisions that influence the learning outcomes are taken. The Institutional IQAC acts as an interface between departments, administration and Management, thereby steering towards development. The IQAC Cell demonstrated how incremental changes to the existing system over last 5 years have brought in remarkable change in the quality of education as a whole.

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

Qualitative analysis of Criterion 7
In line with the vision and mission, the Institute participates in the noble cause of nation building by offering professional education, research and training in engineering and technology. GIET celebrates national festivals and birth/death anniversaries of great Indian personalities and uses this opportunity to inculcate good values and virtues in the youth. Republic Day, Independence Day, Constitution Day, Mahatma Gandhi Jayanti, etc. are celebrated with great fervour and interest. The Institute honours the autonomy granted to it and believes in transparency in its operation. The Audit Reports and Statutes speak lot about it. This has also been observed during interaction with various functionaries in Management. Facilities such as separate counselling, common room, timings for gym, medical assistance, etc. are provided for male and female students. At the same time, equal opportunity is given to both genders in employment and career progression. Equal opportunities are provided at the time of placements, career guidance and other key

support. The Institute has a sizeable number of girl students, non teaching staff, institutional committee members and Heads of the Dept. The Institute provides a lush green and clean environment with well lit and ventilated rooms for academic and administrative functions. Plantation programmes, waste management policies including e-waste, solid and liquid waste, are in place.

Particular interest is elicited in rain water harvesting as all the water is collected and directed into the charging area (pits and ponds). Institute has two large ponds which is well taken care of. Due to the geographical formation, it is easy to get the water collected and put to recharging the water table.

There are some good measures available on campus that account for green initiatives such as use of eco-bicycles by staff and students, public transport, well laid green walk-ways, less-paper office environment, and excellent green landscaping with numerous aromatic, medicinal, fruit-bearing and flower-bearing plants and trees.

4 KVA of solar and wind hybrid power plant is installed to meet the energy needs. A bio-gas plant with 1 KVA was constructed to transform waste food material into bio-fuel for the kitchen usage. The run off rain water is diverted in to the percolation pits in all the buildings of the campus to increase the ground water level.

Section III:OVERALL ANALYSISbased on Institutional strengths.Weaknesses,Opportunities & Challenges(**SWOC**)(**up to 500 words**)
Overall Analysis

Strength:

Strengths

- Having many recognitions like autonomy, permanent affiliation, NBA and NAAC accreditation, recognition u/s 2f and 12B of UGC Act, 1956
- Sophisticated laboratories provide good learning environment to students
- Motivated, dynamic and young faculty members
- Excellent academic system that takes care of learning from admission till graduation
- Remarkable skill based training
- Uncompromised extension activities
- Large number of best items on campus (lush green campus, large sports arena, large transport system, huge hostels, etc.)

Weaknesses

- Slow/stagnated research activities
- Low consultancy activities
- Student counselling needs improvement
- Unregistered alumni association

Opportunities

- As the Institute is near to upcoming industrial hub (petroleum, ceramic, food, etc. sectors), there are opportunities for employment, innovation and consultancy
- Huge land mass provides for easy expansion

- Being an autonomous Institute, it may strive to obtain grant-in-aid from funding agencies
- Development of eco-system for inter-disciplinary research

Challenges

- Preparing Institute for technology disruption
- Bringing external funding and promoting innovation
- Putting the students and faculty into "futuristic" learning mode
- Overall Development of the students from rural background.

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)

- Awareness campaign for improvement of Gross Enrolment Ratio (GER) through mobile and Lab to Land programme for rural area.

- Establishment thought cell for imbibing thoughts of epoch making thinkers so as to cultivate notion of ethical behaviour.

- In order to maintain transparency in Evaluation process, evaluated answer-scripts should be shown to the students.

- Implement stringent quality assurance measures.

- Standard journals must be subscribed in the library.

- Campus lacks ramps for differently-abled persons

- Install more green energy measures thus taking the campus towards carbon neutrality

- Greater impetus may be given on industry tie-ups and engaging industry in course delivery

- Enhance tie-ups with leading foreign universities, institutes of excellence, research bodies.

- Setting up faculty and student research motivation cell.

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. A K D DWIVEDI	Chairperson	
2	DR. RAKESH RAMTEKE	Member Co-ordinator	
3	DR. ASHIM DEY	Member	
4	Dr. Vinita Sahu	NAAC Co - ordinator	

Place

Date

Sl.No	Name		Signature with date