

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1

Curricula developed and implemented have relevance to the local, regional, national, and global developmental needs, which is reflected in the Programme outcomes (POs), and Course Outcomes(COs) of the Programmes offered by the University

Response:

The overall curriculum framework at Palamuru University (PU) encompassing 21 diverse program offerings presents a harmonious blend of the ideals of universality and contextualisation so dear to the institutional mission.

In this direction, the Doctoral programs being offered in select disciplines seek to focus on advancement of knowledge, critical reflection, promotion of interdisciplinarity as well as national and societal relevance.

Accordingly, the curriculum of PG and Professional programs ensures alignment not only with current trends & developments of contemporary significance in knowledge and evolving standards of excellence, but also with local, regional, national and global development needs.

Nurturance of ecological mindset as a societal consideration is sought to be brought home in the common core undergraduate curriculum (Ability Enhancement compulsory course of Environmental science) as well as that of newly launched M Sc. Environmental science and Other ongoing Life science courses.

Curriculum of recently introduced MA Telugu program at Campus seeks to espouse rich literature, culture and folk traditions of the region for wider dissemination of knowledge.

Ideals of service, voluntarism and altruism as well as constitutional ethos and humanistic perspectives of peace, democracy, human rights and international cooperation so essential for global citizenship development find meaningful expression in the curriculum of MSW and MA (political science) programs. Similarly, Gandhian tenets of Nai Taleem rural resilience, value orientation and service learning are harmoniously interwoven into the revised curriculum of B.Ed. & M Ed programmes.

In its journey of transformation towards outcome-based education (OBE), it has always been the constant endeavour of the University to craft a dynamic curriculum that broadly reflects the National Agenda for Higher Education. National concerns such as diversity, inclusive development, women empowerment, entrepreneurship promotion, environmental protection, rural resurgence and cultural heritage etc. are ably addressed by the different curricular structures at the university.

It is to be stated that the curriculum of B.Pharm., & M.Pharm., as well as that of MSW broadly caters to regional requirements and industry demand. These professional programs seek to churn out skilled

manpower for the sprawling pharma industry and NGO sector in the vicinity respectively. Similarly, curriculum of newly introduced M Sc Computer science and restructured MCA programs focusses on creating a talent pool of trained IT professionals at different levels.

The curriculum of newly launched Four-year B Ed program and ongoing B.Ed. & M.Ed. programs takes care of the growing requirements of teacher education system in the region.

Specific mention also needs to be made to the recently offered Doctoral program in Physical Education aimed at promoting sports integrated learning and research related skills for proper integration of three paradigms of physical education, sports and yoga as emphasized in the National Education policy 2020.

Palamuru University has always considered incorporation of learning outcomes comprising Program Outcomes, Program Specific Outcomes and Course Outcomes as central to curriculum and cardinal to the outcomes-based education on the anvil.

These holistic and overarching educational concerns are well documented in the respective program outcomes and course outcomes of the educational offerings at the University.

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1.1.2

The Programmes offered by the institution focus on employability/ entrepreneurship/ skill development and their course syllabi are adequately revised to incorporate contemporary requirements

Response:

Employability, Entrepreneurship and Skill development have assumed prime focus in the program offerings at PU. The university is alive to the critical significance of employability of its graduates as productive citizens of the society. It is equally conscious of avenues for promoting entrepreneurship among them to seize the expanding global opportunities before them.

Accordingly, the curriculum of Professional programs such as Computer Science, Social work, Education and the new program of Pharma Regulatory Affairs (M Pharma) meet the needs of career relevance and prepare students for job readiness, besides promoting employability and entrepreneurship among them. Specifically, BA Economics, BBA and MBA programs offer special course on Entrepreneurship. Counselling, Value nurturance and community engagement form an integral part of the curriculum of M.Ed. and MSW programs.

The university is focussing on skill development for promotion of employability among its graduates. Emphasis is laid on nurturance of basic Computer Skills among UG students through Ability

Enhancement compulsory course forming part of the restructured common core syllabus. Impetus is given to advanced IT skills development through the restructured niche courses on Artificial Intelligence, Cyber Security and Data Science in MCA and newly introduced M Sc Computer science programs. skill enhancement finds newer avenue through introduction of value-added courses on computer applications, communicative English across the wider spectrum of other academic programs such as Economics, Commerce, Education and Business Administration as well.

In this connection, it needs special mention that on the co-curricular front, Soft Skills including Communication Skills and Personality Development are sought to be nurtured among Life Science, Pharmacy and Management students through value added collaborative programs with Telangana Academy of Science and Knowledge (TASK).

The University is keen on imparting new age skills to prepare industry ready graduates. It is working on the possibilities of integrating micro credentials which are the new normal with existing academic programmes.

The curriculum of Compulsory course on Research Methodology in Ph.D. program seeks to hone research skills, academic writing and promote publication ethics apart from familiarising with latest software and databases.

Life skills are the abilities for adaptive and positive behaviour which enable learners to deal effectively with demands and challenges of everyday life. In line with this, the curriculum of integrated Teacher Education program (4-year B.Ed. course) as well as that of M Ed focusses on preparing 21st century skills and learner competencies such as critical thinking, creativity, collaboration and communication as well as value orientation among the prospective teacher educators.

The academic culture of the university is well reflected in the periodic revision and restructuring of the curriculum at regular intervals to incorporate relevant developments and address emerging concerns in knowledge and practice. It has been the constant endeavour of the university to evolve a flexible curriculum that facilitates creative combinations of various subjects in the direction of multidisciplinary and holistic education to develop social, physical, intellectual, emotional and moral capacities of learners in an integrated manner, while preparing the graduates for gainful employment, fulfilling careers and Impactful global citizenship.

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1.2 Academic Flexibility

1.2.1

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

Response: 11.7

1.2.1.1 Number of new courses introduced during the last five years:

Response: 82

1.2.1.2 Consolidated number of courses offered by the institution across all Programmes (without repeat count) during the last five years :

Response: 701

File Description	Document
Subsequent Academic Council meeting extracts endorsing the decision of BOS	View Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Minutes of Board of Studies meeting clearly specifying the syllabus approval of new courses	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

1.3 Curriculum Enrichment

1.3.1

Institution integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability and other value framework enshrined in Sustainable Development Goals and National Education Policy – 2020 into the Curriculum

Response:

PU is alive to the centrality of cross-cutting issues in the educational process.

Cross cutting issues to related to gender, human values, environment and sustainability, and professional ethics are harmoniously integrated into its varied program offerings. Equal attention is paid to the incorporation of values enshrined in NEP 2020 such as environmental consciousness (sustainability value), inclusivity & equity, ethical & moral values, multilingualism & cultural diversity and global citizenship wherever necessary. Alongside, aspirations espoused in United Nations Sustainability Development Goals (SDG) especially SDG4 are sought to be addressed in the curriculum framework.

The ubiquity of gender permeating all aspects of the social world finds wider expression in the revised paper/course on women studies being offered in M.A. Political Science. Gender also manifests as an institution, ideology and process engulfing every day life. While, MA Economics elaborately deals with

economic aspects of gender through two courses on Gender Economics, UG&PG programs in Education equally focus on the gender concerns in the direction of affirmative social transformation. The course on Sociology of Education deals with gender identities and social practices in family, school and society for gender mainstreaming towards equity and social justice. Similarly, Common core undergraduate curriculum in English seeks to promote gender sensitivity towards the ideal of gender just society.

The multi facets of Environment and Sustainability are exhaustively dealt with across wide array of academic programs. Environmental Science is being offered as Ability Enhancement compulsory course in all UG programs including B. Pharmacy. Besides, there is an exclusive PG program in Environmental science for focussing on the subject at advanced level. Topics like, climatology, environmental pollution and protection and environmental impact assessment form part of the academic enquiry.

Environmental concerns are a prominent theme across other PG programs as well. Further, MA political science focusses on the critical issue of Sustainable Development Goals (SDG) in the paper on International Relations. Sustainability finds newer echo in the innovative course on Green Chemistry being offered in M Sc Chemistry and Five-year Integrated Programs. Environmental & Conservation Biology is being offered as separate course in M Sc Zoology. Restructured MCA program offers an elective course, while M Sc Microbiology deals with the subject in the paper on Agriculture & Environmental Microbiology.

Human Values and Professional Ethics are firmly anchored in the curriculum of professional programs like Education, Management, Social work and Pharmacy. Universal Human values forms part of the BA/ B.Sc./ B.Com.(Computer Applications) specialization curriculum. There is a core course on human Values, ethics and code of conduct in MSW program. Business Law & Ethics is also a compulsory course in BBA and MBA programs. Professional ethics forms the core of Pharmacy practice course in B. Pharmacy program. Value orientation comes to the fore in the course on Philosophy of Education at both B.Ed.& M Ed programs. Similarly, Four year B. Ed. integrated program offers Skill enhancement course relating to Practical ethics, counselling & guidance.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.3.2

Number of certificate/value added courses/Diploma Programme offered by the institutions and online courses of MOOCs, SWAYAM/e Pathshala/ NPTEL and other recognized platforms (without repeat count) where the students of the institution have enrolled and successfully completed during the last five years

Response: 11

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	View Document
List of students and the attendance sheet for the above mentioned programs	View Document
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	View Document
Institutional data in the prescribed format (data template)	View Document
Evidence of course completion, like course completion certificate etc.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

1.3.3

Percentage of programmes that have components of field projects / research projects / internships during the last five years.

Response: 30.43

1.3.3.1 Total Number of programmes that have components of field projects / research projects / internships (without repeat count) during the last five years

Response: 7

1.3.3.2 Total Number of programmes offered (without repeat count) during the last five years

Response: 23

File Description	Document
Sample Internship completion letter provided by host institutions	View Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Program and course contents having element of field projects / research projects / internships as approved by BOS	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

1.4 Feedback System

1.4.1

Structured feedback for curriculum and its transaction is regularly obtained from stakeholders like Students, Teachers, Employers, Alumni, Academic peers etc., and Feedback processes of the institution may be classified as follows:

Response: A. Feedback collected, analysed, action taken & communicated to the relevant bodies and feedback hosted on the institutional website

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Feedback analysis report submitted to appropriate committee/bodies	View Document
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	View Document
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document