SELF STUDY REPORT

FOR

1ˢᵗ CYCLE OF ACCREDITATION

PALAMURU UNIVERSITY

PALAMURU UNIVERSITY BANDAMEEDIPALLI MAHABUBNAGAR PIN 509001
509001

www.palamuruuniversity.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

January 2018

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Palamuru University has been established in the year 2008 by an Act of state legislature with the erstwhile Post Graduate college of Osmania University at Mahabubnagar as the nucleus. The University is situated in Bandameedipally Village 5 k.m.s away from Mahabubnagar town on Hyderabad Raichur National Highway.

Palamuru University is accelerating on the path of progress and emerging as the new destination of higher learning by in this part of the country.

Today Palamuru University offers 19 academic programmes at the main campus (comprising University College, University College of Pharmacy and University college Education) and 3 constituent Post Graduate centres at Gadwal, Kollapur and Wanaparthy, put together. The university has implemented progressive academic reforms such as semester system and Choice Based Credit System for promotion of academic excellence such as Ph.D. programmes are offered in the subjects Chemistry, Microbiology, English, Physics, and Commerce. There are 1705 student on the rolls of the University.

The scope and jurisdiction of Palamuru University as an affiliating University, has got expanded with transfer of all 123 affiliated colleges in this area from Osmania University during 2012-13. Today 151 affiliated colleges with a student strength of 48,420 constitute the academic landscape of the University.

Vision

The Vision of PU

"Palamuru University envisions to be the exceptional provider of quality higher education in the service of the nation for advancement of knowledge, empowerment of youth and socio-economic development of the region. Central to this vision is its shared belief in eminence through excellence."

Mission

The Mission of PU

- To disseminate, generate and advance the knowledge;
- To strive for excellence in the spheres of teaching, research and extension & outreach;
- To expand the avenues and access for higher education in furtherance of socio-economic development of the region;
- To empower the youth for nation building in consonance with our culture, heritage and environment; and
- To promote healthy moral values, democratic ideals and ethical practices.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

SWOC Analysis has been an enriching learning experience for this new university on its path of development.

Involvement of staff, students and stake holders whenever necessary has been central to this exercise.

Palamuru University has emanated in the special context of expanding the access and equity in higher education in this part of the country.

This upcoming university has opportunities for growth but it is beset with constraints and challenges. It has inherent strengths as a new university but suffers from certain weaknesses.

Based on SWOC analysis, the following is the emerging picture of Palamuru University

Strengths:

1. First P.G. College of Osmania University as the nucleus for academic expansion.
2. Assignment of administrative control of three P.G. Centres to the University.
3. Transfer of 123 affiliated colleges from Osmania University into the fold of Palamuru University.
4. Introduction of need based new courses from time to time.
5. Introduction of Semester System and CBCS in the P.G. & U.G. Programmes at the university.
6. Adherence to academic schedule.
7. Setting up of language lab for improvement of Communication skills.
8. Well-equipped laboratories with sophisticated equipment
9. Strengthening of library facilities
10. Construction of New Buildings for Academic and Administrative purposes
11. Construction of separate hostels for Girls & Boys and Health Centre.
12. Transparent admissions policy (P.G. entrance Test) and DOST in U.G. courses.

Institutional Weakness

Weaknesses

1. Inadequate budget provision for maintenance of labs & equipment, Library and modernization of teaching & learning.
2. Limited sanction of teaching and non-teaching posts.
3. Lack of regular manpower for university administration and technical operations
4. Maintenance of vast campus
5. Lack of amenities and support services
6. Lack of proper facilities to take up research

Institutional Opportunity

Opportunities

- Vast campus
- Encouraging policies of State & Central Government
- Emergence of Mahabubnagar as Pharma and Bio-tech hub and eco-system of NGOs
- Capacity to expand consultancy & Research activities in different disciplines
- Vibrant academic environment, with a large number of Colleges

Institutional Challenge

Challenges

- Lack of manpower including faculty & technical supporting staff increasing costs of maintenance and salaries, competition from other universities/ Private Universities.
- Low access due to low income, large tribal population

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Palamuru University has crafted a dynamic curriculum of contemporary significance and societal relevance in its diverse programme offerings. The curriculum is well-aligned with global developments and ably addresses national concerns. The professional programmes of Palamuru University cater to the regional requirements and local needs. There is focus on employability in the overall curriculum frame work.

Emphasis is laid on incorporation of learning out comes to give a cutting edge to the curriculum.

In the wake of university embarking upon CBCS pattern, curriculum revision has been effected across all the academic programmes.

Mainstreaming cross cutting issues of the gender, environment and sustainability, human values and professional ethics into the curriculum has been pursued with passion and vigour at Palamuru University. In order to bring stakeholders perspective feedback is elicited from students, teachers, parents and alumni on curriculum design and review.

Teaching-learning and Evaluation

Palamuru University pays due to attention to slow learners and arranges special programmes for mainstreaming them. Similarly, it takes care of advanced learners and provides avenues for their enrichment. The teachers are encouraged to use the differentiated instruction to cater to diverse learning needs of the students.

Experimental learning forms an integral part many a programme. Participative learning and Cooperative learning are being facilitated through group tasks.

Active learning through case studies, role play, seminars, problem solving exercises and assignments etc. is pursed vigorously in many departments The teachers are being familiarised with ICT enabled teaching learning.

Students mentoring is in place to provide support mechanism. Palamuru University attaches critical significance to evaluation system. The University has been following continuous internal assessment system in UG and PG programes through multimode evalutions.

Utmost care is taken to shape the Examination Branch to effectively carry on the responsibility. Palamuru University follows well laid down procedures for the conduct of examinations, declaration of the results and related operations. Efforts are on for improving the efficiency of examination processes and expanding services through IT integration and automation. Students performance is related learning outcomes which are spelt out through programme outcomes, programme specific outcomes and course outcomes. These are communicated to the concerned. Course outcomes being substantive, the university follows standard procedure for measurement of course attainments.

Research, Innovations and Extension

Palamuru University has formulated code of ethics to check up malpractices and plagiarism in research as guide for action. The university is yet to make strong forays in to the arena of research and innovation. However it is stepping up efforts to give shape to its research portfolio. The university is encouraging its teachers to guide PhD scholars, as a result of which 7 PhDs have been awarded in the last five years. It has taken the initiative of introducing PhD programme in five subjects during the academic year 2016-17, where in 25 research scholars are on rolls. The teachers of the university have secured 11 research projects with funding from different nodal agencies during the last five years.

The ecosystem for creation and transfer of knowledge and innovations is yet be given shape. However informal efforts have been initiated in this direction. which include conduct of seminars special lectures on IPR and industry-institute interaction. 2 startups have been incubated and 4 patents have been filed on Palamuru University campus. The research output by the faculty with 183 research papers and 96 conference/ seminar proceedings is impressive. . Total number of citations received by publications during last five years are 1334. Consultancy policy with a futuristic perspective is being formulated. Palamuru University has accorded high priority to extension and outreach activities. The University has been successful in sensitizing the students to societal concerns through these structured avenues.

Infrastructure and Learning Resources

Palamuru University has been augmenting requisite academic amenities for strengthening teaching and learning processes in consonance with the specified requirements of the statutory bodies. There are 83 class rooms and

35 laboratories to give impetus for technology enabled learning, 24 class rooms and seminar halls are equipped with ICT facilities. 215 computers with standard   software and updated configurations are made available at Palamuru University. Mention needs to be made to the establishment of 4 common and specific purpose computer laboratories and 2 digital language laboratories for dissemination and advancement of knowledge.

Well-furnished Sports Complex has facilitates for 4 indoor games and houses gymnasium and yoga centre. Requisite provision is made for 6 outdoor games and 3 track and field events. Three well equipped auditoria, open air theatre and conference halls at the colleges provide facilities for conduct of extracurricular activities and recreational pursuits.

The Central Library of Palamuru University is envisaged as the primary learning resource centre for the vast academic community. Efforts are being made to modernise this facility. E-journals are acquired. Automation of library is in progress. An internet access computer laboratory has been setup at the library for promotion of information literacy among students and staff.

Initiatives for updation of IT infrastructure are evident in the installation of fibre optic connectivity and linkages with National Knowledge Network as well as creation of Wi-Fi enabled campus. The University follows well laid down policy for maintaining and utilising the diverse infrastructural facilities.

Student Support and Progression

Palamuru university has been student friendly in providing the amenities and addressing their concerns. It has been able to secure large number of State Government scholarships for its students. It is also in front in providing avenues for the capability enhancement and development of students such as guidance for competitive examinations, career counseling and language laboratory. Transparent mechanisms for redressal of student grievances and addressing issues of sexual harassment and ragging as envisaged by UGC, are in place at University.

The University pays equal attention to placement of students. Student progression to higher education is quite encouraging. 165 students have chosen to pursue higher studies. The success rate of students qualifying in National / State level tests such as NET/ SET/ GATE/GPAT and competitive examinations has been impressive.

Efforts are on to train the students for national level sporting/ cultural events. The infrastructure and training are being geared up for this purpose.

As of now, foreign students are not on the rolls of Palamuru University. There is no formal body of students such as Student Association, at Palamuru University. However, students are given due representation and encouraged to participate and actively associate with institutional events through informal means.

Being a newly established university, a beginning has been made to form Alumni Association in December 2017. An alumni network is in place at the college of Pharmacy. The alumni bodies are in the process of preparation and maintenance of databases and taking up enrolment drives.

Governance, Leadership and Management

Palamuru University adheres to the canons of democratic decentralisation and participative management.

The University has drawn up an institutional development plan with a midterm perspective.

The University has a well laid down organisation structure adhering to the University act. Impetus is given to e-governance for improving the efficiency of evaluation system.

Importance is given to professional development of the staff. The University follows self-appraisal method for performance evaluation of teachers by adopting the UGC format of PBAS. The format of annual confidential report is being followed for performance appraisal of non-teaching staff.

Being a State University, block grants sanctioned by the State Government are its mainstay. Due attention is being paid to resource augmentation. It has been following innovative means of resource mobilisation and optimum utilisation of available resources to improve its financial position.

The IQAC is immensely contributing to the quality sustenance efforts of the University. These include unveiling of two quality initiatives for institutionalisation and involving itself in institutional review so as to suggest the requisite action plans.

The incremental improvements in the system as a result of proactive interventions by IQAC include pursuing plans for academic collaborations and formulation of graduate attributes as guide to action.

Institutional Values and Best Practices

The gender equity agenda is furthered through safe and secure atmosphere for girl students and women staff. Internal complaints committee has been constituted. Counselling and gender awareness programmes are taken up. Common Room facility is made available at the colleges and offices.

Standard and innovative procedures are deployed for disposal and reuse including recycling of solid, liquid and e-wastes.

The success of the University is visible in the initiative of rain water harvesting. Impetus is given for the green practices to ensure sustainability.

Requisite resources and facilities are in place for the differently abled students.

The University is equally conscious of its contribution to address locational advantages as well as its continued engagement with the local community.

The University adheres to code of conduct in its functioning. It is playing an active role in perpetuation of universal values, sustenance of professional ethics, and nurturance of respect for the constitution. The University shows its commitment to these values by maintaining probity and transparency in different spheres of functioning.

It instils respect for National festivals and great personalities among the students and staff through celebrations of national festivals and organisation of events to mark birth and death anniversaries of great Indians.

Palamuru University brings home the quality culture being nurtured through **three** best practices.

The performance of Palamuru University in the area distinctive to its vision & policy is described through the success story of shaping the three constituent PG centres at Gadwal, Wanaparthy and Kollapur.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the University	
Name	PALAMURU UNIVERSITY
Address	PALAMURU UNIVERSITY BANDAMEEDIPALLI MAHABUBNAGAR PIN 509001
City	MAHABUBNAGAR
State	Telangana
Pin	509001
Website	www.palamuruuniversity.ac.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Vice Chancellor	G.n.sRinivas	08542-278144	9885622266	-	registrarputg@gmail.com
IQAC / CIQA coordinator	Md.nOorjahan	-	8555097947	-	puiqac2019@gmail.com

Nature of University	
Nature of University	State University

Type of University	
Type of University	Affiliating

Establishment Details	
Establishment Date of the University	25-06-2008
Status Prior to Establishment,If applicable	PG Centre
Establishment Date	26-08-1983

Recognition Details

Date of Recognition as a University by UGC or Any Other National Agency :

Under Section	Date	View Document
2f of UGC	24-12-2009	[View Document](#)
12B of UGC	31-10-2014	[View Document](#)

University with Potential for Excellence	
Is the University Recognised as a University with Potential for Excellence (UPE) by the UGC?	No

Location, Area and Activity of Campus							
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.	Programmes Offered	Date of Establishment	Date of Recognition by UGC/MHRD
Main campus	PALAMURU UNIVERSITY BANDA MEEDIPALLI MAHABUBNAGAR PIN 509001	Rural	171	23509.73	Botany, Business Management, Chemistry, Commerce, Economics, Education, English, Five Year Integrated Chemistry, Mathematics, Microbiology, Pharmaceuitcal Sciences, Physics, Political Science, Social Work,		

					Zoology		
PG centre	*Pg Center Palamur u Univer sity Nars ingaipal ly Wana parthy (town) Wanapa rthy (dist.) Pin 509103*	*Rural*	*5*	*3251.6*	*Physics, Chemistr y, Botony, Zoolgy, English*	*26-12-2009*	*31-10-2014*
PG centre	*Pg Center Palamur u Univer sity Kollapu r (town) Nagarku rnool (district) Pin 509102*	*Rural*	*4.3*	*7603*	*Business Managem ent, Com merce, Social Work, Telugu, English, Mathema tics*	*05-11-2011*	*31-10-2014*
PG centre	*Pg Centre Palamur u Univer sity Nad hiagrah aram Ga dwal(to wn) Jog ulamba Gadwal(dist) 509125*	*Rural*	*17*	*800*	*English, Telugu*	*06-02-2012*	*31-10-2014*

2.2 ACADEMIC INFORMATION

Affiliated Institutions to the University

Type of Colleges	Permanent	Temporary	Total
General	0	111	111
Education/Teachers Training	0	33	33
Professional	0	7	7

Furnish the Details of Colleges of University

Type Of Colleges	Numbers
Constituent Colleges	3
Affiliated Colleges	151
Colleges Under 2(f)	20
Colleges Under 2(f) and 12B	10
NAAC Accredited Colleges	8
Colleges with Potential for Excellence(UGC)	0
Autonomous Colleges	1
Colleges with Postgraduate Departments	16
Colleges with Research Departments	3
University Recognized Research Institutes/Centers	0

Is the University Offering any Programmes Recognised by any Statutory Regulatory Authority (SRA)	: Yes

SRA program	Document
NCTE	101008_1016_4.pdf
PCI	101008_1016_6.pdf

Details Of Teaching & Non-Teaching Staff Of University

Teaching Faculty											
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned	13				24				58			
Recruited	1	0	0	1	2	2	0	4	10	8	0	18
Yet to Recruit	12				20				40			
On Contract	1	0	0	1	0	0	0	0	85	34	0	119

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned				16
Recruited	2	0	0	2
Yet to Recruit				14
On Contract	67	49	0	116

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned				1
Recruited	0	0	0	0
Yet to Recruit				1
On Contract	2	2	0	4

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	2	2	0	1	0	0	10	8	0	23
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	2	0	0	0	0	0	26	10	0	38
M.Phil.	0	0	0	0	0	0	6	0	0	6
PG	0	0	0	0	0	0	52	24	0	76
UG	0	0	0	0	0	0	0	0	0	0

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Part Time Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	0	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	6	0	0	6
UG	0	0	0	0	0	0	0	0	0	0

Distinguished Academicians Appointed As

	Male	**Female**	**Others**	**Total**
Emeritus Professor	0	0	0	0
Adjunct Professor	0	0	0	0
Visiting Professor	45	27	0	72

Chairs Instituted by the University

Sl.No	Name of the Department	Name of the Chair	Name of the Sponsor Organisation/Agency
1	Nil	Nil	Nil

Provide the Following Details of Students Enrolled in the University During the Current Academic Year

Programme		From the State Where University is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	79	0	0	0	79
	Female	93	0	0	0	93
	Others	0	0	0	0	0
PG	Male	648	0	0	0	648
	Female	620	0	0	0	620
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	11	1	0	0	12
	Female	12	1	0	0	13
	Others	0	0	0	0	0

Does the University offer any Integrated Programmes?	Yes
Total Number of Integrated Programme	1

Integrated Programme	From the State where university is located	From other States of India	NRI students	Foreign Students	Total
Male	83	0	0	0	83
Female	57	0	0	0	57
Others	0	0	0	0	0

Details of UGC Human Resource Development Centre, If applicable

Year of Establishment	31-10-2014
Number of UGC Orientation Programmes	0
Number of UGC Refresher Course	0
Number of University's own Programmes	0
Total Number of Programmes Conducted (last five years)	0

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Botany	[View Document](#)
Business Management	[View Document](#)
Chemistry	[View Document](#)
Commerce	[View Document](#)
Economics	[View Document](#)
Education	[View Document](#)
English	[View Document](#)
Five Year Integrated Chemistry	[View Document](#)
Mathematics	[View Document](#)
Microbiology	[View Document](#)
Pharmacutical Sciences	[View Document](#)
Physics	[View Document](#)
Political Science	[View Document](#)
Social Work	[View Document](#)
Telugu	[View Document](#)
Zoology	[View Document](#)

Extended Profile

1 Program

1.1

Number of programs offered year-wise for last five years

2016-17	2015-16	2014-15	2013-14	2012-13
19	19	19	17	12

1.2

Number of all programs offered by the institution during the last five years

Response: 19

2 Students

2.1

Number of students year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
1705	1719	1363	1132	1021

2.2

Number of outgoing / final year students year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
788	664	483	438	403

2.3

Total number of outgoing / final year students

Response: 2776

2.4

Number of students appeared in the examination conducted by the Institution, year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
48420	67987	65819	61998	51096

2.5

Number of revaluation applications year-wise during the last 5 years

2016-17	2015-16	2014-15	2013-14	2012-13
7481	8745	7816	8875	8988

3 Teachers

3.1

Number of courses in all programs year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
492	491	491	437	372

3.2

Number of courses offered by the institution across all programs during the last five years

Response: 492

3.3

Number of full time teachers year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
148	96	77	75	36

3.4

Number of full time teachers worked in the institution during the last 5 years

Response: 148

3.5

Number of teachers recognized as guides during the last five years

Response: 10

3.6

Number of sanctioned posts year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
148	148	95	95	45

3.7

Total number of publications during the last 5 years, which are included in online databases such as SCOPUS, web of science or PubMed/ Indian Citation Index

Response: 186

4 Institution

4.1

Number of eligible applications received for admissions to all the programs year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
66269	61513	75153	53591	48815

4.2

Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
522	527	390	284	213

4.3

Total number of classrooms and seminar halls

Response: 83

4.4

Total number of computers in the campus for academic purpose

Response: 215

4.5

Total Expenditure excluding salary year-wise during the last five years (INR in Lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
655.79	531.25	674.06	885.76	807.27

4.6

Annual lighting power requirement (in KWH)

Response: 108000

4.7

Annual power requirement of the institution (in KWH)

Response: 365000

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1

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

Response:

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

Curriculum holds the key for success and effectiveness of academic programmes in institutions of higher learning. The overall curriculum framework at Palamuru University encompassing the 19 diverse educational offerings presents a harmonious blend of the ideals of Universality and contextualization so dear to the mission of the institution.

In this direction, it has been the constant endeavour of this upcoming University to craft a dynamic curriculum of contemporary significance and societal relevance for its course offerings. The Research programmes of Palamuru University focus on advancement of knowledge, critical reflection, promotion of interdisciplinary and social relevance.

The curriculum of Post-Graduate and professional programmes is well aligned with global developmental needs and imperatives such as sustainable development, peace, gender amity, democracy, human rights, global citizenship and international cooperation.

The academic Programmes of Palamuru University broadly reflect the National agenda for Higher Education. National concerns such as diversity, inclusive development, women empowerment, entrepreneurship, environmental protection, rural resilience, value-orientation, cultural heritage and constitutional ethos etc. are ably addressed by the different curricular structures at the University.

In furtherance of its mission, Palamuru University has introduced specific Professional Programmes such as Social Work and Education at Post-Graduate level and Pharmacy courses at both Under-Graduate and Post-Graduate levels, to cater to the regional requirements as well as local demand.

B. Pharmacy and M. Pharmacy along with Master of Social Work (M.S.W.) programme have been launched with the region-specific consideration of churning out skilled manpower for the sprawling Pharma Industry and vibrant NGO sector in the vicinity. Master of Education (M.Ed.) course has been introduced to cater to the growing requirements of teacher education system in the region.

The curriculum in these courses has been drawn up to meet these local needs of career relevance, job readiness and promote employability and entrepreneurship among the students.

Learning outcomes being holistic and comprehensive, are cardinal to curriculum design and development. Palamuru University has paid equal attention to incorporation of learning outcomes for giving cutting edge to its varied curriculum.

Learning outcomes usher in competency based curriculum and outcome based education. As a step in this direction, Programme outcomes and Course outcomes have been enunciated while framing curriculum.

Programme outcomes focus on generic skills that are transferable and prepare students for further study, employment and citizenship. 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 etc.

Programme-specific outcomes capture the discipline-specific skills a Programme cultivates, while Course outcomes relate to specific skills, knowledge, behaviour and competencies expected of a student to know and be able to do at the end of each course.

The efforts of Palamuru University in this regard are quite encouraging.

1.1.2 Percentage of programs where syllabus revision was carried out during the last five years

Response: 100

1.1.2.1 How many programs were revised out of total number of programs offered during the last five years

Response: 19

File Description	Document
Minutes of relevant Academic Council/BOS meeting	[View Document](#)
Details of program syllabus revision in last 5 years	[View Document](#)

1.1.3 Average percentage of courses having focus on Employability/ Entrepreneurship/ Skill development during the last five years

Response: 98.37

1.1.3.1 Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
452	491	491	437	372

File Description	Document
Program/ Curriculum/ Syllabus of the courses	[View Document](#)
MoU's with relevant organizations for these courses, if any	[View Document](#)
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	[View Document](#)
Average percentage of courses having focus on employability/ entrepreneurship	[View Document](#)

1.2 Academic Flexibility

1.2.1

Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years

Response: 21.54

1.2.1.1 How many new courses are introduced within the last five years

Response: 106

File Description	Document
Minutes of relevant Academic Council/BOS meetings	[View Document](#)
Institutional data in prescribed format	[View Document](#)

1.2.2

Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented

Response: 68.18

1.2.2.1 Number of programmes in which CBCS/ Elective course system implemented.

Response: 15

File Description	Document
Minutes of relevant Academic Council/BOS meetings	[View Document](#)
Institutional data in prescribed format	[View Document](#)

1.3 Curriculum Enrichment

1.3.1

Institution integrates cross cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum

Response:

Description of Courses which address Gender, Environment and Sustainability, Human Values and Professional Ethics

Mainstreaming cross-cutting issues into the Curriculum has been pursued with passion and vigour at Palamuru University.

The different Programmes of study offered at the University incorporate and address the cross-cutting issues related to Gender, Environment and Sustainability, Human Values and Professional Ethics in a structured way. A description of the courses is given below:

The ubiquity of gender issue finds wider expression in the core Course of Gender Sensitization being offered in Under-Graduate (UG) Programmes under Choice Based Credit System. This course deals with issues pertaining to the relationship between men and women, caste, declining sex ratio, gender discrimination, sexual harassment and eve-teasing. The Course seeks to promote gender equity and familiarize students to new laws on gender issues. Courses on Women's writing and Feminist Political Theory are dealt at advanced level in Post-Graduate (PG) Programmes of English and Political Science respectively. Women empowerment in the context of development has been incorporated as a prominent theme of academic enquiry being covered in M.S.W. Programme.

The multi-facets of Environment and Sustainability are exhaustively dealt with across wide arena of academic Programmes.

Environmental Studies is a compulsory subject under common-core syllabus in UG Programmes as well as M.Sc. Integrated Chemistry programme. Environmental Studies as a module based course focusses on natural resources and the need for their conservation. It describes typology, structure and functions of ecosystems and brings home the importance & value of biodiversity threats to it in Indian context. The Course gives detailed coverage of environmental pollution, including solid waste management. The course highlights social issues related to environment such as Sustainable Development, disaster management, energy conservation environmental ethics and the need for Public awareness. Population & environment and allied topics such as human rights, Value education and Population growth are covered prominently in the course. Field work for M.Sc. programme in Botany and M.Sc. Microbiology devote specific courses entitled "Environmental Pollution and Protection" for coverage of this theme.

M.Sc. Chemistry as well as M.Sc. Integrated Chemistry programmes offer a new subject called 'Green Chemistry' to bring home the Primacy of Sustainability Perspective. Similarly, M.A. Political Science captures the essence of environmental consciousness through curricular themes such as environmental protection of India, disaster management and Tribal studies etc. M.A. Economics programme focusses on sustainability theme through the courses on 'Economics of Social Sector and Demography'.

The cross-cutting issues of Human Values and Professional ethics have been harmoniously interwoven into the Curriculum framework of Palamuru University, in furtherance of its mission. It is offered as a compulsory course in UG programmes.

MBA Programme offers a core Course on Business law & Ethics. The topic of Gandhian Studies in M.A. Political Science Programme drives home the importance of universal values of truth, non-violence, peace, respect for democracy and diversity, simple living and ethical behaviour. M.S.W. Programme makes provision for the coverage of topics such as Personality development, Peace education, Conflict management, Social justice and human rights etc.

File Description	Document
Upload the list and description of the courses which address the Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum	View Document

1.3.2

Number of value-added courses imparting transferable and life skills offered during the last five years

Response: 7

1.3.2.1 Number of value-added courses are added within the last five years

Response: 7

File Description	Document
List of value added courses	View Document

1.3.3

Average percentage of students enrolled in the courses under 1.3.2 above

Response: 21.3

1.3.3.1 Number of students enrolled in value-added courses imparting transferable and life skills offered year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
330	350	295	295	195

File Description	Document
List of students enrolled	[View Document](#)

1.3.4

Percentage of students undertaking field projects / internships

Response: 14.6

1.3.4.1 Number of students undertaking field projects or internships
Response: 249

File Description	Document
List of programs and number of students undertaking field projects / internships	[View Document](#)

1.4 Feedback System

1.4.1

Structured feedback received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni 5) Parents for design and review of syllabus Semester wise /year-wise

Response: A. Any 4 of above

File Description	Document
Any additional information	[View Document](#)
URL for stakeholder feedback report	[View Document](#)

1.4.2

Feedback processes of the institution may be classified as follows:

Response: C. Feedback collected and analysed

File Description	Document
Any additional information	[View Document](#)
URL for feedback report	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Average percentage of students from other States and Countries during the last five years

Response: 0.02

2.1.1.1 Number of students from other states and countries year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
0	2	0	0	0

File Description	Document
List of students (other states and countries)	[View Document](#)
Institutional data in prescribed format	[View Document](#)

2.1.2

Demand Ratio(Average of last five years)

Response: 76.45

2.1.2.1 Number of seats available year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
1051	1060	905	690	486

File Description	Document
Demand Ratio (Average of Last five years)	[View Document](#)

2.1.3

Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years

Response: 95.67

2.1.3.1 Number of actual students admitted from the reserved categories year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
494	502	360	273	213

File Description	Document
Average percentage of seats filled against seats reserved	[View Document](#)

2.2 Catering to Student Diversity

2.2.1

The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners

Response:

The Institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners

I. Assessment of Learning Levels of Students:

Fundamental to effective instruction and to successful learning is the assessment which helps the teachers concerned to know where a student is exactly along the learning progression and path to academic success. The settings for this are the class rooms which are the primary location of student learning.

Accordingly, a component of class room teaching at Palamuru University includes subjective assessment of whether a student understands the concept or can apply the materials being taught. Prior to this brief informal assessment, during the first few days of the class work, the teachers concerned devote time to ascertain more about the students in terms of their academic background, aptitude, pace of learning, personality, motivation, interests and career aspirations etc. This builds up the much needed rapport of caring and sharing between the teacher and students. Palamuru University has taken the initiative to institutionalize the associative bonds between teachers and students through Mentoring System. This also opens up a new window for the teachers in using the differentiated instruction to cater to diverse learning needs of the students and results in more dynamic classroom interaction.

So to say, the initial informal interaction and subjective assessment by teachers, coupled with continuous multimode evaluation helps the teachers to identify the slow learners and advanced learners in the classroom. This paves way for the adoption of appropriate strategies to address the concerns of the both

groups of learners.

II. Special programmes for slow runners:

Most of the students admitted at Palamuru University in different programmes of study are the first generation learners, hailing from the rural and poorer socio-economic backgrounds and having studied through vernacular medium. Palamuru University is alive to this social reality and accords priority for main streaming the slow learners.

1. The university arranges preliminary spoken English and communication skills classes for the benefit of students of vernacular medium as well as for those whose proficiency in English is low.
2. Tutorials are conducted on a planned basis as a part of remedial instruction for the slow learners in different Departments.
3. Special/ extra classes are held for slow learners after the class hours on weekdays. The schedules for the same are worked out by the respective departments.
4. There is a provision of student mentoring to address the concerns of slow learners through counselling, social facilitation and academic advice, wherever required.

 III. Special programmes for advanced learners:

Palamuru University takes special care of gifted learners among the student community.

1. The University devises pathways for the productive engagement and academic enrichment of advanced learners.
2. Advanced learners are encouraged to prepare for higher studies and participate in research pursuits.
3. The services of advanced learners are enlisted in student mentoring and remedial instruction.
4. Anchor activities such as organisation of academic events and paper presentations are envisaged to foster self-reflection among advanced learners.

File Description	Document
link for additional information	[View Document](#)

2.2.2

Student - Full time teacher ratio

Response: 11.52

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

2.2.3

Percentage of differently abled students (Divyangjan) on rolls

Response: 0.88

2.2.3.1 Number of differently abled students on rolls

Response: 15

File Description	Document
List of students(differently abled)	[View Document](#)
Institutional data in prescribed format	[View Document](#)

2.3 Teaching- Learning Process

2.3.1

Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences

Response:

Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences

Palamuru University is making sincere efforts to expand the scope of Student-Centric learning in its academic Programmes in tune with its mission of imparting quality higher education. The introduction of Choice Based Credit System (CBCS) and restructuring of Curriculum in consonance with it are the steps in this direction. The University seeks to provide holistic learning environment through a dynamic curriculum coupled with the balanced & integrated use of teacher-led guided learning, student-led action learning and context-dependent experiential learning. Accordingly, the teachers are encouraged to get oriented with the philosophy and pedagogy of active learning and integrate these practices into classroom teaching to enrich and enhance the students learning experience.

Experiential learning, wherein the reflections of the immersive experience from the real life settings deepen learning and pave way for the transferable skills among the students, forms an integral part of the course structure and teaching methodology in a number of Programmes at Palamuru University. Internships, field visits, project work and service learning through Community engagement find increased application in MSW, MBA, M.Ed, Pharmacy , M.Com, M.Sc. Botany & M.Sc. integrated Chemistry programmes. Practicals as the live medium of experiential learning constitute the core of science and other programmes. In the laboratories, students are exposed to the basic techniques that are required to carry out research.

There is equal visibility of participative learning or co-operative learning strategy being facilitated through group tasks across many a Departments. Instruction through group tasks is done through varied forms of group discussions, group presentations, group assignments, projects and peer learning which

provide platform for active participation of students in classroom learning. Case study method is also employed in participative learning scenario to stimulate critical thinking and awareness of multiple perspectives. MBA, MSW and M.Ed programmes play a major role in deploying this methodology.

Problem-based learning occupies a place of pride in the teaching methodology at Palamuru University. Efforts are on to anchor the activity based learning and integrate it harmoniously with the ubiquitous lecture method to cope with the continuity and change in the higher education landscape.

Active learning through problem-solving exercises, project, case studies, role play simulations, games, quizzes, seminars, poster presentations and assignments is being pursued vigorously in many Departments. While seminars are a regular curriculum ingredient of almost all the academic Programmes, case studies are prominent feature of MSW and MBA programmes. Quizzes and assignments are deployed on a regular basis to enrich classroom teaching. Further the students are encouraged to participate in seminars, conferences and workshops to improve their knowledge and skills. The students are also provided opportunities for research projects/ internships during summer vacation.

So to say, Student-centric methodologies are facilitating in making students more active in their educational pursuits. This way, Student-centred learning by focussing on interaction and promotion of transferable skills among the students has opened up alternative avenues for enrichment of campus learning experience.

2.3.2

Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.

Response: 96.62

2.3.2.1 Number of teachers using ICT

Response: 143

File Description	Document
List of teachers (using ICT for teaching)	[View Document](#)
Any additional information	[View Document](#)

2.3.3

Ratio of students to mentor for academic and stress related issues

Response: 11.92

2.3.3.1 Number of mentors

Response: 143

File Description	Document
Year wise list of number of students, full time teachers and mentor/mentee ratio	<u>View Document</u>

2.4 Teacher Profile and Quality

2.4.1

Average percentage of full time teachers against sanctioned posts during the last five years

Response: 80.97

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	<u>View Document</u>

2.4.2

Average percentage of full time teachers with Ph.D. during the last five years

Response: 29.36

2.4.2.1 Number of full time teachers with Ph.D. year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
57	21	17	17	15

File Description	Document
List of number of full time teachers with PhD and number of full time teachers for 5 years	<u>View Document</u>

2.4.3

Teaching experience per full time teacher in number of years

Response: 5.06

2.4.3.1 Total experience of full-time teachers

Response: 749.4

File Description	Document
List of Teachers including their PAN, designation,dept and experience details	[View Document](#)

2.4.4

Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years

Response: 11.57

2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
5	0	2	1	2

File Description	Document
Institutional data in prescribed format	[View Document](#)
e-copies of award letters (scanned or soft copy)	[View Document](#)

2.4.5

Average percentage of full time teachers from other States against sanctioned posts during the last five years

Response: 0

2.4.5.1 Number of full time teachers from other states year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

File Description	Document
List of full time teachers from other state and state from which qualifying degree was obtained	[View Document](#)

2.5 Evaluation Process and Reforms

2.5.1

Average number of days from the date of last semester-end/ year- end examination till the declaration of results during the last five years

Response: 43.2

2.5.1.1 Number of days from the date of last semester-end/ year- end examination till the declaration of results year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
43	45	41	43	44

File Description	Document
List of programs and date of last semester and date of declaration of result	[View Document](#)

2.5.2

Average percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years

Response: 0.07

2.5.2.1 Number of complaints/grievances about evaluation year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
30	38	39	41	53

File Description	Document
Number of complaints and total number of students appeared year wise	[View Document](#)

2.5.3

Average percentage of applications for revaluation leading to change in marks during the last five years

Response: 9.99

2.5.3.1 Number of applications for revaluation leading to change in marks year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
714	793	874	847	955

File Description	Document
Year wise number of applications, students and revaluation cases	[View Document](#)

2.5.4

Positive impact of reforms on the examination procedures and processes including IT integration and continuous internal assessment on the examination management system

Response:

Examination reforms are on-going process at Palamuru University. Being a new university, utmost care is taken to shape the Examination Branch to effectively carry on the onerous responsibility of Evaluation, which holds the key for quality sustenance.

In pursuance of this mission systems and procedures are being evolved and modernised from time to time for ensuring the confidentiality, credibility and maintenance of standards befitting a well-run affiliating university.

Examination procedures assume significance in enhancing the overall image of the evaluation system in the university among the stake holders and comity of institutions of higher learning.

Palamuru University follows well-laid down procedures for the conduct of examinations, declaration of results and related operations. Emphasis is laid on standardization of procedures to ensure transparency in the system, provide accessibility to information and uphold accountability among the functionaries.

The positive impact of reform process in this arena includes:

- Timeliness in the issue of examination notifications through strict adherence to the almanac duly approved by the university.
- Ruling out scope for malpractices at the examination centres through due diligence in identification and allotment of examination centres.
- Palamuru University ensures that the students of a particular college write their examinations at other college/s(other than his/her own).
- Ensuring smooth conduct of examinations through deployment of observers and squads (both flying and sitting) for overseeing the process, clarification of issues and on the spot guidance and quick reporting of incidents, if any.

- Ensuring confidentiality through coding of answer scripts in valuation.
- Ensuring fairness and probity through adoption of standardized procedures for valuation.
- Ensuring regularity in the declaration of results through adherence to time limits as prescribed by University (45-50 dates after the last date of examinations).
- Ensuring access to justice through institution of appeals mechanism after the declaration of results.
- Palamuru University provides revaluation in case UG examinations and recounting in case of PG examinations as a standardized practice.
- Evolving good practice reference needs to be made to the innovative practice of revaluation being followed at Palamuru University, where in the answer scripts will be valued by two examiners and the average of the two valuations is considered, only if the difference is 10% more than earlier/ originally secured marks. The positive outcome of this good practice is better maintenance of standards in evaluation and it is getting widely followed.

Palamuru University is stepping up efforts for improving the efficiency of examination processes and expanding the services to cater to the diverse requirements of the growing number of students and institutions through IT integration and automation, wherever possible.

The positive outcome of the proactive interventions in this realm includes:

- Improvement of efficiency in operations through online student registration, processing of examination applications, online generation and dispatch of hall tickets including attendance statement forms (D-Forms) etc.
- Overcoming logistic difficulties and delays through digital initiative of online dispatch of question papers to examination centres with a protected password just 10 minutes before the commencement of the examinations.
- This digital imitative has proved highly beneficial to both the colleges as well as university.
- Improvement of efficiency in valuation process through online entry of marks by evaluators at the spot valuation centre and automation of results processing, publication and printing of memorandum of marks.
- Presently this system is followed for UG and B.Ed. programmes. This will be extended to all PG programmes shortly.

Palamuru University has been following continuous internal assessment system in its UG and PG programmes through multimode evaluation comprising slip tests, assignments and seminars. In addition to these practical tests form part of science courses where in there is continuous

observance/assessment of assigned tasks in laboratory.

- Internal tests are assigned a weightage of 20% in overall evaluation. These are supplemented with the semester end university examinations which carry on weightage of 80%.
- The significant reform with regard to internal assessment being implemented at Palamuru University comprises the reckoning of the average of the two internal tests in computation of the score. This brings in seriousness in academic pursuits and attentiveness for continuous learning among the students.

File Description	Document
Link for Additional Information	[View Document](#)

2.5.5

Status of automation of Examination division along with approved Examination Manual

Response: B. Only student registration, Hall ticket issue & Result Processing

File Description	Document
Current manual of examination automation system and Annual reports of examination including the present status of automation	[View Document](#)
Current Manual of examination automation system	[View Document](#)

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

Mechanism of Communication

The programme outcomes of Palamuru University are enunciated in the form of following generic skills.

1. Knowledge Acquisition skills

Ability to learn individually and collaboratively through a process of

-
- Critical reflection

-

2. Societal skills

Commitment and accountability for social transformation in civil society and be able to:

- Contribute to social justice
- Be concerned for environmental sustainability
- Enunciate and abide by standards of ethics

3. Communication skills

  Competence to

- Communicate effectively and professionally to a range of audiences.
- Articulate ideas clearly and effectively
- Use the social media to influence the society

Programme specific outcomes are prepared for each of the academic programmes being offered by the University.

Course outcomes are spelt out in detail for the individual subjects/ papers as specified in the Curriculum of the respective academic programme.

Method of communication

Programme outcomes, programme specific outcomes and course outcomes are displayed on the website of the University and printed in the Handbook. These are circulated among the Faculty of the concerned Departments as well. Programme outcomes being germane to academic agenda and path of student progression are explained to students at the time of orientation programme. The students are familiarized with programme specific outcomes soon after their reporting at the respective Departments. Course outcomes are explained to them at the commencement of each semester.

File Description	Document
Link for Additional Information	[View Document](#)

2.6.2

Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution

Response:

Procedure for measuring the course outcomes across the different academic programmes being offered by Palamuru University.

The calculation of the course outcomes attainments includes the performance in both the internal and external examinations.

The standard format for calculation is used in computing the course attainment values of these two sets of the examinations. Total course attainment values are worked out based on the due weightages assigned to internal and external examinations by the university (This is presently in the ratio of 20% and 80%).

Course attainment scores signify the target values archived in a given course/subject. Since the course outcomes are mapped substantially into programme specific objectives and programme objectives, the attainment levels of course outcomes are accorded due importance.

The following tables (Part-A, Part-B and course attainment values) depict the processes.

SNO	NAME OF THE STUDENT	HTNO	MARKS OBTAINED
1	XYZ	16013301004	14
2			13
3			10
4			09
5			15
6			18
7			12
8			14
9			19
10			17
11			17
12			19
13			14
14			18
15			12
16			15
17			10
18			13
19			09
20			14
21			14
22			13
23			09
24			10
25			15
26			12
27			18
28			19
29			17
30			14

(1)	(2)	(3)	(4)	(5)	(6)

Threshold Value (Marks)	Target Percentage Of Students On or above the threshold value	Target No. of Students on or above the threshold value	Actual No. of Students on or above the threshold value	Actual Percentage of Students on or above the threshold value	Level of attainment
60%	60%	18	24	80	3.00

CO attainment = Col 4/Col 3 * 3

$$= 24/18*3 = 4$$

Any value above 3 is taken as 3

Part B: Calculations of course attainment for End semester examinations:

Class Strength: 30   Max. Marks 80

SNO	NAME OF THE STUDENT	HTNO	MARKS OBTAINED
1	VIJAYA	16013301004	44
2			45
3			60
4			61
5			73
6			65
7			48
8			50
9			74
10			73
11			61
12			60
13			48
14			44
15			65
16			49
17			74
18			50
19			49
20			45
21			49
22			50
23			74
24			45

25			44
26			73
27			48
28			65
29			60
30	SUDARSHAN		61

(1)	(2)	(3)	(4)	(5)	(6)
Threshold Value (Marks)	Target Percentage Of Students On or above the threshold value	Target No. of Students on or above the threshold value	Actual No. of Students on or above the threshold value	Actual Percentage of Students on or above the threshold value	Level of attainment
60%	60%	18	21	70	3.00

CO attainment = Col 4/Col 3 * 3

$\qquad$ = 21/18 = 3.5 (3.00)

Any value above 3 is taken as 3

Total Course attainment = 20% of Internal Examinations + 80% of External Examination

$\qquad$ = (3 * 0.2) + (3 * 0.8)

$\qquad$ = 0/6 + 2.4

$\qquad$ = 3

Course attainment	Remarks
3.00	Target values achieved, there is substantial level Course attainment in that particular subject

Course attainment values: 1. Slight 2. Moderate 3. Substantial

2.6.3

Average pass percentage of Students

Response: 73.34

2.6.3.1 Total number of final year students who passed the examination conducted by Institution.
Response: 1970

2.6.3.2 Total number of final year students who appeared for the examination conducted by the institution
Response: 2686

File Description	Document
List of programs and number of students passed and appeared in the final year examination	[View Document](#)

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.21

File Description	Document
Database of all currently enrolled students	[View Document](#)

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1

The institution has a well defined policy for promotion of research and the same is uploaded on the institutional website

Response: Yes

File Description	Document
Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption	[View Document](#)
URL of Policy document on promotion of research uploaded on website	[View Document](#)

3.1.2

The institution provides seed money to its teachers for research (average per year)

Response: 0

3.1.2.1 The amount of seed money provided by institution to its faculty year-wise during the last five years(INR in Lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

File Description	Document
List of teachers receiving grant and details of grant received	[View Document](#)

3.1.3

Number of teachers awarded international fellowship for advanced studies/ research during the last five years

Response: 2

3.1.3.1 The number of teachers awarded international fellowship for advanced studies / research year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	1	1	0

File Description	Document
List of teachers and their international fellowship details	[View Document](#)
e-copies of the award letters of the teachers.	[View Document](#)

3.1.4

Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates, other research fellows in the university enrolled during the last five years

Response: 32

3.1.4.1 The Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows in the university enrolled year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
25	2	1	3	1

File Description	Document
List of research fellows and their fellowship details	[View Document](#)
Any additional information	[View Document](#)

3.1.5

University has the following facilities

1. **Central Instrumentation Centre**
2. **Animal House/Green House / Museum**
3. **Central Fabrication facility**
4. **Media laboratory/Business Lab/Studios**
5. **Research/Statistical Databases**

Response: One of the facilities exist

File Description	Document
List of facilities provided by the university and their year of establishment	[View Document](#)
Any additional information	[View Document](#)

3.1.6

Percentage of departments with UGC-SAP, CAS, DST-FIST, DBT, ICSSR and other similar recognition by government agency

Response: 0

3.1.6.1 The Number of departments with UGC-SAP, CAS, DST-FIST ,DBT,ICSSR and other similar recognition by government agency

File Description	Document
List of departments and award details	[View Document](#)

3.2 Resource Mobilization for Research

3.2.1

Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments,Chairs in the institution during the last five years (INR in Lakhs)

Response: 132.3

3.2.1.1 Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years(INR in Lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
19.26	28	25.73	.50	58.81

File Description	Document
List of project and grant details	[View Document](#)
e-copies of the grant award letters for research projects sponsored by non-government	[View Document](#)

3.2.2

Grants for research projects sponsored by the government sources during the last five years

Response: 151.05

3.2.2.1 Total Grants for research projects sponsored by the government sources year-wise during the last five years(INR in Lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
19.26	28	24.98	0	78.81

File Description	Document
List of project and grant details	[View Document](#)
e-copies of the grant award letters for research projects sponsored by government	[View Document](#)

3.2.3

Number of research projects per teacher funded, by government and non-government agencies, during the last five year

Response: 0.37

3.2.3.1 Number of research projects funded by government and non-government agencies during the last five years

Response: 11

File Description	Document
Supporting document from Funding Agency	[View Document](#)
List of research projects and funding details	[View Document](#)

3.3 Innovation Ecosystem

3.3.1

Institution has created an eco system for innovations including Incubation centre and other initiatives for creation and transfer of knowledge

Response:

Ecosystem for innovations including incubation centre & other initiatives for creation and transfer of knowledge

Being a new University and beset with shortages of regular teaching and supporting staff, Palamuru University is yet to make strong forays into the arena of research & innovation. However, it is stepping up efforts to give shape to its research portfolio and evolve an ecosystem for creation and transfer of knowledge in furtherance of its mission.

The University is actively pursuing the setting up of incubation centre on the campus for channelling entrepreneurial initiatives and promoting start-ups to cater to wider opportunities, with the support of the Telangana State Council of Higher Education (TSCHE). At present, this is in the planning stage.

The University is giving impetus for creation and transfer of knowledge. The faculty of Department of English are involved in the preparation of educational videos on English Grammar and Communicative English for the State Government Television channel as well as in bringing out a language primer in the tribal dialect of Gonds in collaborative research with Central University of Hyderabad. The publication of this learning resource is supported by UNICEF.

3.3.2

Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry - Academia Innovative practices during the last five years

Response: 6

3.3.2.1 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
1	2	2	0	1

File Description	Document
Report of the event	[View Document]
List of workshops/seminars during the last 5 years	[View Document]

3.3.3

Number of awards for innovation won by institution/ teachers/ research scholars/students during the last five years

Response: 1

3.3.3.1 Total number of awards for innovation won by institution/teachers/research scholars/students year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	1	0

File Description	Document
List of innovation and award details	[View Document](#)
e- copies of award letters	[View Document](#)

3.3.4

Number of start-ups incubated on campus during the last five years

Response: 3

3.3.4.1 Total number of start-ups incubated on campus year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
1	1	0	1	0

File Description	Document
List of startups details like name of startup, nature, year of commencement etc	[View Document](#)
e- sanction order of the University for the start ups on campus	[View Document](#)
Any additional information	[View Document](#)

3.4 Research Publications and Awards

3.4.1

The institution has a stated Code of Ethics to check malpractices and plagiarism in Research

Response: Yes

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

3.4.2

The institution provides incentives to teachers who receive state, national and international recognition/awards

Response: Yes

File Description	Document
List of Awardees and Award details	[View Document](#)
e- copies of the letters of awards	[View Document](#)

3.4.3

Number of Patents published/awarded during the last five years

Response: 5

3.4.3.1 Total number of Patents published/awarded year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
3	1	0	1	0

File Description	Document
List of patents and year it was awarded	[View Document](#)
Any additional information	[View Document](#)

3.4.4

Number of Ph.D.s awarded per teacher during the last five years

Response: 1.5

3.4.4.1 How many Ph.Ds are registered within last 5 years

Response: 15

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	View Document
Any additional information	View Document

3.4.5

Number of research papers per teacher in the Journals notified on UGC website during the last five years

Response: 5.68

3.4.5.1 Number of research papers in the Journals notified on UGC website during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
90	91	105	110	95

File Description	Document
List of research papers by title, author, department, name and year of publication	View Document

3.4.6

Number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings per teacher during the last five years

Response: 1.91

3.4.6.1 Total number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
38	29	35	41	22

File Description	Document
List books and chapters in edited volumes / books published	View Document

3.4.7

Bibliometrics of the publications during the last five years based on average citation index in Scopus/ Web of Science or PubMed

Response: 2.4

3.4.7.1 Total number of citations received by publications in the last 5 years, which are included in online databases such as SCOPUS, web of science or PubMed/ Indian Citation Index

Response: 1322

File Description	Document
BiblioMetrics of the publications during the last five years	<u>View Document</u>

3.4.8

Bibliometrics of the publications during the last five years based on Scopus/ Web of Science - h-index of the Institution

Response: 5.5

3.4.8.1 Number of citations received by individual research publications in the last 5 years

Response: 1445

3.4.8.2 Number of publications receiving proportionately maximum number of citation in the last five years

Response: 182

File Description	Document
Bibiliometrics of publications based on Scopus/ Web of Science - h-index of the University	<u>View Document</u>

3.5 Consultancy

3.5.1

Institution has a policy on consultancy including revenue sharing between the institution and the individual

Response: No

File Description	Document
URL of the consultancy policy document	[View Document](#)

3.5.2

Revenue generated from consultancy during the last five years

Response: 0

3.5.2.1 Total amount generated from consultancy year-wise during the last five years (INR in Lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

File Description	Document
List of consultants and revenue generated by them	[View Document](#)

3.5.3

Revenue generated from corporate training by the institution during the last five years

Response: 0

3.5.3.1 Total amount generated from corporate training by the institution year-wise during the last five years (INR in Lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

File Description	Document
List of teacher consultants and revenue generated by them	[View Document](#)

3.6 Extension Activities

3.6.1

Extension activities in the neighbourhood community in terms of impact and sensitising students

to social issues and holistic development during the last five years

Response:

Extension activities in the neighbourhood community in terms of impact and sensitizing students to social issues and holistic development during the last five years

Extension and outreach activities are the vehicle for Institutional Social Responsibility (ISR). Palamuru University has accorded due priority to this third dimension of higher education. The university is in forefront in taking up a number of initiatives in this direction through curricular interventions as well as through NSS programmes.

The university has been successful in sensitizing the students to societal concerns and instilling in them a sense of purpose and social responsibility to contribute to the community well-being through these structured avenues.

There is active involvement of students as well as faculty across all the academic programmes of the University in these national building pursuits. Curricular requirements are harmoniously incorporated into NSS special camps organised from time to time wherein there is provision for multi departmental involvement and collaboration.

While the Department of Botany contributes to this arena through its unique ethnobotanical Conservation Programme in the neighbouring villages to bring home the importance of plants & bio-diversity for the sustenance of planet earth, Department of social work steps up the momentum through village adoption programmes for rendering value based services to the local population. Together these two Departments participated in 4 NSS special camps, during 2013-17 and covered four villages for their multi-pronged operations which included Swacch bharath campaign, conduct of house hold survey, Awareness rally on Drug addiction and Blood donation camp, organising Literacy day celebrations & Plantation drive etc.

Similarly, Department of English also took up 4 villages as a part of NSS special camps for addressing the specific community concerns such as jogini system, forced migration, child marriages, alcoholism, malnutrition & untouchability. The synergy of such participation has been valuable for the university.

The concern and commitment of the University community has come to the fore and their contribution to rural reconstruction and resilience has been demonstrated in ample terms through the said extension & outreach interventions.

These have proved beneficial to the student community as well. Extension initiatives have opened up a new window of service learning through community engagement for the students. The immersive learning experience in real world settings amid addressing live concerns has substantially contributed to broadening of perspectives, personality development, value orientation and inculcation of research culture among the students.

The planned extension and outreach activities at Palamuru University drive home the interdisciplinary perspective and application orientation to knowledge to give cutting edge to the academic pursuits of the students.

The University has been able to create positive impact and gain respectability and visibility among the

neighbouring communities and villages through such purposeful interventions.

3.6.2

Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years

Response: 18

3.6.2.1 Total number of awards and recognition received for extension activities from Government /recognised bodies year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
08	04	01	03	02

File Description	Document
Number of awards for extension activities in last 5 years	[View Document](#)
e-copy of the award letters	[View Document](#)

3.6.3

Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years

Response: 54

3.6.3.1 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
05	16	14	8	11

File Description	Document
Reports of the event organized	[View Document](#)
Number of extension and outreach programs conducted with industry,community etc for the last five years	[View Document](#)

3.6.4

Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years

Response: 54.58

3.6.4.1 Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
862	760	837	808	463

File Description	Document
Report of the event	[View Document](#)
Average percentage of students participating in extension activities with Govt. or NGO etc.	[View Document](#)
Any additional information	[View Document](#)

3.7 Collaboration

3.7.1

Number of Collaborative activities for research, faculty exchange, student exchange per year

Response: 3.8

3.7.1.1 Total number of Collaborative activities for research, faculty exchange, student exchange year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
1	4	2	5	7

File Description	Document
Number of Collaborative activities for research, faculty etc.	[View Document](#)
Copies of collaboration	[View Document](#)

3.7.2

Number of linkages with institutions/industries for internship, on-the-job training, project work, sharing of research facilities etc. during the last five years

Response: 9

3.7.2.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
08	00	00	01	00

File Description	Document
e-copies of linkage related Document	[View Document](#)
Details of linkages with institutions/industries for internship	[View Document](#)

3.7.3

Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)

Response: 5

3.7.3.1 Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years (only functional MoUs with ongoing activities to be considered)

2016-17	2015-16	2014-15	2013-14	2012-13
05	00	00	00	00

File Description	Document
e-copies of the MoUs with institution/ industry/ corporate house	[View Document](#)
Details of functional MoUs with institutions of national, international importance,other universities etc. during the last five years	[View Document](#)
Any additional information	[View Document](#)

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The institution has adequate facilities for teaching - learning. viz., classrooms, laboratories, computing equipment, etc

Response:

Palamuru University has been augmenting requisite infrastructural facilities for strengthening teaching – learning processes and create conducive ambience for scholarly pursuits. These amenities are in consonance with specified requirements of the concerned statutory bodies.

Class Rooms:

There are 83 class rooms to cater to the teaching learning requirements of different academic programmes being offered by the University at its campus colleges and 3 constituent PG centres.

Laboratories:

- Departments of Microbiology, Chemistry, Integrated Chemistry, Physics, Botany, Zoology and Pharmacy have well equipped laboratories to cater to the course requirements and research pursuits. Some of these have been further strengthened with sophisticated equipments under funding from sponsored research projects. In all there are 35 laboratories at Palamuru University.

Computing equipment:

Palamuru University has accorded primacy for expanding computing facilities for strengthening teaching, research and student learning.

- There are two well equipped **common computer laboratories** with 25 systems each, setup at the University College and Academic Block on the main campus for use of students of different P.G. programs.

- **Separate computer laboratory** with 25 systems and specific software has been established at the University college of Pharmaceutical Sciences, to cater to both B. Pharmacy and M. Pharmacy students.
- Besides these subject specific laboratories to cater to course requirements, there are separate **Digital Language Laboratories** with 35 systems each at the Department of English and at the Centre for English Language Training (CELT), a central facility of the University, for the wider

purpose of computer assisted English language learning to improve communicative English.

- **A general purpose computer laboratory** with 25 systems to promote information literacy and e-access for learning resources among the students has been setup at the central library of the University.

In all 215 computers with requisite software and updated configurations are available at Palamuru University.

File Description	Document
Link for Additional Information	[View Document](#)

4.1.2

The institution has adequate facilities for sports, games (indoor, outdoor),gymnasium, yoga centre etc., and cultural activities

Response:

Palamuru University has created good amenities for the promotion games and sports as well as cultural activities to facilitate holistic development of the students. These includes:

- Well-furnished sports complex for **indoor games** where in the following facilities are available.

1. Badminton
2. Table Tennis
3. Caroms
4. Chess

 Area wise details are furnished here under:

1.	Facilities available for	Size Specification	Area in Sq.Mts.	Year of Establishment	User Rate
1.	Badminton	13 M x 35 M	455	2008	
2	Carroms	7M x 13 M	91	2008	
3	Chess	7M x 13M	91	2008	
4.	Table Tennis Hall	11M x 14M	154	2008	

The sports complex also houses well equipped **Gymnasium/Fitness centre** as well as **Yoga centre**.

The details of Gymnasium are here under:

Area Dimensions of Gymnasium centre are 8M x 11M = 88 Sq. Mts. Gymnasium comprises of

- 9 Station Multi-Station Gym Unit
- Bench Press
- Set of Dumb Bells
- Weight lifting Set
- Abdominal Exercise Unit
- Rowing Machine

The Yoga centre has a plinth area of 8M x 11M = 88 Sq. Mts. In this centre regular practice of Yoga is taught to the students and staff of the University.

- Requisite provision is made for **outdoor games** and **sports** which include:

  1. Volleyball

  2. Badminton

  3. Ball Badminton

  4. Tennicoit

  5. Kabaddi

  6. Kho-Kho.

There are facilities for track and field events which include:

- 200 M athletic Track for Running Events.
- Jumping pit for Long Jump, Triple Jump and High Jump
- Throwing sectors for **shotput**, **Discus Throw** and **Javelin Throw**

These facilities are availed by the students in Morning and Evening hours according to pre-set timings.

- Extracurricular activities provide the cutting edge for the personality development and educational pursuits of the students. Accordingly, Palamuru University has made provision for

recreational facilities on the campus. These include:

- Three well equipped auditoriums for the conduct of the cultural and literary festivals,

competitions and related events.

- Open air theatre (Vikasapranganam) at the University Campus for staging cultural
-

- Conference Halls at the campus colleges for holding cultural events and college level

functions/ informal get togethers such as fresher's day, send-off etc.

File Description	Document
Any additional information	[View Document](#)
link for additional information	[View Document](#)

4.1.3

Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class, LMS, etc

Response: 31.33

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 26

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	[View Document](#)
Link for additional information which is optional	[View Document](#)

4.1.4

Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.

Response: 8.02

4.1.4.1 Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
30	50	75	100	30

File Description	Document
Details of budget allocation, excluding salary during the last five years	[View Document](#)
Audited utilization statements	[View Document](#)

4.2 Library as a Learning Resource

4.2.1

Library is automated using Integrated Library Management System (ILMS)

Response:

The central library of Palamuru University is the primary learning resource centre for the vast academic facility. Efforts are being made to modernise this facility for improved services to the students and staff. As a step in this direction automation of library is taken up on a priority basis. This opens up a new window of opportunities for enhanced access to educational resources for learners and effective functioning of the library as an institution. The state of the art integrated library management software developed by INFLIBNET has been chosen as the vehicle for institutional transformation.

The details of the Procured Integrated Library Management System(ILMS) software is:

Name of the ILMS software: SOUL

Nature of automation: Fully Automated

Version: 2.0

Year of Automation: 2017

File Description	Document
Any additional information	[View Document](#)
link for additional information	[View Document](#)

4.2.2

Collection of rare books, manuscripts, special reports or any other knowledge resource for library enrichment

Response:

The University being new is at to make foray into the acquisition of rare books, manuscripts, and related knowledge resources for the enrichment of its library.

Some of the faculty members are also in the process of collecting rare books and manuscripts as a part of their ongoing research pursuits.

Some of the following rare books were collected during 2012 - 2017.

1. India's struggle for Independence : Visuals & Documents,
2. The Politics of Aristotle
3. Tilak & Gokhale : Revalution & Reforms in the Making of Modern India
4. World Revalutionary Leaders
5. World Constitutions
6. Political Sociology
7. Mrichchhakatika in Telugu Literature(Doctoral Thesis In Telugu Literature)
8. Arshavijnana Sarvasvamu(II vol set) Encyclopidea of Ancient Indian literature
9. Subhas Chandra Bose & Indian Freedom Struggle
10. Vascular Plant Systematic
11. Stability of Biological Communities
12. Gagetter of Bombay State (Botany – part II- Timbers)
13. The Biology of Aquatic Vascular Plants
14. An Introduction to Botany
15. Economic Botany
16. Plant Anatomy
17. Basic Statistics
18. A Basic Course inStatistics
19. Statistical Quality Control
20. A Text Book of Vector Algebra Calculus
21. Pollen : Development & Physiology
22. Original Cultivated Plants
23. Plant Structure, Function and Adaptation

24. Diseases of Crop Plants in India
25. Plant Physiology
26. Plant and Animal Biology
27. Cell Physiology
28. Plant Classification
29. Text Book Theoretical Botany
30. The Genera of Flowering Plants
31. Secretory Tissues In Plants
32. Botanical Latin History, Grammar, Syntax, Terminology & Vocabulary

File Description	Document
Any additional information	[View Document](#)
link for additional information	[View Document](#)

4.2.3

Does the institution have the following

1. **e-journals**
2. **e-ShodhSindhu**
3. **Shodhganga Membership**
4. **e-books**
5. **Databases**

Response: Any 1 of the above

File Description	Document
Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc.	[View Document](#)

4.2.4

Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)

Response: 3.71

4.2.4.1 Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
1.905	5.963	2.994	5.005	2.704

File Description	Document
Details of annual expenditure for purchase of books and journals during the last five years	[View Document](#)
Audited statements of accounts	[View Document](#)
Any additional information	[View Document](#)

4.2.5

Availability of remote access to e-resources of the library

Response: No

File Description	Document
Details of remote access to e-resources of the library	[View Document](#)

4.2.6

Percentage per day usage of library by teachers and students

Response: 24.28

4.2.6.1 Number of teachers and students using library per day over last one year

Response: 450

File Description	Document
Details of library usage by teachers and students	[View Document](#)
Any additional information	[View Document](#)

4.2.7

E-content is developed by teachers :

1. **For e-PG-Pathshala**
2. **For CEC (Under Graduate)**
3. **For SWAYAM**

> **4.** **For other MOOCs platform**
> **5.** **For NPTEL/NMEICT/any other Government Initiatives**
> **6.** **For Institutional LMS**

Response: Any 2 of the above

File Description	Document
Details of e-content developed by teachers for e-PG-Pathshala, CEC (UG)	[View Document](#)
Give links or upload document of e-content developed	[View Document](#)

4.3 IT Infrastructure

4.3.1

Institution frequently updates its IT facilities including Wi-Fi

Response:

Priority has been accorded for the updation of IT infrastructure to keep pace with emerging requirements.

- Campus wide internet facility run with copper wire connection has been upgraded with fibre optics cable connectivity(OFC) under leasing from the BSNL to provide speedy data access in JULY 2017.

- Installation of JUNIPER M10 router for connectivity with National Knowledge Network(NKN) to provide seamless access to knowledge resources in July 2017.

- Installation of Firewall – SonicWALL TZ600 for providing Internet security to computer systems from Malware, Offensive websites and Hacking and Malicious intrusions etc. in March – 2017.

- Installation and configuration of Wi-Fi routers procured from M/S Reliance / Jio in December 2017 to provide campus wide Wi-Fi facility to the staff and the students and transform the Palamuru University campus as a Wi-Fi enabled campus.

- Upgradation of 43 old computer systems at the computer laboratory at different locations with 4GB DDR RAM and LED monitors in December 2017.

- Integration of Internet access laboratory at the central library with e-library facility taking shape their through acquisition of ILMS.

File Description	Document
Any additional information	[View Document](#)
link for additional information	[View Document](#)

4.3.2

Student - Computer ratio

Response: 7.93

File Description	Document
Student - Computer ratio	[View Document](#)
Any additional information	[View Document](#)

4.3.3

Available bandwidth of internet connection in the Institution (Lease line)

Response: 50 MBPS-250 MBPS

File Description	Document
Details of available bandwidth of internet connection in the Institution	[View Document](#)

4.3.4

Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)

Response: No

File Description	Document
Facilities for e-content development such as Media Centre, Recording facility,LCS	[View Document](#)

4.4 Maintenance of Campus Infrastructure

4.4.1

Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years

Response: 92.05

4.4.1.1 Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component year-wise during the last five years (INR in Lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
631.56	473.78	613.32	775.11	777.31

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	[View Document](#)
Audited statements of accounts.	[View Document](#)

4.4.2

There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

Response:

Palamuru University assigns high importance to infrastructure development. It follows a well laid down policy for maintaining and utilising different types of academic facilities and student amenities. The initiatives in this regard are as follows

1. General upkeep(including cleaning and sanitation) of the offices, colleges, hostels &

   messes and other central facilities such as library, playfields, health centre is assigned to

   approved agencies on outsourcing basis as per state government policy.

2. Periodic & Preventive maintenance of buildings and overall campus environs looked after

by the consultant engineer. The services of duly approved central government agencies are

enlisted for this purpose.

3. Utilisation of the class room and laboratories facilities are looking after their day-to-day maintenance is the responsibility of Principles/Heads.

4. Similarly the director, Physical Education looks after the proper utilisation and maintenance of sports facilities while the chief warden, wardens and the staff attend to the smaller maintenance requirements of hostels and messes.

5. Central library being the primary learning source centre of the University, the librarian   pays attention to utilisation aspects of this facility for better service to the academic community.

6. Maintenance of IT infrastructure takes place through executing AMCs. The officer on special Duty(OSD) coordinates the procurement of all types of computing devices including hard and licensed software under rate control from the duly approved venders. Standardised procedures are in place for this purpose.

7. State Government policy of green computing is being followed for disposal of outdated unserviceable computers configurations/peripherals by handing over the said equipments to designated firms for recycling.

8. The practice of maintaining backups and mirroring information are followed for minimisation of unfortunate risks in case of system failures.

9. Being a new University it is functioning with limited maintaining staff and relying more on external service providers for this purpose.

File Description	Document
link for additional information	[View Document](#)

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years

Response: 73.37

5.1.1.1 Number of students benefited by scholarships and freeships provided by the Government year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
1317	1161	946	860	783

File Description	Document
Upload self attested letter with the list of students sanctioned scholarships	[View Document](#)
Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years	[View Document](#)

5.1.2

Average percentage of students benefited by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years

Response: 0.37

5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution besides government schemes year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
6	9	6	6	0

File Description	Document
Number of students benefited by scholarships and freeships besides government schemes in last 5 years	[View Document](#)

5.1.3

Number of capability enhancement and development schemes –

1. **Guidance for competitive examinations**
2. **Career Counselling**
3. **Soft skill development**
4. **Remedial coaching**
5. **Language lab**
6. **Bridge courses**
7. **Yoga and Meditation**
8. **Personal Counselling**

Response: 7 or more of the above

File Description	Document
Details of capability enhancement and development schemes	[View Document](#)
Link to Institutional website	[View Document](#)

5.1.4

Average percentage of students benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years

Response: 8.68

5.1.4.1 Number of students benefited by guidance for competitive examinations and career counselling offered by the institution year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
120	120	120	100	120

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	[View Document](#)

5.1.5

The institution has an active international students cell to cater to the requirements of foreign students

Response:

International student cell is yet to be established at Palamuru University. As on now, foreign students are not on the rolls, as ours being a relatively new university located in semi-urban area of Telangana state.

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5.1.6

The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases

Response: Yes

File Description	Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	[View Document](#)
Details of student grievances including sexual harassment and ragging cases	[View Document](#)

5.2 Student Progression

5.2.1

Average percentage of placement of outgoing students during the last five years

Response: 2.4

5.2.1.1 Number of outgoing students placed year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
25	04	08	07	20

File Description	Document
Self attested list of students placed	[View Document](#)
Details of student placement during the last five years	[View Document](#)
Any additional information	[View Document](#)

5.2.2

Percentage of student progression to higher education (previous graduating batch)

Response: 21.95

5.2.2.1 Number of outgoing students progressing to higher education

Response: 173

File Description	Document
Upload supporting data for student/alumni	[View Document](#)
Details of student progression to higher education	[View Document](#)

5.2.3

Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

Response: 52.01

5.2.3.1 **Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations) year wise during last five years**

2016-17	2015-16	2014-15	2013-14	2012-13
59	19	26	12	06

5.2.3.2 Number of students appearing in state/ national/ international level examinations (eg: NET/SLET/GATE/GMAT/CAT, GRE/TOEFL/ Civil Services/State government examinations) year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
82	34	45	28	19

File Description	Document
Upload supporting data for the same	[View Document](#)
Number of students qualifying in state/ national/ international level examinations during the last five years	[View Document](#)
Any additional information	[View Document](#)

5.3 Student Participation and Activities

5.3.1

Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) during the last five years

Response: 1

5.3.1.1 Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	1

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years	[View Document](#)
e-copies of award letters and certificates	[View Document](#)
Any additional information	[View Document](#)

5.3.2

Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution

Response:

There is no formal body of students such as students Association / students council at Palamuru University. Student union elections are not held in pursuance of the state government directive. However, there is statutory provision for representation of students (Selection on the basis of merit) on the Academic Senate of the university. The academic senate is in the process of being constituted. As a Pro-active policy students are given due representation encouraged to participate and actively associate with host of institutional events through informal means at Palamuru University.

A well run system of class representatives at the departmental level in vague at Palamuru University for the coordination of day to day class work and co-curricular activities.

5.3.3

Average number of sports and cultural activities / competitions organised at the institution level per year

Response: 9.6

5.3.3.1 Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
15	13	11	5	4

File Description	Document
Report of the event	[View Document](#)
Number of sports and cultural activities / competitions organised per year	[View Document](#)

5.4 Alumni Engagement

5.4.1

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

Response:

The formation of Alumni Association, a felt need of this budding university has become a reality with the formal registration of alumni body with the specific title: Alumni Association of Palamuru University bearing registration number 641 of 2017 during December 2017.

Another Alumni Association is registered by Pharmacy college with title: Palamuru University Pharma Alumni Association bearing registration number 599 of 2017 during December 2017.

The Association is in the process of preparation and maintenance of alumni database it is exploring enrolment drive from affiliation colleges. It is enlisting the support of alumni for institutional development. In this process, plans are afoot for arranging alumni visits to the university, motivational talks by them to students and seeking their contribution for strengthening teaching –learning for infrastructure development.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

5.4.2

Alumni contribution during the last five years (INR in Lakhs)

Response: <5 Lakhs

File Description	Document
Alumni association audited statements	[View Document](#)

5.4.3

Number of Alumni Association / Chapters meetings held during the last five years

Response: 0

5.4.3.1 Number of Alumni Association /Chapters meetings held year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

File Description	Document
Number of Alumni Association / Chapters meetings conducted during the last five years.	[View Document](#)

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the University

Response:

(a) Vision Statement

The **Vision** of Palamuru University is as follows:

"Palamuru University envisions to be the exceptional provider of quality higher education in the service of the nation for advancement of knowledge, empowerment of youth and socio-economic development of the region. Central to this vision is its shared belief in eminence through excellence."

(b) Mission Statement

The **Mission** of Palamuru University is:

- To disseminate, generate and advance the knowledge;
- To strive for excellence in the spheres of teaching, research and extension & outreach;
- To expand the avenues and access for higher education in furtherance of socio-economic development of the region;
- To empower the youth for nation building in consonance with our culture, heritage and environment; and
- To promote healthy moral values, democratic ideals and ethical practices.

(c) Description of nature of governance, perspective plans and participation of teachers in the decision making bodies of the university

-

Broadly speaking, Palamuru University as an autonomous body of higher education and key public institution adheres to democratic governance. The vision and mission of the institution reference the ethos of shared governance in its functioning. The University Act and the relevant statutes & Ordinances delineate the framework for upholding the institutional accountability and facilitating participative decision making in specified spheres. The Executive Council and the Academic Senate constituted by the State Government are the highest policy making Bodies of the University. Similarly, there are different statutory bodies like, Boards of Studies & Departmental Committees, apart from specified authorities, vested with powers and responsibilities to take care of university governance.

These institutional structures pave way for active involvement and participation of the significant stakeholders of the system in the decision making processes of the institution.

In furtherance of the spirit of autonomy, which is the corner stone of the university, emphasis is laid on collegiality and consultations in the day to day academic functioning.

Perspective plan:

Palamuru University has shown promise and potential in a short span of its establishment. It has evolved perspective plan for its take-off. In the academic sphere, it contemplates introduction of 'school' concept for promotion of interdisciplinarity. Creation of eco-system for research & innovations is a top priority before this fledging institution.

Participation of teachers in decision making:

Palamuru University accords primacy for participation of teachers in the decision-making bodies of the University.

There is statutory provision for nomination of teachers on the Executive Council. The participation of the teaches is enriching the deliberations and contributing to effective decision making. Teachers are also nominated on the Planning & Monitoring Board, another important advisory body of the University.

Here also, there is qualitative improvement with inputs from teacher-nominees. Teachers actively participate in the Departmental Committees and Boards of Studies. These hold the key for democratic deliberations and shared decision making.

6.1.2

The institution practices decentralization and participative management

Response:

Case study of practising decentralization and participative management in the institution

Democratic decentralization and participative management are the credo of university governance. These reinforce the ideas of autonomy and accountability which are the hall messes of university setup.

Palamuru University as upcoming institution of higher learning has been following decentralised decision making and participative management in its functioning ever since its inception. These traditions are further sustained over the years. To bring home the ubiquity of this institutional culture, the case study of conduct of convocation is presented here under: Convocation assumes significance as a milestone event in the onward march of any institution. Palamuru University had conducted its first convocation during November 2014, after successfully graduating its two batches of students under the aegis of its own institutional arrangement of the Examination Branch.

Holding of convocation calls for systematic planning, co-ordination and contribution from different units of the university administration for carrying on the relevant tasks.

The university embarked upon the prepatory work during May/ June 2014.after obtaining the approval of the executive council. The university entrusted the responsibility to different authorities and constituted committees for the execution of related works.

This decentralised decision making coupled with central co-ordination set the stage for the implementation stage.

In all (9) committees comprising teaching and non-teaching staff have been formed.

The committees used to meet at regular intervals and carried on their work in a collaborative spirit.

Co-ordinating committee work and integration of individual contributions of specific authorities was taken up by the Examination Branch, the nodal agency of the Evaluation in the University. The Examination Branch took up lion's share of work relating to convocation.

The office of the vice-chancellor which maintained laison with the Chancellor's Office, Government

authorities and other stakeholders of the university system extended its active support for the smooth execution of this programme.

As a result, the university could hold the first convocation on a grand scale. This event speaks volumes of the fine traditions of de-centralization and participative management at Palamuru university.

6.2 Strategy Development and Deployment

6.2.1

Perspective/Strategic plan and Deployment documents are available in the institution

Response:

One Example of Activity successfully implemented based on the strategic plan

Research is key for creation of new knowledge and promotion of excellence in higher education. It is a much sought after pursuit for the University to strengthen its teaching & learning, create a conducive climate for innovation and carve out a niche in the comity of institutions of higher learning.

Palamuru University has always considered research as pivotal for furtherance of University vision. Accordingly, in tune with its strategic perspective, Palamuru University has accorded primacy for introduction of Doctoral Programmes to promote research culture and eco system for enrichment of Post Graduate courses in terms of academic depth and focus.

In pursuance of the Institutional Development Plan, Palamuru University has devised action plan for offering Ph.D. programmes in select disciplines in a phased manner. In doing so, the University took into consideration its existing strength of regular teaching staff in terms of eligibility for Ph.D. supervision / guidance.

The University prepared the list of eligible supervisors prior to proceeding with Ph.D. admissions. After obtaining the approval of Executive Council, the University set in motion the admission process for Ph.D. programme in Chemistry, Microbiology, Physics, Commerce and English subjects.

The University fixed the eligibility criteria as per UGC guidelines. Accordingly, notification inviting applications for Ph.D. admissions was issued on 03-02-2017.

After the due scrutiny of applications received in response to the Ph.D. admission notification, Ph.D. Admission Committees were constituted for the five subjects with Dean, Chairperson, Board of Studies and experts from outside Universities as specified in UGC Regulations.

Based on the recommendations of the Admission Committees, the intimations were sent to selected candidates on 28-07-2017.

At present 26 Ph.D. research scholars are on the rolls of Palamuru University.

With the introduction of Ph.D. programmes, the University has crossed yet another milestone in its onward march of progress.

Launching of Doctoral Programmes brings home the guiding spirit of the strategic plan in shaping the destiny of Palamuru University.

6.2.2

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

Response:

6.2.2. Organisation Structure

The University as a statutory body functions according to the Universities Act promulgated by the State Government. The Act makes provision for the decision making structures, administrative set up, and powers & functions of University authorities. In pursuance of the Act, the University formulates Statutes, Ordinances & Regulations to guide its functioning in furtherance of its mission.

The Policy making bodies of the Palamuru University comprise:

- Executive Council
- Academic Senate (This is yet to be constituted).

Besides these, an advisory body called Planning & Development Board is in place to guide the functioning of the University.

The authorities of the University include:

- Chancellor
- Vice-Chancellor
- Registrar
- Finance Officer
- Controller of Examinations
- Deans of Faculties
- Heads of the Departments

- Chairpersons of Board of Studies

The University as an autonomous body, adopts and adheres to the Service Rules framed by UGC and State Government in case of teaching and non-teaching staff. Transparent procedures are followed in University governance. Recruitment and Promotional policies are being formulated as per the guidelines of UGC and State Government. Grievance redressal mechanism for staff and students is in place as per the stipulations of UGC and State Government.

File Description	Document
Any additional information	[View Document](#)
Link to Organogram of the University webpage	[View Document](#)
Link for Additional Information	[View Document](#)

6.2.3

Implementation of e-governance in areas of operation

1. **Planning and Development**
2. **Administration**
3. **Finance and Accounts**
4. **Student Admission and Support**
5. **Examination**

Response: Any 2 of the above

File Description	Document
Details of implementation of e-governance in areas of operation Planning and Development,Administration etc	[View Document](#)

6.2.4

Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions

Response:

One Example of activity successfully implemented based on the Minutes of various bodies/cells/committees

The University functions through different statutory and non-statutory bodies to carry on its mission and

achieve the objectives. While the Executive Council, constituted by the State Government under the Act, is the highest policy making body, Departmental Committees and Boards of Studies, also the statutory bodies, are concerned with academic decision making. Apart from these, there are numerous cells created for administrative purposes. In addition, Committee structure comprising Standing Committee and Committees constituted for specific purposes from time to time, stands out as the ubiquitous feature of University Governance.

Meetings hold the key for facilitating the business of these institutional structures. Minutes of the meetings are the prime means for execution of works in University life through fixation of responsibility, co-ordination and review of tasks.

Palamuru University has been carrying on its administration through fine traditions of Collaboration, collective responsibility and effective decision making through committees.

The implementation of Career Advancement Scheme (CAS) of UGC for promotion of University teachers taken up during 2016-17 bears ample testimony to this well-defined institutional arrangement and decision flow at Palamuru University.

 The University obtained the approval of Executive Council for the proposal of promotion of University teachers under CAS vide Minutes of the 7th Executive Council Meeting held on 28-11-2015. The notification in this regard was issued on 21-09-2016, upon receiving the permission of the State Government vide Lr. No. 7776/UE/2015-2 dated 22-04-2016.

The Internal Coordination Committee constituted for following up CAS promotions carried on preliminary scrutiny of applications with regard to basic eligibility and recommended for further and formal scrutiny of these applications as per UGC Regulations under CAS, vide Minutes of the meeting dated 12.05.2017. Subsequently, the University constituted the Screening Committee with the Dean, Head/ Chairperson, Board of Studies in individual subjects for determining final eligibility and computing of API scores of the applicants.

The University secured the approval of Executive Council for Panel of subject experts for constitution of Selection Committees and for conduct of interviews as mandated under UGC-CAS Regulations vide Minutes of the Meeting of 13th EC meeting held on 18th August, 2016.

The Meetings of the Selection Committees for CAS promotions were held on 8-9-2017. The recommendations of these Committees were recorded in the Minutes of the meeting there of.

The University placed the recommendations of the Selection Committees and secured the approval of EC for effecting the CAS promotions vide Minutes of the 14th EC Meeting held on 22.09.2017.

This brings home the effectiveness of Committee functioning at Palamuru University.

6.3 Faculty Empowerment Strategies

6.3.1

The institution has effective welfare measures for teaching and non-teaching staff

Response:

6.3.1

Palamuru University has made provision for welfare measures to its teaching and non-teaching staff. There is substantial scope for expansion of welfare amenities, when this upcoming University attains full-fledged functioning status in near future.

The list of welfare measures is as follows:

Leave:

Being a state University, Palamuru University adheres to state government leave policy. Accordingly, in pursuance of G.O.Ms. No. 14, HE (UE-II) dated 20-02-2010, different types of leave facility extended to the staff include:

- Casual Leave (Applicable to both teaching and non-teaching staff).
- Half-Pay Leave ((Applicable to both teaching and non-teaching staff). This also includes commuted leave on medical grounds.
- Extra Ordinary Leave (Applicable to both teaching and non-teaching staff). It entails leave on loss of Pay.
- Study Leave (Applicable to both teaching and non-teaching staff).
- Maternity Leave (Applicable to all Women Employees).
- Paternity Leave (Applicable to both teaching and non-teaching staff).
- Special Casual Leave (Applicable to both teaching and non-teaching staff).
- Duty Leave (Applicable to both teaching and non-teaching staff).

Contribution to Pension Scheme and Provident Fund:

The University makes contribution of its share to the Contributory Pension Scheme (CPS) in case of regular teaching and non-teaching staff. The University also makes contribution of its share to the Employees Provident Fund Scheme in case of temporary non-teaching staff.

Medical Facility:

The University maintains Health Centre on the campus to provide medical facility to the staff and

students.

Sports and Fitness Facilities:

The University has created extensive infrastructure for sports and games on the campus. There is provision for indoor and outdoor games, Gym and Yoga centre.

Recreational Facility:

Apart from auditoria and open air theatre for staging cultural and literary activities, there is a reading room for the staff with newspapers and TV at the Administrative Block.

-

Canteen facility is provided at the campus colleges and at Administrative Block of the University for supplying tea and snacks to the staff.

6.3.2

Average percentage of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the last five years

Response: 4.94

6.3.2.1 Number of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
7	5	4	3	2

File Description	Document
Details of teachers provided with financial support to attend conferences,workshops etc. during the last five years	[View Document](#)
Any additional information	[View Document](#)

6.3.3

Average number of professional development / administrative training programs organized by the University for teaching and non teaching staff during the last five years

Response: 1.4

6.3.3.1 Total number of professional development / administrative training programs organized by the Institution for teaching and non teaching staff year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
2	3	1	1	0

File Description	Document
Details of professional development / administrative training programs organized by the University for teaching and non teaching staff	[View Document](#)

6.3.4

Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years

Response: 5.12

6.3.4.1 Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
4	5	3	2	4

File Description	Document
IQAC report summary	[View Document](#)
Details of teachers attending professional development programs during the last five years	[View Document](#)
Any additional information	[View Document](#)

6.3.5

Institution has Performance Appraisal System for teaching and non-teaching staff

Response:

6.3.5.

Performance appraisal holds the key for staff development. Palamuru University follows self-appraisal method for performance evaluation of teachers. For this purpose, it has adopted the UGC format of Annual Self-Assessment for Performance Based Appraisal System (PBAS) using the frame work of Academic Performance Indicators (API) in three categories:

1. Teaching, Learning and Evaluation related activities

2. Co-Curricular, Extension, Professional development related activities

3. Research, Publications and Academic Contributions

The API scores are reviewed after the annual appraisal exercise by the principal of the concerned college. Due emphasis is laid on sharing the feedback with the teachers. The feedback will help the teachers to know their attainment levels in different realms of API and provides motivation to further improve their performance. The API scores will also help the University administration in devising appropriate strategies for faculty development and path ways for their professional growth. The record of Annual Self-Assessment will come in handy at the time of promotions under Career Advancement Scheme. The University is in the early stages of implementing this initiative. This initial experience is quite encouraging for institutionalization of the system in near future.

An informal and indirect teacher evaluation obtained in the format of student feedback is also being followed at Palamuru University. It pertains to teacher's primary role of class room teaching & continuous evaluation of students. The University seeks to integrate this informal feedback into the formal system of performance appraisal of teachers.

So far as the non-teaching staff are concerned, the University is following to the format of Annual Confidential Report (ACR) for its regular non-teaching employees. This is a standardised method being followed in state-run institutions.

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal and external financial audits regularly

Response:

Palamuru University accords prime importance to Audit of its Accounts by the state Government Audit Department on a regular basis.

Being a newly established university and owing to shortage of regular staff, internal audit is yet to be taken up and institutionalized as integral part of the system.

So far as the external audit is concerned, the University has demonstrated its keenness and commitment in getting the accounts audited by the concerned authorities up to date.

The audit objections have been addressed promptly. In pursuance of this, Follow-up action has also been taken in required cases. This process has contributed for ensuring transparency in the functioning of the University.

6.4.2

Funds / Grants received from non-government bodies, individuals, Philanthropists during the last five years (not covered in Criterion III) (INR in Lakhs)

Response: 12

6.4.2.1 Total Grants received from non-government bodies, individuals, philanthropists year-wise during the last five years (INR in Lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
0	1.5	10.5	0	0

File Description	Document
Details of Funds / Grants received from non-government bodies during the last five years	[View Document](#)
Annual statements of accounts	[View Document](#)

6.4.3

Institutional strategies for mobilisation of funds and the optimal utilisation of resources

Response:

6.4.3. Resource Mobilisation Policy & Procedures

Palamuru University as a state run University is supported by the Annual Block Grant released by the State Government for its maintenance and development. Being a University recognised under section 12(B), UGC also extends development assistance for select schemes under the given plan period on the basis of assessment of proposals submitted by it.

The University still in its infancy, has been confronted with budgetary deficits. The developmental support for UGC has been meagre.

Against this backdrop, Palamuru University seeks to pay attention to resource augmentation in its quest for promotion of excellence.

The policy of the University is to pursue the case for increased budgetary allocation from State Government and seek increased development support from UGC by formulating viable proposals for infrastructural development and research promotion.

The University has been following innovative means of **resource mobilisation and optimum utilisation of available resources** to improve its financial position.

It has focused on **revenue generation from internal sources**. In this connection mention needs to be:

- the **revision** of affiliation fee & examination fee, **economy measures** in infrastructure maintenance & conduct of examinations and

- of expenditure

The self-finance courses introduced to meet the emerging requirements are being run in a viable manner. These help sustain the University amid the current scenario of the dwindling grants.

The University has been successful in inducing the local philanthropists to institute **endowments** for the academic advancement. The two endowments created at Palamuru University to perpetuate the memory of Suravaram Pratap Reddy & Raja Bahadur Venkatrami Reddy have been making significant contribution in this regard.

The University could impress upon the college managements, well-meaning citizens and other significant stake holders to institute **Gold Medals** to toppers for awarding at the time of convocation, these munificent contributions have further strengthened the bonds of the University with its local community.

The University is in the process of seeking contribution from **alumni and Palamuru NRIs** for creation of academic facilities and strengthening of student amenities.

The University is encouraging teachers to tie-up with industry & research institutes and take-up **research projects** from different funding agencies. Emphasises is also laid on **consultancy projects** to promote external cash flow in the University system.

6.5 Internal Quality Assurance System

6.5.1

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes

Response:

Contribution of IQAC significantly for institutionalizing the quality assurance strategies and processes

Internal Quality Assurance Cell (IQAC) has been facilitating initiatives for quality enhancement at Palamuru University ever since its inception in 2015. It is playing a pro-active role in inculcation of quality culture among the academic community of the University. In this direction, it is coming out with new ideas/ alternative proposals for the continuous improvement of institutional processes.

Two of the interventions suggested by IQAC have significantly contributed for the quality sustenance at Palamuru University. These include:

1. Student feedback on the curriculum

2. Student feedback on teaching, learning & evaluation

1. Student feedback on curriculum:

Palamuru University has embarked upon the Curriculum Design in its academic programs in tune with the emerging requirements of Choice Based Credit System (CBCS) introduced during 2013-14. IQAC has reflected on this quality initiative by bringing in a stakeholders' perspective comprising teachers and students of the University.

IQAC felt that aside academic calibration process which involves an external Peer review undertaken in collaboration with other Universities, feedback from teachers & students of the institution also should be elicited on the curriculum.

This felt need prompted the IQAC to come out with the intervention of student feedback on curriculum.

As a step in this direction, IQAC has devised separate formats for eliciting feedback of students and teachers respectively. 10 relevant items are incorporated for this purpose on a 5-point scale.

These were distributed among the staff and students for obtaining their views. The feedback from students and teaching staff so obtained has been analysed and a Report has been prepared.

IQAC is examining the report now.

2. Student feedback on teaching, learning & evaluation

Teaching, learning and evaluation constitute the core of education. While planned or intended Curriculum provides structure for learning outcomes, pedagogy employed by the teachers facilitates the assimilation of this implemented or delivered curriculum into meaningful learning experiences, and

evaluation assesses the extent of internalization of this experienced/ attained curriculum by students.

Given this backdrop, IQAC felt that feedback of students should be elicited on teaching, learning and evaluation processes at the University. Such feedback would provide meaningful insights into the academic functioning of the institution. It would also throw light on the students' attitudes/ impressions about the educational climate at the University.

With these considerations, IQAC devised a format for obtaining student feedback on teaching, learning & evaluation in each of the courses underwent by a student during the given semester. It was administered to students at the end- semester University examinations.

The University has been collecting feedback for the last 3 years. IQAC is in the process of analysing these results. The meaningful insights thereof will be highly useful and valuable for furtherance of quality.

6.5.2

The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms

Response:

The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms

The contribution of IQAC comprises not only unveiling the initiatives for institutionalization but also actively involve in periodic review of systems, structures and processes of the institution so as to facilitate the progressive reforms.

IQAC of Palamuru University regularly takes part in the institutional review processes undertaken at periodic intervals and provides positive guidance and policy inputs for the proposed reforms.

1. IQAC has taken active part in mid-term review of CBCS and come out with useful suggestions for shaping the academic structure at Palamuru University.

Palamuru University introduced CBCS during 2013-14. At that time, two professional programmes viz. MBA and Pharmacy (UG & PG) as well as the Integrated programme viz. M.Sc. 5 yr. Integrated Chemistry, were not covered under CBCS.

IQAC took note of this deficiency during the institutional review undertaken during December 2015. It suggested steps for mainstreaming these programmes under CBCS pattern.

IQAC has impressed upon the adoption of CBCS curriculum of MBA programme at Osmania University for implementation at Palamuru University. Similarly, IQAC has taken note of the practical

difficulties being encountered in the introduction of CBCS in the integrated programme of M.Sc. Chemistry. After taking into consideration the experience of established Universities, IQAC has suggested the adoption of CBCS pattern for M.Sc. 5 Year Programme.

IQAC has explored the possibilities for bringing Pharmacy programme under CBCS. In this connection it has recommended the adoption of CBSS (Credit Based Semester System) as formulated for Pharmacy courses (B. Pharmacy & M. Pharmacy) by PCI as the viable option and feasible alternative for implementation at Palamuru University.

The respective boards of studies in these programmes have followed up the matter. The fruits of this vigorous pursuing have led to the introduction of CBCS in MBA programme and M.Sc. 5 Year Integrated Programme as well as CBSS in Graduate and Post Graduate Pharmacy Programmes during 2016 -17.

IQAC has also played a pro-active role in lending support to the initiative of Telangana State Council for Higher Education (TSCHE) for the introduction of CBCS in UG programmes across all the Universities in the new State of Telangana w.e.f. 2016 -17.

As a result, at present the academic reform of CBCS is in place for all the teaching programmes (both UG & PG) at Palamuru University.

2. IQAC has demonstrated its commitment for the promotion of academic excellence through a critical focus on learning outcomes in the diverse academic programmes being offered at Palamuru University.

IQAC has taken note of the missing focus on learning outcomes in the curriculum design and teaching-learning processes. It has brought home the critical significance of learning outcomes and emphasized on the formulation of programme outcomes in consonance with the vision and mission of the University.

In pursuance of this process, it has worked closely with all the departments at Palamuru University. As a result of this collaborative endeavour, Palamuru University has formulated programme outcomes which focus on generic skills that are transferable, preparing students for study, employment and citizenship while still capturing the discipline-specific skills a programme cultivates. The key role played by IQAC has been instrumental in this positive development at Palamuru University.

6.5.3

Average number of quality initiatives by IQAC for promoting quality culture per year

Response: 0.6

6.5.3.1 Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
3	0	0	0	0

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	[View Document](#)

6.5.4

Quality assurance initiatives of the institution include

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements**
2. **Academic Administrative Audit (AAA) and initiation of follow up action**
3. **Participation in NIRF**
4. **ISO Certification**
5. **NBA or any other quality audit**

Response: Any 1 of the above

File Description	Document
e-copies of the accreditations and certifications	[View Document](#)
Details of Quality assurance initiatives of the institution	[View Document](#)

6.5.5

Incremental improvements made during the preceding five years *(in case of first cycle)*

Post accreditation quality initiatives *(second and subsequent cycles)*

Response:

Incremental improvements made during preceding yrs.

1. While quality sustenance is ensured through continuous improvement as an ongoing process, incremental improvements do serve as mile stones of achievement in quest for quality adding inspiration to the members of the institution.

2. IQAC has been instrumental in value addition to the institution through its contributions while quality sustenance through its initiatives and contributions to different spheres of University functioning.

3. In this connection, mention needs to be to the following visible improvements which hold promise and potential for sustained progress of the University.

Promotion of Academic Collaboration:

IQAC has focused attention on exploring the possibilities for academic collaboration and forging linkages with established institutions, industry and NGOs for furtherance of teaching, research and employability of students. In pursuance of this, Palamuru University has entered into MoU with NCRI for mutual cooperation in promotion of research, strengthening of teaching, reorienting extension in rural development and resilience. The implementation of this MoU is progressing well. There is active involvement of the faculty from the Departments of MBA and NSS wing in the capacity building programmes taken up under the MoU. Palamuru University is also partnered in the process of Curriculum Development for the proposed new course on Rural Resilience being formulated by NCRI in the State of Telangana.

The University also entered into MoU with NGOs and District Administrators for promoting academic collaboration in MSW programme.

Formulation of Graduate Attributes:

 IQAC has contributed for the formulation of Graduate Attributes at Palamuru University. Graduate Attributes bring home the philosophy underpinning the teaching programmes being offered by the University. These describe the qualities, Knowledge and capabilities that students are encouraged to take responsibility for developing throughout their studies/stay at the University. Graduate Attributes have the potentials to outlast the Knowledge and context of study. This sense of graduateness is what distinguishes them from others.

Palamuru University envisages its graduates having the following qualities and attributes:

1. Intellectually Proficient

   The students will

- Have the primary knowledge base in their particular academic arena
-
- Be dedicated to brilliance in their core academic arena
- Have a life-time longing for knowledge

2. Ethically Upright

The students will

- Demonstrate a personal conviction that righteousness and harmony are the foundations of communal living
- Have directed their integrity to extricate right from wrong by answering the question, "Does it add anything to fairness and peace?"
- Be steered by the voice of their conscience and every time do what is right, true and appropriate

3. Socially Dedicated

The students will

- Be socially mindful, responsive, sensitive and energetic persons, who are committed and responsible agents of social nobility and goodness
- Display sincere concern for human values and ecological circumstances
- Be committed to collective justice and the self-respect of all sections of society, especially the deprived and the neglected

4. Civic-wise Accountable

The students will

- be responsible followers of social and professional communities
- promote democratic values and peaceful living in a multi-faceted society, with courage of conviction

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

Number of gender equity promotion programs organized by the institution during the last five years

Response: 1

7.1.1.1 Number of gender equity promotion programs organized by the institution year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
1	0	0	0	0

File Description	Document
List of gender equity promotion programs organized by the institution	[View Document](#)

7.1.2

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

Response:

Palamuru University is taking steps to create a gender enabling environment for the holistic development of girl students. It has been proactive in implementing the UGC guidelines/ regulations in this matter and inculcating gender sensitivity among its academic community.

Safety and Security:

Palamuru University seeks to advance the gender equity agenda by providing safe and secure atmosphere for its women staff and students. The University being a gated campus, security staff are deployed around the clock at important places (viz. colleges, offices, hostels, library, sports complex etc.) for ensuring safety. CCTV cameras are also installed for improved security on the campus.

The institutional mechanism of internal complaints committee (ICC), constituted in pursuance of

the UGC Regulations, infuses confidence and acts as the watchdog agency for addressing the concerns of discrimination, harassment and violence against girl students and women staff.

Complaint boxes are installed at colleges, offices and hostels to provide an outlet for airing gender related quires of safety and disparity etc.

Counselling:

Counselling is an effective intervention for promotion of gender amity. There is an urgent need to change the mindset of prevailing gender stereo types and promote understanding of gender sensitization initiatives. Accordingly, Palamuru University is conducting counselling and gender awareness programmes for its staff and students at periodic intervals.

The services of professional trainers/ counsellors are also enlisted for this purpose. In addition, interactive and need-based counselling is provided to girl students and women staff to build confidence and enable them to cope with emotional & educational/career concerns/needs.

Common Room: There is furnished girls lounge/common room at the University College, Palamuru University campus, to cater to the special requirements of girl students. It is looked after by female caretaker/employee. The common room provides facilities for indoor games (carom, chess), newspapers, drinking water and rest rooms. Girls lounge are arranged at Academic Block, Science Block & Pharmacy college too. Common rooms are the integral part of girl student hostels for relaxation and recreational purposes.

7.1.3

Percentage of annual power requirement of the Institution met by the renewable energy sources

Response: 0.13

7.1.3.1 Annual power requirement met by renewable energy sources (in KWH)

Response: 473

File Description	Document
Details of power requirement of the university met by renewable energy sources	[View Document](#)

7.1.4

Percentage of annual lighting power requirements met through LED bulbs

Response: 0.01

7.1.4.1 Annual lighting power requirement met through LED bulbs (in KWH)

Response: 11.6

File Description	Document
Details of lighting power requirements met through LED bulbs	[View Document](#)

7.1.5

Waste Management steps including:
- **Solid waste management**
- **Liquid waste management**
- **E-waste management**

Response:

Solid Waste Management:

Solid waste generated at various locations of Palamuru University (viz., colleges, offices, laboratories, hostels, auditoria, health centre, playfields etc.) comprises large amounts of recyclable matter, compostable organic waste, hazardous waste and other regulated material. Palamuru University has established system for disposal of scrap waste provision is made for resource recovery of recyclable matter.

The solid waste from hostels (Boys and Girls) is converted into bio-fertilizer through composting.

Organic compost is used for the Botanical Garden setup on the campus as well as for the plantation drive taken up as part of Green initiative of the State Government.

UGC Guidelines - 2011 are in place for dealing with hazardous waste other regulated material.

Liquid Waste Management:

Laboratory liquid waste disposal has been taken up in a systematic way at Palamuru University. The steps include washing down drains with excess water at the laboratories. While the organic waste yield of the University is very negligible, Provision is made for sending organic waste to municipal system for proper treatment. Controlled waste container and laboratory waste bins are arranged. Arrangements are in place for solvent waste collection and glass recycling.

E-Waste:

Provision is made for recycling of obsolete and unwanted electronic equipment from the duly approved service providers. Care is taken for ensuring information security during the disposal of equipment.

7.1.6

Rain water harvesting structures and utilization in the campus

Response:

Efforts towards rain water harvesting

The topography of Palamuru University campus is conducive for effective rain water harvesting. The ecosystem so unique of the campus, further enriches prospects for it by arresting excess rain water flow during monsoon season. Canals have been dug and drain outlets constructed to channelize and regulate the speedy flow of rain water so as to carry it in fullness to the harvesting system.

The creation of the harvesting system where the rain water is collected from multiple points on the campus represents a major sustainability initiative of Palamuru University. This water is used as the source of drinking water for wild life inhabiting the campus. The harvesting water comes in handy for gardening and cleaning requirements at hostels. Rain water harvesting is contributing to the promotion of bio-diversity at the University.

The different components of harvesting system include:

1. A major water pool, spread over 50 sq. Miles, with an average depth of 10 ft., by tapping rain water in the campus and the adjoining creeks.

2. A dug well is constructed and soaking pits nearer it are laid for the replenishment of the ground water table to enhance sustainability of the campus

7.1.7

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**

Response:

At present there is limited usage of **bicycles** by the staff and students on the campus. Bright prospects are envisaged for adoption of this mode of mobility in near future when the campus development takes place on full scale.

Palamuru university being a gated campus, public transport vehicles do not ply inside the premises preventing pollution effects. Apart from well-laid down internal CC Roads dotted with avenue plantation of trees, walkways are provided on the both sides of the roads for facilitating pedestrian mobility.

Usage of plastic is discouraged. Provision is made for collection and disposal of plastic waste from different locations in the university. Arrangements are in place for recycling of the same wherever is possible.

A beginning has been made towards paperless office at Palamuru University. Meeting circulars are communicated through mobile messages. Write-ups and documents are sent through e-mails and Apps like WhatsApp. Multiuser printer has been installed at the Administrative building to reduce stationary consumption.

Landscaping has been taken up on planned basis. Equal attention has been pond to plantation of trees at different locations on the campus. The botanical garden stands out as a symbol of green initiative.

7.1.8

Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years

Response: 0.15

7.1.8.1 Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
0	.95	0	4.88398	0

File Description	Document
Details of expenditure on green initiatives and waste management during the last five years	[View Document](#)

7.1.9

Differently abled (Divyangjan) Friendliness Resources available in the institution:

1. **Physical facilities**
2. **Provision for lift**
3. **Ramp / Rails**
4. **Braille Software/facilities**
5. **Rest Rooms**
6. **Scribes for examination**
7. **Special skill development for differently abled students**
8. **Any other similar facility (Specify)**

Response: C. At least 4 of the above

File Description	Document
Resources available in the institution for Divyangjan	[View Document](#)
Any additional information	[View Document](#)

7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years

Response: 108

7.1.10.1 Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
30	26	21	10	21

File Description	Document
Number of Specific initiatives to address locational advantages and disadvantages	[View Document](#)

7.1.11

Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)

Response: 37

7.1.11.1 Number of initiatives taken to engage with and contribute to local community year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
5	8	8	6	10

File Description	Document
Report of the event	[View Document](#)
Details of initiatives taken to engage with local community during the last five years	[View Document](#)

7.1.12

Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff

Response: Yes

7.1.13

Display of core values in the institution and on its website

Response: Yes

7.1.14

The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations

Response: Yes

File Description	Document
Details of activities organized to increase consciousness about national identities and symbols	[View Document](#)

7.1.15

The institution offers a course on Human Values and professional ethics

Response: No

7.1.16

The institution functioning is as per professional code of prescribed / suggested by statutory bodies

/ regulatory authorities for different professions

Response: Yes

7.1.17

Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years

Response: 15

7.1.17.1 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
6	5	3	1	0

File Description	Document
List of activities conducted for promotion of universal values	View Document

7.1.18

Institution organizes national festivals and birth / death anniversaries of the great Indian personalities

Response:

Palamuru University has the fine tradition of celebrating the National Festivals on a regular basis to bring home the joy and augustness of the occasions in our lives and rekindle the national pride and patriotism among the academic community.

The University has been organising Independence Day celebrations and Republic Day celebrations on a regular basis with gaiety and traditional fervour. These ceremonies stand out as occasions worth cherishing for the campus community.

Palamuru University has a distinctive way of observing the birth/death anniversaries of great Indian personalities through organisation of special events, such as seminars/lectures etc. to perpetuate

their legacy and seminal contributions to the society and world at large. These programmes are a befitting way of paying our tributes to the luminaries of yester years who shaped the destiny of our nation, and drive home their life message to instil a sense of dedication among the students and staff.

The University has been organising programmes to mark Teachers Day celebrations (birth day of Dr. Sarvepalli Radhakrishnan, National Youth Day celebrations (Swami Vivekananda) and the birth anniversaries of Mahatma Gandhi and Dr. B.R. Ambedker etc. Mention need to be made to the 126 birth anniversary celebrations that took place at Palamuru University on 17-04-2017, where a special lecture was delivered by Dr.R.S. Praveen Kumar I.P.S., secretary Telangana Social Welfare Residential Educational Institutions Society.

7.1.19

The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions

Response:

Transparency is the cardinal principle of university governance. Palamuru university accords primacy to this institutional value in its functioning. It makes available substantial information pertaining to its services and commitments to stakeholders in public domain as required under RTI Act. The website of the university is its window to the world where in current developments are updated from time to time.

Budget proposals are given shape in the meeting of Executive Council. State Government allocates block grant as part of budget presented in the Assembly. Annual report of the university is available for public reference. Accounts of the university are audited by State Audit Department.

Palamuru University follows transparent admissions policy. Almanac is prepared and displayed in advance to regulate class work, academic activity and conducting of examinations including internal / continuous assessment. The syllabus of the academic programmes is being uploaded on the website. Student-related information and guidance are provided in the Hand Book. Examination timetable, results and other notifications are available in public domain.

Emphasis is laid on adherence to well laid down standards and procedures in university administration. The areas include appointments, leave rules, establishment matters promotions pertaining to staff, and grant of affiliations, as well as periodic inspections, in case of affiliated colleges.

The construction of buildings and creation of infrastructural facilities are assigned to Central Public Works Department and Telangana State Educational Welfare Infrastructure Development Corporation, depending upon the requirement. Compliance with specified procedures & norms is ensured in areas of resource maintenance, utilization, purchase and disposal.

The university provides the needed information in response to queries under RTI Act.

7.2 Best Practices

7.2.1

Describe at least two institutional best practices (as per NAAC Format)

Response:

Community engagement through Microbial research and Student Internship Interventions

Objectives of the Practice:

Community engagement as a core value for the University refers to contributing to community well-being/ rejuvenation through knowledge and research. There is a proactive flavor in the connotation of engagement signifying mutuality and advancing the spirit of academic citizenship. Student internship in a community setting by way of field placement is a unique educational approach based on experiential learning. Students serve the community and learn by doing in actual situations through direct, hands-on experience. This service-learning in which there is a social action component, is a positive educational outcome of internship by students. Microbial research has been taken up as a specific intervention to address the public health concerns of the neighbouring villages of Palamuru University.

In the light of this, the objectives of the practice are:

- Promoting University-community partnership for improving the lives of the people.
- Encouraging participatory research to advance knowledge.
- Promoting practical learning and problem competencies among the students by means of direct engagement with community.
- To sensitize the community about health hazards.
- To suggest necessary interventions for community well-being.

The Context:

It was noted that people in general and most of the students in particular, hailing from surrounding villages of Palamuru University, frequently fell ill due to water borne diseases like diarrhoea, typhoid, cholera etc. This attracted the special attention of the faculty and students of Palamuru University belonging to Science Departments. The Print and Electronic media also highlighted this endemic problem. Taking note of this situation, the faculty of the Department of Microbiology, under the leadership of Prof. Pindi Pavan Kumar took up a research study with the involvement of students to find a way out for this urgent public health issue.

The Practice: The water samples used by the people for drinking purpose from the nearby villages were collected. Ironically, the samples were coloured water from open water bodies as well as from ground water. In this connection, a research project titled 'Advanced Molecular Methods for detection and identification of bacterial contaminants in potable water-Purification and Prevention' with funding from the Department of Science and Technology, Government of India, has been taken up. The samples were tested in the laboratory of Palamuru University. The findings were disturbing. The samples were sent to Centre for Cellular and Molecular Biology (CCMB), Hyderabad. Here also, the results corroborated earlier findings of Palamuru University. The findings revealed that the water has *Bacillus anthracis* bacteria which causes Anthrax, a zoonotic disease found in the waters of Alampur area. This is transmissible to humans through handling or consumption of animal products. The water samples collected were contaminated from raw sewage, blood and animal products from abattoirs.

In continuation of the above, one more research investigation related to water contamination funded under Sarva Siksha Abhiyan scheme by Rajiv Vidya Mission, Mahabubnagar District, was taken up by Prof. Pindi Pavan Kumar, Department of Microbiology. All the Government Primary schools of 64 mandals of undivided Mahabubnagar District were surveyed for water quality and hygiene. The main sources of supply of water to these schools being Ramanpahad and Koilsagar reservoirs were studied further.

Evidence of success: It was once again revealed that water collected from 64 mandals especially that of Alampur region has *Bacillus anthracis* bacteria which cause harmful Anthrax.

Evaluation of coliform and non-coliform contaminators of Ramanpahad and Koilsagar reservoirs done by both cultivable and uncultivable methods revealed that more than 70% schools were found to be not meeting the standards of WHO.

These water contaminations are the main concern showing adverse effects on school children, exposing them to various health problems and ultimately resulting in school dropouts.

These findings called for immediate intervention from the Government and awareness and precautionary measures by people. The students of Palamuru University were actively involved in the research study as well. The participation of students in this investigation was a significant step for promotion of research culture and added a new perspective to the community engagement. They also conducted Health and Hygiene survey through safe drinking water awareness programs at various schools of the surrounding villages as well as in their home villages during holidays, as a part of their community internship.

Problems encountered and Resources required:

1. This research pursuit has opened up a new window for the University. It has to be envisaged not as a piecemeal investigation but as a continuous research process with deep commitment for the community engagement.

2. The collection of samples and analysis posed problems owing to logistics and large size.

3. Coordination in investigation, delegation of tasks in the research study created initial hurdles.

4. The support extended by Centre for Cellular and Molecular Biology, Hyderabad for this study is worth mentioning.

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Sustaining Green Campus through scientific and eco-friendly interventions

Objectives of the practice: The unique natural setting and distinctive ecological heritage of Palamuru University Campus add to its Sylvan beauty and provide perfect ambience for scholarly pursuits. Driven by the vision of campus sustainability, the University is committed for the protection of environment and stewardship of natural resources, while ensuring quality of life on the campus, through adoption of innovative practices and action plans. Accordingly, the objectives of this best practice are:

- To create a milieu for sustainability in the pursuit of higher education
- To ensure protection of bio-diversity and safeguarding of flora and fauna
- To institutionalize sustainable solutions through instruction, teaching, research, innovation and extension activities with live concern for the Campus and its neighbouring community.
- To support the preservation of wild-life.

The Context: The Semi hilly terrain and forest landscape of Palamuru University has the requisite features for shaping and sustaining it as a green campus. It is a vast area spread over 165 acres with a lot of compact forest cover. The campus is home to a number of wild life species such as wild geese, peacocks, garden lizards, chameleons and a critically endangered variety of Day Gecko etc. Besides being a home to natural habitat, the topography is accessible and amenable to land-use. Of-late, Campus sustainability has emerged as a strategic imperative setting tone for pro-active interventions on the part of Universities. This has provided the context for initiating eco-friendly measures for the green campus.

The practice: The masterplan of the University has been drawn to ensure and sustain harmonious blend of human and environmental well-being. Accordingly, spaces for academic, administrative and recreational areas are delineated in harmony with the topography to ensure an eco-friendly campus.

In an endeavour to preserve healthy ecosystem, Palamuru University has embarked on agro forestry plantation drive on a scientific basis, at multi locations spread over 25 acres in the main campus. The methodology involved developing geo and plant-specific bio-fertilizers that provide NPK through culture. This helps in cost-effectiveness and nature-friendly management of plantation. In this connection, Patent rights titled 'Geo Specific Polybio Inoculant-Plant Specific' and 'Efficient Nitrogen Fixing Plant Specific *Rhizobium*' have been published.

It is noted that bacteria which give most amount of nutrients to plants can be isolated and cultivated which in turn can be applied for the rich growth of the plants. Accordingly, anew strain of the bacterium *Chryseomicrobium palamuruense* ((PU1T) FN555708), which has been isolated from the soil of Palamuru University, was found to enhance the growth and survival rate of nursery plants and agro-forestry tree species. It may further be added here that this bacterium can be used as a potential bio-fertilizer that helps in increasing the plant growth hormones in many agricultural crops, thereby increasing the yield. In continuation of this study, a patent has been filed for application of this bacterium as biofertilizer.

The kaleidoscopic nature-grown cropping of *Azadiracta indica* (neem), *Acacia arabica* (thumma), Custard apple (Seethaphal) and *Mangifera indica* (mango) trees are a spectacle to watch. These are being protected carefully. Bordering strips of unused land on the campus are used for planting tamarind trees. Plans are afoot for planting papayas too. It is envisaged that these plantations would serve as demonstration farms and seed gardens to promote scientific research in crop development and inter-cropping. The University contemplates similar plantations in neighbouring community or villages to assist farmers in wealth creation.

The University has paid equal attention to sustainable water management and land use. A network of manmade water drains and channels along the stretch of 2 kilometres ensures redistribution of excess rain water. The natural vegetation enhances the scope for recharge of ground water and prevention of excess water flow during monsoon season. A dug well and soaking pits near it are constructed for replenishment of ground water table.

Care is taken for wild-life protection. Hunting is not permitted in the campus. No one is permitted to hurt animals or trees.

Evidence of Success

Seeing is believing: The success of Campus sustainability initiatives is evident at a glance of the vast green canopy permeating the Palamuru University campus. The carefully nurtured vegetation, flora and fauna and wildlife are a visual treat and speaks volumes of eco-friendly culture unique to Palamuru University. Inspired by the concern for environment, the faculty and research scholars of the University have taken up studies and research in areas of tissue culture, pest resistance, bio-fertilizer production and medicinal plants. Mapping the flora and fauna in the campus has also been taken up as a measure of protection of bio-diversity and wildlife.

Problems encountered and resources required:

While the prospects of exploring environment-friendly options are encouraging, the actions dedicated for sustaining a green campus call for investment of resources and integration of efforts.

- Building of fencing, water-pool and dug-well needed expert advice and investment of resources. These have significantly minimized the excess rainwater flow and contributed for the substantial recharge of ground- water.
- Selection and preparation of sites for academic, administrative and other buildings called for expertise in soil corrosion management, drainage, placement of retaining walls and plans for suitable landscape. Attention to these details did cost many a resource. However, the positive outcome has been magnificent buildings and office blocks that blend harmoniously into the landscape.

Organized planting of trees, bushes and lawns to stabilize slants and ridges have been expensive but quite rewarding, enriching the beauty of the campus.

- : This exercise can be executed by any educational establishment, especially those with large campuses. Of utmost importance in this best practice, are the following:

- Crafting a comprehensive masterplan for the campus development in consonance with the environmental heritage and instil eco-consciousness into every facet of the University life.
- Making sure the involvement of faculty and students and leveraging the research pursuits in shaping and sustaining an eco-friendly campus.

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Promoting student centric education through Choice Based Credit System

Objectives of the practice:

Choice Based Credit System (CBCS) marks a paradigm shift to student centric education. It provides freedom and flexibility to students in the choice of courses and credits and facilitates seamless mobility of learners across the institutions. Choice Based Credit System represents an innovative approach to curriculum design and teaching – learning process and incorporates a universally accepted evaluation system.

The objectives of the best practice are

1. To pave way for student centric education at Palamuru University.
2. Restructuring of curriculum and courses in tune with the new system.
3. Introduction of new pedagogy/ teaching methodology
4. Facilitating structural changes in the evaluation system.

- :

In the wake of 12th plan, Choice Based Credit System acquired wider prominence as the National agenda for higher education. University Grants Commission, National Assessment and Accreditation Council and other policy meeting bodies have been emphasising on the adoption of this progressive academic measure. Established universities in the State have already embarked on this system.This provided context for the budding Palamuru University on trajectory for take-off, to introduce Choice Based Credit System in Post Graduate courses as the building block of quality culture.

The practice:

Choice Based Credit System as the best practice emanated from the exercise of benchmarking underway at Palamuru University during 2013-14. To start with, select Post Graduation courses at campus colleges were taken for introduction of Choice Based Credit System. Professional courses such as Master of Business Administration, Bachelor of Pharmacy and Master of Pharmacy were not covered in the first instance. As a prelude, orientation workshops were organised for the benefit of faculty of Palamuru University. These paved way for understanding of the philosophy and mechanics of Choice Based Credit System. Meetings with Deans and Chairpersons of Board of Studies and senior faculty of established universities provided ample space for discussion, experience sharing, and clarification of issues related to the new system.

The crux of introduction of Choice Based Credit System has been the restructuring of curriculum and recasting of courses in the frame work of credits and unitization. Model curricula of UGC, NCTE, AICTE and PCI have come in handy for this exercise.

The Board of studies in different subjects carried on this stupendous task meticulously. Equal attention has been paid to the requisite changes to be brought in the evaluation system in the wake of Choice Based Credit System.

The staff of the Examination Branch have been familiarized with the new system of credits and grades and the rubrics of grading system under Choice Based Credit System.

With the necessary preparations on hand, the University secured the approval of Executive Council for launching Choice Based Credit System for Post-Graduation courses at campus colleges of Palamuru University.

Evidence of Success

Choice Based Credit System has been in vogue since 2013-14. M. Sc. Integrated Chemistry came under the purview of Choice Based Credit System during 2014-15 and MBA programme adopted CBCS during 2016-17. Choice Based Credit System got extended to Post Graduate centres and affiliated colleges as well as to all Under Graduate courses in the entire University during 2016-17.

CBCS as a holistic innovation has immensely contributed to academic breadth, depth, professionalism and quality enhancement. There is a positive development with increased focus on student-centric learning.

Introduction of Choice Based Credit System is paving way for linkages with industry, Non-Government Organizations & research institutions for securing internships and providing project based learning avenues for the students. The provision for earning credits for undergoing Massive Open Online Courses (MOOCS) and courses under SWAYAM of Ministry of Human Resource Development has been made.

Problems encountered and resources required:

Pharmacy courses (B. Pharmacy and M. Pharmacy) at Palamuru University are following Credit Based Semester System (CBSS) as mandated by the Pharmacy Council of India (PCI). The choice under electives in CBCS is limited at present owing to shortage of faculty at Palamuru University. The support from Telangana State Council for Higher Education (TSCHE) has facilitated the introduction of CBCS in UG programmes during 2016-17.

Notes:

- Introduction of Choice Based Credit System calls for systematic preparation and implementation.
- Choice Based Credit System being a paradigm shift, careful planning is required.
- Advanced preparation is required for curriculum restructuring under this system.
- Teachers need to be attuned to learner-centric ethos.
- Evaluation system requires substantive changes in tune with the Choice Based Credit System.
- Provision should be made for offering wide ranging electives and specializations.

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7.3 Institutional Distinctiveness

7.3.1

Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

Response:

7.3.1 Describe / Explain the performance of the institution in one area distinctive to its vision, priority and thrust

Answer:

Performance of Palamuru University in shaping and strengthening its constituent PG Centers has been quite encouraging and noteworthy.

The PG Centers constitute an integral part of the academic structure and unique legacy of Palamuru University.

The very establishment of Palamuru University, as a state run Institution is in furtherance of enhancing the access to Higher Education in predominantly backward and tribal areas of Mahabubnagar District in Telangana State, with equal emphasis on equity.

In accordance with this strategic thrust, Palamuru University has embarked upon nurturing its three PG Centres as leading Centres of Learning.

It was due to the initiative of the University that the erstwhile PG College of Osmania University at Gadwal, defunct for more than 13 years, got reopened and became its constituent unit during 2012-13. The University had set out with the creation of basic infrastructure and introduction of Two PG Courses, M.A.(Telugu) and M.Sc.(Physics) for launching this PG Centre.

P.G. Centre Wanaparthy, started under the aegis of State Government, has been brought under the fold of Palamuru University during 2013-14 with five ongoing courses (viz. M.A., English., M.Sc. Physics., M.Sc. chemistry., M.Sc. Botany., M.Sc., Zoology).

P.G. Centre, Kollapur, has been established by Palamuru University during 2014-15 with Three courses (viz. M.Sc. Mathematics, M.A. English, and M.B.A.).

While taking care of regular instruction and day to day functioning at these Centres, the University has paid specific attention to their long term growth and planned progress.

Towards this end, Palamuru University has adopted a distinctive developmental strategy for strengthening the PG Centres.

The University has been specifically enlisting the support of local Public Representatives (Ministers and MLAs) and District Administration in securing funds, land and posts for strengthening the PG Centres. It has been successful to large extent in this regard.

The University has been following up with the State Government on issues related to PG Centers. As a result, it could secure the sanction of :-

- Rs.3.20 crores and 14 posts for PG Centre, Gadwal
- Rs.4.50 crores and 12 posts for PG Centre, Wanaparthy   and
- Rs.4.65 crores and 21 posts for PGCentre, Kollapur

This strategy of active involvement of the significant stakeholders in the system is showing positive results.

The University has accorded due priority for the creation of academic facilities and student amenities through Construction of Permanent Buildings (Academic Block and separate Hostels for Boys and Girls) at these PG Centres at a cost of Rs. 26 Crores.

The University has been playing a proactive role in introducing need-based courses from time to time at the PG Centres. M.A. English and M.Com. were launched at PG Center Gadwal during 2013-14 and 2017-18 respectively. Similarly, M.S.W., M.A.(Telugu), M.Com. courses were introduced at PG Center Kollapur during 2015-16.

The University is also actively pursuing the augmentation of regular faculty and staff at these Centres.

These interventions are in tune with the ethos of Palamuru University as an upcoming regional university with deep social commitment for expanding the avenues of higher education at far off places in its hinterland.

Palamuru University considers nurturing the PG centres as a unique experience and distinctive contribution to institution building in higher education.

5. CONCLUSION

Additional Information :

Additional information

Palamuru University seeking funding under the central scheme of RUSA. It has plans for the establishment of Technical Campus to offer need based and region specific Engineering and Technology courses in emerging areas.

Concluding Remarks :

Ever since its establishment in the year 2008, Palamuru University has been playing a pro-active role in the empowerment of youth through affordable higher education and catering to the socio-economic development of the backward region. It has demonstrated its prowess in a short span of time. Its pace of progress in the sphere of infrastructure development has been impressive. It has made imprint in the academic domain through diverse programme offerings.

The university is striving to augment regular teaching and supporting staff to expand academic operations and research pursuits for the dissemination, the creation and advancement of knowledge. It has paid utmost attention to quality orientation in all its activities and seeks to carve out a niche as a distinctive regional university with deep commitment for the cause of higher education. The university on its trajectory of growth needs support and encouragement for its plans & pursuits.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification

1.1.2	Percentage of programs where syllabus revision was carried out during the last five years 1.1.2.1. How many programs were revised out of total number of programs offered during the last five years
	        Answer before DVV Verification : 19
	        Answer after DVV Verification: 19

1.2.1	Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years
	
	    1.2.1.1. How many new courses are introduced within the last five years
	        Answer before DVV Verification : 106
	        Answer after DVV Verification: 106

1.3.3

Average percentage of students enrolled in the courses under 1.3.2 above

1.3.3.1. Number of students enrolled in value-added courses imparting transferable and life skills offered year-wise during the last five years

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
330	350	415	415	315

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
330	350	295	295	195

Remark : Supporting documents provide by HEI does not match.

2.1.2

Demand Ratio(Average of last five years)

2.1.2.1. Number of seats available year-wise during the last five years

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
1055	1064	789	574	430

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
1051	1060	905	690	486

2.2.3

Percentage of differently abled students (Divyangjan) on rolls

	2.2.3.1. Number of differently abled students on rolls Answer before DVV Verification : 14 Answer after DVV Verification: 15
2.4.2	Average percentage of full time teachers with Ph.D. during the last five years 2.4.2.1. Number of full time teachers with Ph.D. year-wise during the last five years Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
56	21	17	17	15

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
57	21	17	17	15

2.5.1	Average number of days from the date of last semester-end/ year- end examination till the declaration of results during the last five years 2.5.1.1. Number of days from the date of last semester-end/ year- end examination till the declaration of results year-wise during the last five years Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
43	45	41	43	45

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
43	45	41	43	44

Remark : Data mismatch for 2012-2013 with the supporting documents attached.

2.6.3	Average pass percentage of Students 2.6.3.1. Total number of final year students who passed the examination conducted by Institution. Answer before DVV Verification : 7983 Answer after DVV Verification: 1970 2.6.3.2. Total number of final year students who appeared for the examination conducted by the institution Answer before DVV Verification : 10702 Answer after DVV Verification: 2686
3.2.1	Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments,Chairs in the institution during the last five years (INR in Lakhs)

3.2.1.1. Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years(INR in Lakhs)

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
19.26	28	25.73	.42	78.81

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
19.26	28	25.73	.50	58.81

3.3.2	Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry - Academia Innovative practices during the last five years

3.3.2.1. Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
3	1	1	0	1

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
1	2	2	0	1

3.4.5	Number of research papers per teacher in the Journals notified on UGC website during the last five years

3.4.5.1. Number of research papers in the Journals notified on UGC website during the last five years

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
177	91	105	110	95

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
90	91	105	110	95

3.4.6	Number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings per teacher during the last five years

	3.4.6.1. Total number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings year-wise during the last five years Answer before DVV Verification: 	2016-17	2015-16	2014-15	2013-14	2012-13
---	---	---	---	---
96	37	54	33	24 | Answer After DVV Verification : | 2016-17	2015-16	2014-15	2013-14	2012-13
---	---	---	---	---
38	29	35	41	22	
3.4.8	Bibliometrics of the publications during the last five years based on Scopus/ Web of Science - h-index of the Institution 3.4.8.1. Number of citations received by individual research publications in the last 5 years Answer before DVV Verification : 1322 Answer after DVV Verification: 1445 3.4.8.2. Number of publications receiving proportionately maximum number of citation in the last five years Answer before DVV Verification : 186 Answer after DVV Verification: 182
3.6.2	Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years 3.6.2.1. Total number of awards and recognition received for extension activities from Government /recognised bodies year-wise during the last five years Answer before DVV Verification: 	2016-17	2015-16	2014-15	2013-14	2012-13
---	---	---	---	---
04	03	01	03	04 | Answer After DVV Verification : | 2016-17	2015-16	2014-15	2013-14	2012-13
---	---	---	---	---
08	04	01	03	02	
3.6.3	Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years 3.6.3.1. Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
25	16	14	8	11

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
05	16	14	8	11

| 3.6.4 | Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years

3.6.4.1. Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years
Answer before DVV Verification:

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
\|---------\|---------\|---------\|---------\|---------\|
| 826 | 760 | 837 | 808 | 824 |

Answer After DVV Verification :

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
\|---------\|---------\|---------\|---------\|---------\|
862	760	837	808	463	

| 3.7.2 | Number of linkages with institutions/industries for internship, on-the-job training, project work, sharing of research facilities etc. during the last five years

3.7.2.1. Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years
Answer before DVV Verification:

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
\|---------\|---------\|---------\|---------\|---------\|
| 08 | 00 | 00 | 01 | 09 |

Answer After DVV Verification :

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
\|---------\|---------\|---------\|---------\|---------\|
08	00	00	01	00	

3.7.3	Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered) 3.7.3.1. Number of functional MoUs with institutions of national, international importance, other

universities, industries, corporate houses etc. year-wise during the last five years (only functional MoUs with ongoing activities to be considered)

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
06	00	00	00	00

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
05	00	00	00	00

4.1.3	Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class, LMS, etc 4.1.3.1. Number of classrooms and seminar halls with ICT facilities Answer before DVV Verification : 24 Answer after DVV Verification: 26

4.2.4	Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)

4.2.4.1. Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs)

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
2.18654	3.67816	4.40058	2.88504	2.70466

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
1.905	5.963	2.994	5.005	2.704

5.2.1	Average percentage of placement of outgoing students during the last five years

5.2.1.1. Number of outgoing students placed year-wise during the last five years

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
20	07	08	04	25

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
25	04	08	07	20

5.3.1	Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) during the last five years
	5.3.1.1. Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) year-wise during the last five years

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
1	0	1	1	0

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	1

5.4.3	Number of Alumni Association / Chapters meetings held during the last five years
	5.4.3.1. Number of Alumni Association /Chapters meetings held year-wise during the last five years

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
1	0	0	0	0

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

6.3.3	Average number of professional development / administrative training programs organized by the University for teaching and non teaching staff during the last five years
	6.3.3.1. Total number of professional development / administrative training programs organized by the Institution for teaching and non teaching staff year-wise during the last five years

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
1	3	1	1	0

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
2	3	1	1	0

6.3.4	Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years

6.3.4.1. Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
124	52	4	2	4

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
4	5	3	2	4

6.4.2	Funds / Grants received from non-government bodies, individuals, Philanthropists during the last five years (not covered in Criterion III) (INR in Lakhs)

6.4.2.1. Total Grants received from non-government bodies, individuals, philanthropists year-wise during the last five years (INR in Lakhs)

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
0	1.5	10.5	0	0

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
0	1.5	10.5	0	0

Remark : As per supporting document

7.1.4	Percentage of annual lighting power requirements met through LED bulbs

7.1.4.1. Annual lighting power requirement met through LED bulbs (in KWH)
Answer before DVV Verification : 12.6
Answer after DVV Verification: 11.6

7.1.10	Number of Specific initiatives to address locational advantages and disadvantages during the last five years 7.1.10.1. Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13

| 26 | 24 | 19 | 07 | 16 |

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
30	26	21	10	21

7.1.11	Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)

7.1.11.1. Number of initiatives taken to engage with and contribute to local community year-wise during the last five years

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
1000	362	380	231	639

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
5	8	8	6	10

2.Extended Profile Deviations

ID	Extended Questions
1.1	Number of programs offered year-wise for last five years

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
19	19	19	16	12

Answer After DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
19	19	19	17	12

1.2	Number of all programs offered by the institution during the last five years Answer before DVV Verification : 20 Answer after DVV Verification : 19
2.1	Number of courses in all programs year-wise during the last five years

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
452	491	491	437	372

Answer After DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
492	491	491	437	372

2.2	Number of courses offered by the institution across all programs during the last five years Answer before DVV Verification : 452 Answer after DVV Verification : 492