PEER TEAM REPORT ON
INSTITUTIONAL ACCREDITATION OF
PALAMURU UNIVERSITY

Place: Mahabubnagar   Pin: 509001   State: Telangana

Section I: GENERAL	Information
1. Name & Address of the Institution:	Palamuru University, Bandameedipalli, Mahabubnagar, Telangana-509001
2. Year of Establishment:	2008
3. Current Academic Activities at the Institution (Numbers):	
• *Faculties/Schools*	5
• *Departments/ Centres:*	16
• *Programmes/ Courses offered:*	1(UG); 18(PG) and 5(PhD)
• *Permanent Faculty Members:*	23
• *Permanent Support Staff:*	2
• *Students:*	1705
4. Three major features in the institutional Context *(As perceived by the Peer Team):*	1. An affiliating state university in a rural area with majority of students from marginalised sections 2. The university offers five-year integrated programme in MSc chemistry 3. The University has three constituent PG centres
5. Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	25th, 26th and 27th October 2018
6. Composition of the Peer Team which undertook the on- site visit:	
Chairman:	**Prof. P.K. Radhakrishnan** (Former Vice Chancellor, University of Kerala) 8H, Block-B, Sreedhanya Planet-X, Kallampally, **Thiruvananthapuram-695 011**, **Kerela**
Member Coordinator:	**Prof. Sanjeev Kumar Sharma** Professor, Department of Political Science, CSS University, **Meerut-250005** **Uttar Pradesh**
Member:	**Dr. Aisha M. Sheriff** Vice Chancellor (in charge) Dept. of Business Administration, B.N. Bahadur Institute of Management Sciences, University of Mysore, **Mysore -570006,** **Karnataka**
Member:	**Prof. Narpat Singh Shekhawat** (Former Professor, Biotechnology Unit, Department of Botany, JNV University, Jodhpur-342001), B-131, Pritvi Raj Nagar, Near Maharani Park, **Jodhpur-342005, Rajasthan**
Member:	**Dr. Pramod Bhujangrao Khedekar** Professor, Department of Pharmaceutical Sciences, RTMN University, **Nagpur-440033,** **Maharashtra**
NAAC Coordinator:	**Dr. Vishnukant S. Chatpalli** Adviser, NAAC, P.O. Box 1075, Nagarbhavi, **Bangalore-560072**

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–CurricularAspects **(Key Indicator and Qualitative Metrics (Q₁M) in Criterion I)**
1.1.	*Curriculum Design and Development:*
1.1.1 Q₁M	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 Q₁M	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 I (300 to 500 words)

The curriculum of different courses of the university is framed by the Board of Studies concerned following the guidelines of UGC/NCTE/PCI and meeting the career needs and employability. The university offers UG, PG and PhD programmes including a five-year integrated MSc (chemistry) programme. It has implemented semester system and Choice Based Credit System (CBCS) in PG courses. Programme 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 core course of Gender Sensitization is being offered in UG programmes under CBCS. Courses on Women's writing and Feminist Political Theory are dealt at advanced level in PG programmes of English and Political Science respectively. Women empowerment in the context of development has been incorporated as a prominent academic theme in MSW programme. Environmental Studies is a compulsory subject under common-core syllabus in UG programmes as well as integrated MSc (chemistry) programme. Field works for MSc programmes in Botany and Microbiology devote specific courses entitled 'Environmental Pollution and Protection' for coverage of this theme. MSc Chemistry/Integrated Chemistry programmes offer a new subject called 'Green Chemistry' to bring home the primacy of sustainability perspective. Similarly, MA Political Science captures the essence of environmental consciousness through curricular themes such as environmental protection, disaster management and tribal studies. MA Economics programme focuses on sustainability theme through the courses on 'Economics of Social Sector and Demography'. The cross-cutting issues of Human Values and Professional ethics is offered as a compulsory course in UG programmes.

Criterion 2 – Teaching-Learning and Evaluation (Key Indicator and Qualitative Metrics (Q₁M) in Criterion II)	
2.1	**Student Enrolment and Profile:**
2.2	**Catering to Student Diversity:**
2.2.1 Q₁M	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 Q₁M	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 Q₁M	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 Q₁M	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 Q₁M	Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution
2.7	**Student Satisfaction Survey:**

Qualitative analysis of Criterion II (300 to 500 words)

After admitting students through entrance test, the advanced and slow learners are identified through mentoring system based on their academic background, interests and career aspirations. The advanced learners are encouraged to prepare for higher studies/organisation of academic events/paper presentations and participate in research pursuits. Preliminary spoken English and communication skills classes are arranged for the students of vernacular medium as well as for those whose proficiency in English is low through language lab. 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 MSW, MBA, MEd, BPharm/MPharm, MCom and MSc (Botany/Integrated Chemistry) programmes. Practical classes as experimental learning constitute the core of science programmes. Participative learning is done through varied forms of group discussions, group projects and peer learning in MBA, MSW and MEd programmes. Problem-based learning is in place. The students are encouraged to participate in seminars, conferences and workshops. They are also provided with opportunities for research projects/internships during summer vacation. 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 integrated its examination processes with ICT. Currently online examination has been done as a pilot project in UG programmes which is proposed to be extended to other programmes. Registration, processing of examination applications and generation/dispatch of hall tickets including attendance statement forms (D-Forms) are done through online. The question papers are dispatched to examination centres online with a protected password just 10 minutes before the commencement of the examinations. The marks are entered online by evaluators at the spot valuation centre so that results would be published in a time-bound way. The examination

is based on continuous evaluation system where final theory examination is assigned only 80% marks and the remaining 20% marks for CIE through multimode evaluation comprising slip tests and assignments maintaining transparency. The grievances relating to examination need to be redressed by an Examination Grievance Cell as per the stipulated norms.

The Programme Outcomes (PO) of the university is stated in the form of knowledge acquisition, 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 need to be displayed on the website of the university. These need to circulated among the faculty of the department concerned as well. The students are familiarized with PSOs soon after their reporting at the respective departments. COs are explained to them at the commencement of each semester. Attainment of POs, PSOs and COs need to be evaluated by the university in a more structured manner.

	Criterion 3 – Research, Innovations and Extension (Key Indicator and Qualitative Metrics (Q₁M) in Criterion III)
3.1	*Promotion of Research and Facilities:*
3.2	*Resource Mobilization for Research:*
3.3	*Innovation Ecosystem:*
3.3.1 Q₁M	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 Q₁M	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 III (300 to 500 words)

The university needs to create an eco-system for innovations including Incubation Centre and other initiatives for creation and transfer of knowledge. The faculty needs to be familiarised with intellectual property rights. An Industry-Academia Innovation Cell and a Centre for Entrepreneurship Development need to be established.

The extension activities are carried out by staff and students through NSS. Many awards were received by the university for Swacch Bharath 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 jogini 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.

	Criterion 4 – Infrastructure and Learning Resources (Key Indicator and Qualitative Metrics (Q₁M) in Criterion IV)
4.1	*Physical Facilities:*
4.1.1 Q₁M	The institution has adequate facilities for teaching - learning viz., classrooms, laboratories, computing equipment, etc
4.1.2 Q₁M	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 Q_1M	Library is automated using Integrated Library Management System (ILMS)
4.2.2 Q_1M	Collection of rare books, manuscripts, special reports or any other knowledge resource for library enrichment
4.3	*IT Infrastructure:*
4.3.1 Q_1M	Institution frequently updates its IT facilities including Wi-Fi
4.4	*Maintenance of Campus Infrastructure:*
4.4.2 Q_1M	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 IV (300 to 500 words)

The university has a campus area of 198.38 acres spread over four campuses with a built-up area of 35,164.33 m². It has adequate infrastructure in terms of class rooms, labs, equipment and other resources as per statutory provisions. There are 83 classrooms, 35 laboratories, 4 computer labs and 2 language labs. There are 329 computer systems with requisite software and updated configurations. The central library has total collection of 23203 books including 5037 reference books and 29 subscribed journals. There is a sports complex for indoor games such as badminton and table tennis, and for outdoor games such as volley ball, badminton, kabadi, kho-kho and tennicoit. There exist a gymnasium and a yoga centre. There are facilities for track and field events. Three auditoria and one open air theatre are in place.

The central library is automated using SOUL (2.0) software. It needs to procure rare books, manuscripts, special reports and other knowledge resource for library enrichment.

The IT facilities in the university run with copper wire connection has been upgraded with fibre optics cable (OFC) connectivity in 2017. A regular up-gradation of internet/software/security of the systems is in place. Installation and configuration of Wi-Fi routers procured from Jio in 2017 provide campus with wide Wi-Fi facility.

The university maintainins and utilizes physical, academic and support facilities. General upkeep of the infrastructure facilities is assigned to agencies on outsourcing basis as per state government policy. Ramps/rails are made available for differently abled. Hostels are maintained well. Periodic and preventive maintenance of buildings and overall campus environs is done by the consultant engineer. The director of physical education looks after the utilisation and maintenance of sports facilities. Maintenance of IT infrastructure takes place through executing AMCs.

Criterion 5 - Student Support and Progression (Key Indicator and Qualitative Metrics (Q_1M) in Criterion V)	
5.1	*Student Support:*
5.1.5 Q_1M	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 Q_1M	Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution
5.4	*Alumni Engagement:*

5.4.1 **Q₁M**	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

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Qualitative analysis of Criterion V (300 to 500 words)
The university needs to enrol foreign students in the relevant programmes and to establish an International Student Cell (ISC). The university needs to establish an active Student Council and ensure the representation of students on academic and administrative bodies/committees of the institution. There is a registered alumni association of the university, but it needs to be functional.

Criterion 6 – Governance, Leadership and Management **(Key Indicator and Qualitative Metrics (Q₁M) in Criterion VI)**	
6.1	*Institutional Vision and Leadership:*
6.1.1 **Q₁M**	The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the University
6.1.2 **Q₁M**	The institution practices decentralization and participative management
6.2	*Strategy Development and Deployment:*
6.2.1 **Q₁M**	Perspective/Strategic plan and Deployment documents are available in the institution
6.2.2 **Q₁M**	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 redresser mechanism
6.2.4 **Q₁M**	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 **Q₁M**	The institution has effective welfare measures for teaching and non-teaching staff
6.3.5 **Q₁M**	Institution has Performance Appraisal System for teaching and non-teaching staff
6.4	*Financial Management and Resource Mobilization:*
6.4.1 **Q₁M**	Institution conducts internal and external financial audits regularly
6.4.3 **Q₁M**	Institutional strategies for mobilisation of funds and the optimal utilisation of resources
6.5	*Internal Quality Assurance System:*
6.5.1 **Q₁M**	Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes
6.5.2 **Q₁M**	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 **Q₁M**	Incremental improvements made for the preceding five years with regard to quality (*in case of first cycle*) and post accreditation quality initiatives (*second and subsequent cycles*)

Qualitative analysis of Criterion VI (300 to 500 words)
The university as an autonomous body of higher education adheres to democratic governance in tune with its vision and mission. The university act and the relevant statutes/ordinances/regulations delineate the framework for upholding the institutional accountability and facilitating participative decision making. The Executive Council (EC) and the Academic Senate (AS) constituted by the State Government are the highest policy making

bodies of the university. Also, the statutory bodies like Boards of Studies and Departmental Committees are vested with powers and responsibilities to take care of university governance. The stakeholders participate in the decision-making processes through different statutory bodies. Following decentralised governance and participative management, few academic and administrative committees are constituted with teaching members for the implementation of administrative, academic, co-curricular and extracurricular activities.

The university has planned to establish facilities for research. But perspective/strategic plan and deployment documents need to be made available in the institution. There is an advisory body called Planning and Development Board to guide the functioning of the university which needs to be strengthened. 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/students are as per the stipulations of UGC and State Government. The committees 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. Performance Appraisal System is executed in the university as per the guidelines of UGC. The faculty is required to submit filled format for their Career Advancement Scheme (CAS) and calculate the Academic Performance Indicator (API) scores as per UGC guidelines. The university is following to the format of Annual Confidential Report (ACR) for its regular non-teaching employees as followed in state-run institutions.

The external audit is done by the State Government Audit Department periodically. Internal audit is yet to be taken up and institutionalized. The university is supported by the routine annual block grant released by the State Government for its maintenance and development. The optimal utilisation of resources is being executed as per university norms. Fund mobilisation through research projects and consultancy needs to be encouraged.

IQAC, since its inception in 2015, has accomplished some initiatives in line with teaching-learning. It collects feedback from teachers and students on the curriculum, teaching-learning and evaluation. It is in the process of analysing the results of feedback. Due to its intervention CBCS is introduced in all PG programmes. MPharm and BPharm follow CBSS. It has formulated programme outcomes which focus on generic skills. Due to its intervention the university entered into MoU with NGOs and district administrators for promoting academic collaboration in MSW programme. It has contributed for the formulation of Graduate Attributes of the university. Learning outcomes at periodic intervals need to be reviewed through IQAC. Academic and Administrative audits need to be conducted as per NAAC guidelines.

Criterion7–Institutional Values and Best Practices (Key Indicator and Qualitative Metrics (QıM) in Criterion VII)	
7.1	**Institutional Values and Social Responsibilities:**
7.1.1	**Gender Equity**

QıM	2. Institution shows gender sensitivity in providing facilities such as:
	    a) Safety and Security
	    b) Counselling
	    c) Common Room

7.1.2	**Environmental Consciousness and Sustainability**

QıM	3. Waste Management steps including:
	    • Solid waste management
	    • Liquid waste management
	    • E-waste management

Q₁M	4. Rain water harvesting structures and utilization in the campus

Q₁M	5. 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.

7.1.3	*Differently abled (Divyangjan) friendliness*
7.1.4	*Inclusion and Situatedness*
7.1.5	*Human Values and Professional Ethics*
Q₁M	7. Institution organizes national festivals and birth /death anniversaries of the great Indian personalities.
Q₁M	8. The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions
7.2	*Best Practices:*
7.2.1 Q₁M	State at least two institutional best practices (as per NAAC format)
7.3	*Institutional Distinctiveness:*
7.3.1 Q₁M	Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

Qualitative analysis of Criterion VII (300 to 500 words)

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.

The solid bio-waste is converted into bio-fertilizer through composting. There is an established system for disposal of scrap waste. Liquid and E-wastes are disposed effectively. Rain water harvesting is in place. All building blocks are well connected with pedestrian's friendly roads. Usage of plastic is discouraged in the campus. Strict measures need to be initiated for paperless office by increasing supportive IT 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. Ambedker. The university maintains transparency in its financial, academic, personnel and auxiliary functions. It follows fair and ethical policies and procedures for its EC, administration, faculty and students.

One of the best practices of the university is 'Community engagement through Microbial Research and Student Internship Interventions'. This practice aims to promote university-community partnership for improving the lives of the people with an emphasis to sensitize the community about health hazards. It is analysed that water samples collected from 64 mandals are harmful. These findings resulted in the intervention from the Government and awareness/precautionary measures by people. The university also conducted Health and Hygiene survey through safe drinking water awareness programs at various schools of the surrounding/home villages during holidays, as a part of its community internship. The second

practice is 'Sustaining Green Campus through Scientific and Eco-friendly Interventions' which aims to ensure protection of bio-diversity and safeguarding of flora and fauna.

One area distinctive to vision of the university and part of its thrust area is 'shaping and strengthening its constituent PG Centres'. This is in tune with the motto of the university in enhancing the access to higher education in predominantly backward and tribal areas with inclusiveness.

Section III: OVERALL ANALYSIS based on *Institutional Strengths, Weaknesses, Opportunities & Challenges (SWOC)* (300 to 500 words)

The university has inherent strengths as a new university. It has been granted 2(f) &12(B) status by UGC. The nucleus of Palamuru University is first PG college of Osmania University. The university has introduced of semester system and CBCS in the PG programmes. It has151 affiliated colleges with a student strength of 48,420.

The university has inadequate budget provision for maintenance of appropriate infrastructure for teaching-learning. There is limited sanction of teaching and non-teaching posts and lack of proper facilities for research.

Being a vast campus there is the opportunity for development at any level. It is possible to start consultancy and research activities in different disciplines. There is scope for starting international collaborative courses. There is scope for mobilisation of more funds. There is the opportunity for starting diploma/certificate/add-on programmes.

The main challenge of the university is the filling up of vacant teaching/non-teaching posts and addressing the issue of large number of contract employees. Another challenge is the increase of student enrolment in the context of low access, low income and large tribal population. 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.

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 and starting of more PG/research programmes in emerging areas.
- Filling up vacant faculty/non-teaching positions and starting add-on/job-oriented courses
- Setting up Intellectual Property Centres/Incubation Centres/Herbal Garden.
- Integration of university-industry interface in teaching-learning.
- 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.
- Motivation of faculty to undergo faculty development activities and undertake more research projects.
- Updating research/library facilities (including INFLIBNET subscription) and ICT integration in teaching-learning.
- Activation and energization of Alumni Association.
- Construction of staff quarters and expansion of hostel facilities.

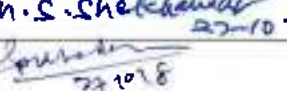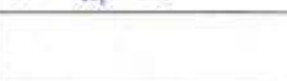*I have gone through the observations of the Peer Team as mentioned in this report.*

Prof. B. RAJA RATHNAM 17|10|18
VICE CHANCELLOR
PALAMURU UNIVERSITY
Mahabubnagar-509001.
Signature of the Head of the Institution
Seal of the Institution

Signatures of the Peer Team Members:

Sl. No	Name		Signature with date
1	Prof. P.K. Radhakrishnan	Chairman	
2	Prof. Sanjeev Kumar Sharma	Member Coordinator	27/10/18
3	Dr. Aisha M. Sheriff	Member	27/X/18
4	Prof. Narpat Singh Shekhawat	Member	n.S.Shekhawat 27-10-2018
5	Dr. Pramod Bhujangrao Khedekar	Member	27.10.18
6	Dr. Vishnukant S. Chatpalli	NAAC Coordinator	

Place: Mahabubnagar

Date: 27th October 2018