# INSTITUTIONAL ASSESSMENT AND ACCREDITATION
## (Effective from July 2017)

## Accreditation - (Cycle - 4)

## PEER TEAM REPORT ON

## INSTITUTIONAL ACCREDITATION OF
## PANDIT RAVISHANKAR SHUKLA UNIVERSITY
## U-0093

**Raipur**
**Chhattisgarh**
**492010**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**
**An Autonomous Institution of the University Grants Commission**
**P.O. Box No. 1075, Nagarbhavi, Bengaluru - 560 072, INDIA**

| Section I:GENERAL INFORMATION | | |
|---|---|---|
| 1.Name & Address of the institution: | PANDIT RAVISHANKAR SHUKLA UNIVERSITY Raipur Chhattisgarh 492010 | |
| 2.Year of Establishment | 1964 | |
| 3.Current Academic Activities at the Institution(Numbers): | | |
| Faculties/Schools: | 29 | |
| Departments/Centres: | 12 | |
| Programmes/Course offered: | 112 | |
| Permanent Faculty Members: | 93 | |
| Permanent Support Staff: | 300 | |
| Students: | 3148 | |
| 4.Three major features in the institutional Context (Asperceived by the Peer Team): | 1. Oldest and largest multidisciplinary affiliating university 2. It caters to a large tribal population of first generation learners 3. Long standing contribution to education industry and society | |
| 5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure): | From : 20-07-2023 To : 22-07-2023 | |
| 6.Composition of Peer Team which undertook the on site visit: | | |
| | Name | Designation & Organisation Name |
| Chairperson | DR. SARAT K PATRA | Director,NIT Agartala |
| Member Co-ordinator: | DR. UMA VENNAM | Professor,SRI PADMAVATI MAHILA VISVAVIDYALAYAM |
| Member: | DR. JAGDISH NARAIN GAUTAM | Professor,Jiwaji University |
| Member: | DR. SRINIVASA RAO ALLAM | Professor,Delhi Technological University |
| Member: | DR. SHER ALI | Professor,Era University |
| Member: | DR. PRANAB MUKHOPADHYAY | Professor,GOA UNIVERSITY |
| NAAC Co - ordinator: | Dr. Sujata Shanbhag | |

| Section II:CRITERION WISE ANALYSIS |
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| Observations (Strengths and/or Weaknesses) on each qualitative metrices of the key Indicator under the respective criterion(This will be a qualitative analysis of descriptive nature aimed at critical analysis presenting strength and weakness of HEI under each criteria) |

| Criterion1 - Curricular Aspects (Key Indicator and Qualitative Metrices(QlM) in Criterion1) | |
|---|---|
| 1.1 | Curriculum Design and Development |
| 1.1.1 QlM | **Curricula developed and implemented have relevance to the local, national, regional and global developmental needs which is reflected in Programme outcomes (POs), Programme Specific Outcomes(PSOs) and Course Outcomes(COs) of the Programmes offered by the Institution.** |
| 1.2 | Academic Flexibility |
| 1.3 | Curriculum Enrichment |
| 1.3.1 QlM | **Institution integrates crosscutting issues relevant to Professional Ethics ,Gender, Human Values ,Environment and Sustainability into the Curriculum** |
| 1.4 | Feedback System |

| Qualitative analysis of Criterion 1 |
|---|
| The Pandit Ravishankar Shukla University (PRSU), Raipur, Chhattisgarh is a multi-disciplinary university catering to the state of Chhattisgarh. The University offers 112 academic programmes and has introduced 392 new courses during the assessment period. The CBCS has been implemented for all the PG programmes. The syllabus of 58% of the programmes was revised during the last 5 years. The Programme Outcomes (POs) are developed for almost all of the Programmes, and the course (learning) outcomes (COs) are developed for all of the courses. However, the mapping needs to be completed. The POs and COs need to reflect the relevance to Regional, National and Global development in most programmes. The courses like Rural development, Tribal Studies, Education, Management, Anthropology, Geology among others have been designed to reflect the local dynamics. The Board of Studies minutes show a lower involvement of external experts and other stakeholders in curriculum development.

The Centre for Women's Studies undertakes outreach programmes. It offers two certificate courses oriented towards gender and community development. The aspects related to professional ethics are dealt with more at the level of research programmes (PhD) during the Pre PhD course work. The Institutional Ethics Committee for Human Research ensures adherence to research ethics.

State specific issues like Tribal development, Renewable energy, Sustainable Technologies and Environment studies are addressed through specially designed programmes. There is a need for integrating the aspects related to Gender, Human Values, and Professional ethics, as at present little integration is evident in various curricula. |

| Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrices(QlM) in Criterion2) | |
|---|---|
| 2.1 | Student Enrollment and Profile |
| 2.2 | Catering to Student Diversity |
| 2.2.1 QlM | **The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners** |
| 2.3 | Teaching- Learning Process |
| 2.3.1 QlM | **Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences** |
| 2.3.2 QlM | **Teachers use ICT enabled tools including online resources for effective teaching and learning process.** |
| 2.4 | Teacher Profile and Quality |
| 2.5 | Evaluation Process and Reforms |
| 2.5.3 QlM | **IT integration and reforms in the examination procedures and processes (continuous internal assessment and end-semester assessment) have brought in considerable improvement in examination management system of the institution** |
| 2.6 | Student Performance and Learning Outcomes |
| 2.6.1 QlM | **The institution has stated learning outcomes (generic and programme specific)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents** |
| 2.6.2 QlM | **Attainment of Programme outcomes, Programme specific outcomes and course outcomes are evaluated by the institution** |
| 2.7 | Student Satisfaction Survey |

| Qualitative analysis of Criterion 2 |
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The Deeksharambh, a student induction programme is organized every year at the start of the academic programme to facilitate comfortable student integration into the new environment. The University lays special emphasis to identify slow and advanced learners. It makes an effort to improve the learning of slow learners through tutorials, remedial classes and small group interactions. However, a formal strategy to identify the slow and advanced learners does not seem to be in place. There is no specific programme for slow and advanced learners. Mechanism adopted to identify slow and advanced learners is not visible. The university undertakes the mentor-mentee programme and there is evidence of interactions in some of the departments.

The university seems to be keen on providing opportunities for experiential and participative learning and adopt problem solving methodologies in order to be student centric in its approach. In order to make this happen, weekly seminars and group discussions are organized, and language lab is established. Many programmes have field placements, internship and project work that facilitates experiential learning.

Almost all classrooms have LCDs projectors/ Smart Boards. This permits teachers to undertake ICT enabled teaching. Interactive mode of teaching is done through the use of PPT and video and audio clippings. Access to and use of online resources (MOOCs and SWAYAM) to enhance teacher ability and learning is seen. 217 video lectures have been created and placed in the library by the faculty.

The University has adopted automation of the entire examination system. The online registration and enrollment, filling of examination forms, revaluation, re-totaling forms, and uploading of the semester examination results are carried out as per the schedule.Conduct of online examinations, online entry of internal and lab marks and student attendance indicate the adoption of reforms in examinations. The University has entered into an agreement with NCCF during 2018 to facilitate the automation process.

However the average time taken to declare results from the date of last semester/year end examinations is 57 days. The server capacity during peak load period needs to be enhancd to ensure seamless online processes for applicants and examines.

The learning outcomes and graduate attributes are yet to be integrated into the assessment process. These also need to be prominently displayed on the University's website.

Evaluation of the attainment of  POs and COs is claimed by the university employing thorough competency mapping, placement of graduates in industries, research institutes, State and Central Govt offices, and success in competitive examinations. Placement of graduates from various courses is relatively low and needs to be improved. This can be achieved by an effective placement cell and career counseling cell.  This is important because a large number of students come from a tribal background and are first generation learners. There has been a consistent increase in the student progression to higher education – PG to research is evident. However the admission criteria for the PhD programme needs to be more accommodative. Some stakeholders felt that there is also a need to consider a part-time research option for in-service aspirants.

| Criterion3 - Research, Innovations and Extension (Key Indicator and Qualitative Metrices(QlM) in Criterion3) | |
|---|---|
| 3.1 | Promotion of Research and Facilities |
| 3.1.1 QlM | **The institution's Research facilities are frequently updated and  there is a well defined policy for promotion of research which  is uploaded on the institutional website and implemented** |
| 3.2 | Resource Mobilization for Research |
| 3.3 | Innovation Ecosystem |
| 3.3.1 QlM | **Institution has created an eco system for innovations including Incubation centre and other initiatives for creation and transfer of knowledge.** |
| 3.4 | Research Publications and Awards |
| 3.5 | Consultancy |
| 3.5.1 QlM | **Institution has a policy on consultancy including revenue sharing between the institution and the individual  and encourages its faculty to undertake consultancy.** |
| 3.6 | Extension Activities |
| 3.6.1 QlM | **Extension activities in the neighbourhood community in terms of impact and  sensitising students to social issues and holistic development during the last five years.** |
| 3.7 | Collaboration |

| Qualitative analysis of Criterion 3 |
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| University has a research policy available on its website. It aims to promote sponsored research projects, and collaborations.<br><br>The university needs to establish an ecosystem for innovations by setting up Incubation centres. Similarly there is a need for a mechanism of transfer of knowledge created in the university. There is an Innovation council in the university.<br><br>University has a policy on consultancy including revenue sharing between the university and the individual to encourage its faculty to undertake consultancy. Many department and faculty members have been undertaking consultancy from various agencies. |

Some departments are undertaking community intervention projects. The university has adopted a school where students from the teacher training programme provided e-learning modules during Covid period. There is also an effort to provide psychological support to local neighborhood residents.

| Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrices(QlM) in Criterion4) | |
|---|---|
| 4.1 | Physical Facilities |
| 4.1.1 QlM | **The institution has adequate facilities for teaching - learning. viz., classrooms, laboratories, computing equipment, etc.** |
| 4.1.2 QlM | **The institution has adequate facilities for cultural activities, yoga, games and sports (indoor & outdoor); (gymnasium, yoga centre, auditorium, etc.,)** |
| 4.1.3 QlM | **Availability of general campus facilities and overall ambience** |
| 4.2 | Library as a Learning Resource |
| 4.2.1 QlM | **Library is automated using Integrated Library Management System (ILMS) and has digitisation facility** |
| 4.3 | IT Infrastructure |
| 4.3.2 QlM | **Institution has an IT policy, makes appropriate budgetary provision and updates its IT facilities including Wi-Fi facility** |
| 4.4 | Maintenance of Campus Infrastructure |
| 4.4.2 QlM | **There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.** |

| Qualitative analysis of Criterion 4 |
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The university has good civil infrastructure spread over a 300 acres campus. Almost all classrooms are equipped with LCD projector/ smartboard. There are 67 ICT classrooms with 439 computers for academic use of students including state-of-the-art equipment in laboratories. Most of the science departments are equipped with high end research facility. However, there is a need for upgradation of computer labs, and adoption of newer facilities in some departments.

The sprawling campus provides facilities for a wide variety of activities like yoga, sports and cultural activities. It has a 400 metres synthetic track for athletics. The University has an air-conditioned auditorium with all audio-visual facilities with a seating capacity of more than 800 people. This is used for all important cultural and academic events. The university hosted the 12th SAUFEST from 22nd to 26th February 2019 with participants from neighboring countries like Bhutan, Bangladesh, Nepal, and Sri Lanka.

Adequate number of seminar halls are available in all the academic blocks.The quality hostel facilities for boys and girls are available on the campus.The university has a community center which is rented to university staff at subsidized rates for meetings, cultural and other functions. The university campus has attractive landscaped gardens and an open gym facility. Similarly, university has a vibrant health centre to cater to the health requirement of staff and students. The university has water harvesting system, collected in the large and is used by the entire neighbourhood.

The library uses Soul 2.0 for library automation; it has163110 records in the Soul database. The online public access catalog (OPAC) and circulation section are automated. All reading materials are barcoded.The library manages and maintains an e-repository named "E-Gyankothi." The Gyankothi has been indigenously

developed. For visually impaired students there is a provision to translate the main body of the text into braille script. University regularly uploads Ph.D theses on the UGC portal of Shodhganga.

The university has an IT policy for the development, maintenance, and usage of its resources. The university is a member of the National Knowledge Project with reliable connectivity for internet services with a 1 GBPS line.

The infrastructure facilities are well maintained by the university and IT facilities. The security, garden maintenance, landscaping and housekeeping services are part of campus amenities.

| Criterion5 - Student Support and Progression (Key Indicator and Qualitative Metrices(QlM) in Criterion5) | |
|---|---|
| 5.1 | Student Support |
| 5.2 | Student Progression |
| 5.3 | Student Participation and Activities |
| 5.3.2 QlM | **Presence of Student Council and its activities for institutional development and student welfare.** |
| 5.4 | Alumni Engagement |
| 5.4.1 QlM | **The Alumni Association / Chapters (registered and functional) contributes significantly to the development of the institution through financial and other support services.** |

| Qualitative analysis of Criterion 5 |
|---|
| In alignment with its vision, PRSU has a student-centric, conducive, and supportive environment where students from diverse sections of society come to pursue higher education. The PRSU has established a financial and non-financial student support system. During 2020-2021, there were 1515 student beneficiaries of scholarships/ fellowships/ freeships provided by the university, government, and non-government agencies. The students are given an opportunity to participate in the university activities. This involves the student council which is constituted based on merit. For the student council, the Vice Chancellor is the patron and a teacher is incharge.<br><br>The Alumni Association of the PRSU was registered in the year 2014 under the Firms and Society Registration Act of 1973. The alumni membership fee has been internalized with the admission procedure. Some alumni have donated books to the university. |

| Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrices(QlM) in Criterion6) | |
|---|---|
| 6.1 | Institutional Vision and Leadership |
| 6.1.1 QlM | **The institution has a clearly stated vision and mission which are reflected in its academic and administrative governance.** |
| 6.1.2 QlM | **The effective leadership is reflected in various institutional practices such as decentralization and participative management.** |
| 6.2 | Strategy Development and Deployment |
| 6.2.1 QlM | **The institutional Strategic plan is effectively deployed.** |
| 6.2.2 QlM | **The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules and procedures, etc.** |
| 6.3 | Faculty Empowerment Strategies |
| 6.3.1 QlM | **The institution has a performance appraisal system, promotional avenues and effective welfare measures for teaching and non-teaching staff .** |
| 6.4 | Financial Management and Resource Mobilization |
| 6.4.1 QlM | **Institutional strategies for mobilisation of funds and the optimal utilisation of resources** |
| 6.4.4 QlM | **Institution conducts internal and external financial audits regularly** |
| 6.5 | Internal Quality Assurance System |
| 6.5.1 QlM | **Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes by constantly reviewing the teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals.** |
| 6.5.3 QlM | **Incremental improvements made for the preceding five years with regard to quality (in case of first cycle), Post accreditation quality initiatives (second and subsequent cycles).** |

| Qualitative analysis of Criterion 6 |
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The PRSU has adopted a vision and mission and has been actively working to achieve them. However, this needs to be displayed in prominent places to sensitize all the stakeholders.

The goals set by the university, and its working mechanism has a clear reflection on academic and administrative governance. The university is governed by its Executive Council which is its highest executive decision-making body. The Academic Council oversees all academic matters. The university has the conventional structure with the Vice Chancellor as the chief executive assisted by the Registrar for administration and the Deans for academic management. It does not have a Controller of Examination. This task is overseen by the Registrar. However, an e-governance structure for examinations is in place and works efficiently.

A number of different bodies and committees like Academic Planning and Evaluation Board, Standing Committee, Finance Committee, Budget Committee, Board of Studies, Departmental Promotion Committee, Proctorial Board, Grievance Redressal Committee, Internal Complaint Committee, Anti Ragging Committee assist in the administration. They are aided by the Research Promotion Cell, Women's Harassment Prevention Cell, and the NSS Committee. The university has a student Council. The University undertakes appointment and CAS of teachers as per UGC rules and these more or less upto date.

The PRSU aims to achieve excellence in higher education. A well articulated strategic plan needs to be in place which would set out the educational objectives and identify financial and recruitment requirements. The PRSU has implemented e-governance in the areas of operation such as Student Admission, Support, and Examination.

The institutional bodies like the Executive council and academic council meet regularly and the minutes are maintained carefully. The Board of Studies meets at least once a year. However, the BoS meetings often have low participation by external members and other stakeholders.

The university has adopted the 7th Pay commission scales. However, the pension remains under the 6th pay pension scheme. It has yet to adopt the promotional avenue to Senior Professorship as provided by the 7th Pay Commission. The university lacks in recruitment and filling of sanctioned posts. The number of regular faculty is about one third of sanctioned posts. This is reflected in reduction in research output, lack of upgradation of teaching and research facilities among other things. There is a wide gap between senior faculty and the next generation of new teachers. Among Professors, out of the 30 posts only 10 are filled (8 male and 2 women). In the Associate Professor, out of 60, only 21 are filled (14 men and 7 women) and in Assistant Professor level out of 130 sanctioned only 67 are recruited (47 men and 20 women). Among the 512 sanctioned non-teaching positions only 300 are recruited (male 249 and 51 women). The shortfall in teaching faculty with regular appointments is being met by hiring teachers on a lecture basis.

The state government provides funds to the university. Internal resource generation comes in the form of academic receipts (admission fee, tuition fee, exam fee). To the best of its ability, the University uses its limited funds to meet its academic and administrative requirements.

The PRSU monitors the financial management and resource mobilization under the Chhattisgarh Vishwavidyalaya Act 1972. Regular internal and external financial audits are conducted.

IQAC is expected to provide leadership and a sound basis for decision-making to improve institutional functioning, and act as a dynamic system for quality changes in the university. IQAC needs to be strengthened and needs to place all its minutes and documentation on the website on a regular basis. The committee composition complies to the UGC recommendations and includes all stakeholders.

A periodic review and audit of teaching and administrative departments would help improve many of the existing systems. Greater effort at digitisation of records and placing them in open domain would create more transparency.

The previous NAAC peer team had made a number of suggestions with respect to expansion of the teaching programme and other quality improvements. The university has made some efforts at incorporating these suggestions by introducing some new programmes. However, efforts at quality improvement are not easily evident in the IQAC documentation.

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| Criterion7 - Institutional Values and Best Practices (Key Indicator and Qualitative Metrices(QlM) in Criterion7) | |
|---|---|
| 7.1 | Institutional Values and Social Responsibilities |
| 7.1.1 QlM | **Measures initiated by the Institution for the promotion of gender equity during the last five years.** |
| 7.1.3 QlM | **Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)** <br><br> • **Solid waste management** <br> • **Liquid waste management** <br> • **Biomedical waste management** <br> • **E-waste  management** <br> • **Waste recycling system** <br> • **Hazardous chemicals and radioactive waste management** |
| 7.1.8 QlM | **Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).** |
| 7.1.9 QlM | **Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).** |
| 7.1.11 QlM | **Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).** |
| 7.2 | Best Practices |
| 7.2.1 QlM | **Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.** |
| 7.3 | Institutional Distinctiveness |
| 7.3.1 QlM | **Portray  the performance of the Institution in one area distinctive to its priority and thrust within 1000 words** |

| Qualitative analysis of Criterion 7 |
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| PRSU is a co-educational institution that promotes gender equity. There is a provision  of reservation for girl students so as to enhance the gender balance. The university has a higher percentage of female students compared to male students. The university has also adopted women reservation in recruitment of different posts. The campus has a healthy environment for all students which was evident from large participation of girl students in cultural programs presented to the committee.  Their participation is also evident in feedback sessions, laboratory and classroom presence, presence in canteen and other outdoor areas, participation in sports and extracurricular activities.  Mandatory gender sensitization workshops are conducted and have been included in the induction programme. There is an equitable participation of students of different diversity in games and sports, reading rooms and entertainment areas. <br><br> Raipur is a smart city. As part of this programme, the municipality collects liquid and sewage from the campus on a regular basis. The university does not generate any biomedical waste. E-waste is disposed as per state government rules through ear-marked vendors. <br><br> The waste management is adopted in the campus adequately. The university conserves water through rainwater harvesting, wastewater recycling and collection in a pond. It recharges the ground water and improves the acquifer water table. Many green campus initiatives are evident and there are parts of the campus that are free from vehicular traffic, there is use of cycles and is only open to pedestrians. |

The campus has a limited disabled friendly environment. All buildings have retrofitted provision of ramps and washrooms. But wheelchair access to reach all classrooms and other facilities is limited. Some of the buildings have been designed with guiding tiles on the floor for the colour blind users.

The university organizes cultural programmes, celebrates festivals, and conducts workshops to spread awareness among the students and faculty on different aspects. The university has value education programs to educate the students about ethics, human values, duties and responsibilities of citizens. Celebrations of national festivals and international commemorative days are fairly evident. Independence day, Republic day, International yoga day etc are some of the important events to be mentioned.

The university provides an inclusive environment to its students, teachers and staff. The students and staff celebrate all the regional and national festivals. They have multilingual teaching and administrative recording and caters to all socio-economic categories. PRSU works closely with the state government to provide inclusive infrastructure and financial support for students coming from marginalized communities.

Being located in a state with a large tribal population the thrust area rightly is "to make quality higher education accessible to all sections of society".

Since many of the students are first generation learners. the university has adopted a multilingual pedagogy approach. The teachers are sensitive to the needs of the students and are actively trying to create new material for making higher education texts accessible to the local population in languages that they are comfortable in.

The department of pharmacy is developing a state of the art drug delivery system based on the plant bio-active molecule. The goal is to synergise the efficacy of drug molecules by combining two or more plant based extracts. The rich bio-diversity and high forest cover of the state provides ample opportunity for search and development of drug molecules from the herbal plants. The bioavailability of the molecule and negligible side effect is an attractive proposition. This is also aided by the traditional healing knowledge from the tribal healers.

They University has a large repertoire of tribal artifacts which are a rich source of research, development and innovation. This is being archived and preserved in repositories of the university.

The state has a rich deposit of minerals, rocks and semi-precious and precious stones. The university is promoting and developing the value addition of such semi-precious stones and rocks in close cooperation with the local gems industry. The starting of a B-Voc programme in Jewelry has opened new opportunities for students including tribal students for entrepreneurship and new employment avenues.

The two best practices:

1. Sangwari hub - the community based researcher hub that provides opportunities for innovative learning and research

2. QR coded digital record of plants, mushrooms and geological displays.

**Section III:OVERALL ANALYSIS**based on Institutional strengths.Weaknesses,Opportunities &

| Challenges(**SWOC**)(**up to 500 words**) |
|---|
| Overall Analysis |

**Strength:**

- The oldest and the largest state university in Chhattisgarh, it is the mother university of most public funded universities of the state

- Offers quality education with low tuition fees

- Green Wi-Fi enabled 300-acre campus with good infrastructural support.

- A high percentage of women students

- Automated well-stocked central library with diverse learning resources.

- Has many high quality instrumentation facilities.

- Active engagement in outreach and extension activities and wide social acceptability.

**Weaknesses:**

- The university has a large proportion of unfilled sanctioned faculty posts

- Limited linkages with the industry and international institutions.

- Poor canteen facilities

- Weak career counseling and placement efforts for non-professional courses

- No insurance coverage for students

- Curriculum lacks interdisciplinary learning opportunities

**Opportunities:**

- ? ?????Being a multi-disciplinary university there is a great opportunity to offer inter and multi disciplinary programmes in line with the New Education Policy 2020 mandate

- Leverage the expertise in the key areas linked to the demographic location for research and studies on natural resources, biodiversity, linguistic and cultural diversity to fulfill social responsibility

- Being the oldest university it can leverage the alumni network for resource generation, collaboration, placement opportunities, and overall development of the university

- To identify, facilitate and develop innovation to secure IPR

- Strengthening of extra-mural research

- Seek additional funding from national/international funding agencies given its unique history and geographical location

**Challenges:**

- Attracting talented young teachers with international experience to the campus

- Increasing diversity of students on campus

- Strengthen the soft skills of students to improve their career prospects

- Meeting the quality standards of industries to increase employability of students

- Creating an ecosystem for blended learning, overcoming the socio-economic and digital divide.

- Upgradation of curriculum and infrastructure in university departments

- Maintenance of university autonomy on sustained basis

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| **Section IV:Recommendations for Quality Enhancement of the Institution** |
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| (Please limit to **ten major ones** and use telegraphic language) (It is not necessary to indicate all the ten bullets) |

- Enhance academia-industry linkages and thrust on extra mural research funding

- Immediate filling of all sanctioned posts and attracting talented young teachers with international experience

- Strengthening career counselling and placement efforts to increase employability of students

- Improve and increase hostel and canteen facilities

- Full implementation of CBCS in line with the New Education Policy 2020

- The department of Sociology and Social work should be bifurcated and they should be independent departments

- The Centre for Women's Studies should be upgraded to a Department of Women's Studies. This will help enhance the outreach activities with a gender focus. UGC funds should be accessed to fill UGC sanctioned posts at no financial liability to the state.

- Special arrangement may be made for teaching of English language to enhance their communication skills.

- Forensic Sciences, GIS and Remote Sensing departments could be considered as areas of future expansion

- Increase in number of seats in courses where the demand ratio is high.

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

**Signature of the Head of the Institution**

**Seal of the Institution**

| Sl.No | Name | | Signature with date |
|---|---|---|---|
| 1 | DR. SARAT K PATRA | Chairperson | |
| 2 | DR. UMA VENNAM | Member Co-ordinator | |
| 3 | DR. JAGDISH NARAIN GAUTAM | Member | |
| 4 | DR. SRINIVASA RAO ALLAM | Member | |
| 5 | DR. SHER ALI | Member | |
| 6 | DR. PRANAB MUKHOPADHYAY | Member | |
| 7 | Dr. Sujata Shanbhag | NAAC Co - ordinator | |

**Place**

**Date**

| Sl.No | Name | | Signature with date |
|---|---|---|---|
| 1 | DR. SARAT K PATRA | Chairperson | |
| 2 | DR. UMA VENNAM | Member Co-ordinator | |

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