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INSTITUTIONAL ASSESSMENT AND ACCREDITATION (Effective from July 2017)

Accreditation - (Cycle -4)

PEER TEAM REPORT ON
INSTITUTIONAL ACCREDITATION OF
UNIVERSITY OF CALICUT
U-0251
Kerala
Malappuram
673635

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:	UNIVERSITY OF CALICUT Malappuram Kerala 673635
2.Year of Establishment	1968
3.Current Academic Activities at the Institution(Numbers):	
• Faculties/Schools:	14
• Departments/Centres:	34
• Programmes/Course offered:	44
• Permanent Faculty Members:	171
• Permanent Support Staff:	258
• Students:	1885

4. Three major features in the institutional Context
(As perceived by the Peer Team):

1. The University is spread over 500 acres of lush green campus located in backward district of Kerala catering to the educationally and economically deprived Malabar region, with about 80% of the students being female. There is a diversity of students coming from minority and tribal communities and maintaining harmonious relationship among stakeholders.
2. The botanical garden, green houses, public park and collection of rare species of plants completely maintained by the faculty, staff and students of the Department of Botany is yet another major feature of the University. The experiential learning provided by the Department of Psychology through CDMRP (Community Disability Management and Rehabilitation Program) recognised by UNESCO is yet another major feature.
3. The community based LADDER program of the Department of Physical Education in identifying sporting talents amongst students in the neighbourhood community at an early stage, nurturing them and facilitating their participation in major sporting event including Olympics which have resulted in many of its alumni receive the highest awards for the sports (Padmashri, Dhronacharya, Khel Ratna and Arjuna Awards) is yet another major feature.

5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	Visit Date From : 15-09-2022 Visit Date To : 17-09-2022
6.Composition of Peer Team which undertook the on site visit:	
Chairman:	Sudhir Gavhane
Member Co - ordinator:	Sanjeevi Shanthakumar
Member:	B William Dharma Raja
Member:	Dr Praveen BM B M
Member:	JAGDISH PRASAD
Member:	Avinash Pathardikar
NAAC Co - ordinator:	Prof. Amiya Kumar Rath

Section II:CRITERION WISE ANALYSIS

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

Criterion1 - Curricular Aspects (Key Indicator and Qualitative Metrices(QIM) in Criterion1)

1.1 Curriculum Design and Development

1.1.1 QIM	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	<i>Academic Flexibility</i>
1.3	<i>Curriculum Enrichment</i>
1.3.1 QIM	Institution integrates crosscutting issues relevant to Professional Ethics ,Gender, Human Values ,Environment and Sustainability into the Curriculum
1.4	<i>Feedback System</i>

Qualitative analysis of Criterion 1

The peer team had a lengthy interaction with the Chairpersons of Board of Studies of various programs at the senate hall of the university to understand the curricular aspects. The university has robust process for curriculum development. The university follows a bottom up approach wherein the faculty members in consultation with stakeholders such as students, teachers, alumni, industry representatives and employers prepare a draft of the curriculum which is after due deliberation at the faculty board is sent to the Board of Studies constituted as per the statutes for discussion. Each program of the university has duly constituted board of studies with experts drawn from outside as well as from within the university. The recommendations of the board of studies are placed before the academic council duly constituted by the University for its approval. Once the academic council approves, the curriculum is then implemented. The university has adopted the LOCF (Learning Outcome Based Curriculum Framework) which include the graduate attributes, program outcomes, program specific outcomes and course outcomes.

The board of studies for each program has taken care of local, regional, national and global development needs in framing the curriculum. During the interaction with the chairpersons of the Board of Studies, they gave the examples of local and regional needs being taken care

while designing the curricula. For example, the university has created a folklore museum to protect the local traditional knowledge. University also has ancient Manuscript Repository housing manuscripts scripted on palm leaves to protect and conserve the ancient culture and wisdom of the region.

The University follows the CBCS framework with certain local customisations. Which they call it as CCSS (Choice based Credit Semester System). Evidences were produced for integrating issues such as professional ethics, gender issues, human values, environment and sustainability into their curricula. It has full-fledged Department of Women Studies and Department of Environmental Sciences, taking care of the integration of these issues.

University has introduced value added courses in the curriculum across the disciplines and offer them as open elective ensuring the horizontal mobility of the students from one Department/program to another.

***Criterion2 - Teaching-learning and Evaluation
(Key Indicator and Qualitative Metrics(QIM) in Criterion2)***

2.1	<i>Student Enrollment and Profile</i>
2.2	<i>Catering to Student Diversity</i>
2.2.1 QIM	The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners
2.3	<i>Teaching- Learning Process</i>

2.3.1 QIM	Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences
2.3.2 QIM	Teachers use ICT enabled tools including online resources for effective teaching and learning process.
2.4	<i>Teacher Profile and Quality</i>
2.5	<i>Evaluation Process and Reforms</i>
2.5.3 QIM	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	<i>Student Performance and Learning Outcomes</i>
2.6.1 QIM	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 QIM	Attainment of Programme outcomes, Programme specific outcomes and course outcomes are evaluated by the institution
2.7	<i>Student Satisfaction Survey</i>

Qualitative analysis of Criterion 2

The faculty members in each department make efforts to identify slow learners and offer them remedial coaching to bridge the gap between slow learners and advanced learners. The Peer team was happy to notice that the university adopts student centric methods in teaching learning which were evident by various practices displayed to us to prove experiential learning, participative learning and problem solving methodologies. The team could see this at various departments of the university especially the CDMRP (Community Disability Management and Rehabilitation Program) of the Department of Psychology, the botanical

garden maintained by Department of Botany and Butterfly Garden maintained by the Zoology Department, the artefacts collected in Folklore Museum, the palm scripts collected in Manuscript Repository, etc.

The peer team also noticed that every classroom in every department has smart classroom either with the projectors or smart TVs and teachers are extensively using ICT enabled tools and online resources for effective teaching and learning. On verification of the policies and processes, the peer team could notice that the university had done a commendable work to integrate IT to bring in reforms in examination procedure and processes. From the review of the academic calendar and the gap between the end of the examination and date of publication of the results the team could come to a conclusion that, the university had invested heavily in improving the examination management system.

The university has integrated well-defined graduate attributes, generic and program specific learning outcomes in its curricula. The team noted that a multi-disciplinary approach is yet to be adopted. During the peer team visit to the departments, on specific questions related to integration of stated learning outcomes into the assessment process, the team couldn't get any evidence of such integration except oral affirmative statements made by the faculty members.

The peer team was not convinced with the activities to evaluate the attainment of Program outcomes, program specific outcomes and course outcomes. The faculty members conveyed that, though the system is in place, since it is less than one year the University implemented the LOCF, they are waiting for completion of one academic year for doing this evaluation of attainment. However the faculty members gave us proof for doing a mapping of the attainment of POs with COs.

***Criterion3 - Research, Innovations and Extension
(Key Indicator and Qualitative Metrics(QIM) in Criterion3)***

3.1	<i>Promotion of Research and Facilities</i>
3.1.1 QIM	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	<i>Resource Mobilization for Research</i>
3.3	<i>Innovation Ecosystem</i>
3.3.1 QIM	Institution has created an eco system for innovations including Incubation centre and other initiatives for creation and transfer of knowledge.
3.4	<i>Research Publications and Awards</i>
3.5	<i>Consultancy</i>
3.5.1 QIM	Institution has a policy on consultancy including revenue sharing between the institution and the individual and encourages its faculty to undertake consultancy.
3.6	<i>Extension Activities</i>
3.6.1 QIM	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	<i>Collaboration</i>

Qualitative analysis of Criterion 3

The research facilities, especially in the science departments, were very impressive. The University has well defined policy for constantly updating the research facilities and a copy of the Policy for promotion of research was submitted to the peer team for review. The University has created an eco-system for innovations which also includes an incubation

centre. The peer team noticed that, this centre was created recently and not much innovative ideas were being incubated there except for few ideas.

The University, though has a policy on consultancy taking care of revenue sharing between faculty members and the university, the peer team noted that the quantum of consultancy projects undertaken by the faculty members does not reflect the spirit of the policy. It was also found in many Departments that they were doing consultancy work for the betterment of the society without charging any consultancy fee. If these activities would have generated revenue, the University would have satisfied this criterion.

The extension activities carried out by the University is exemplary and commendable. The extension activities that the university is carrying out include a centre at Wayanad exclusively for the tribal communities in the region, benefiting the neighbourhood community through its expertise in offering free psychotherapy treatment through CDMRP (Community Disability Management and Rehabilitation Program), offering free healthcare facility including diagnosis and medicines free of cost to the neighbourhood community through their health care centre, and the community based LADDER program of Department of Physical Education in identifying sporting talents amongst students at an early stage in the neighbourhood community, nurturing them and facilitating their participation in major sporting events including Olympics which has resulted in many of its alumni receiving highest awards for the sports (Padmashri, Dhronaacharya, Khel Ratna and Arjuna Awards), which speaks volumes of the extension activities that the university is carrying out in the neighbourhood community and created tremendous impact on the society and also sensitises students to social issues. NSS wing of the University has done a commendable work of reconstructing about 213 houses to those families who have lost their houses due to floods.

University has also donated its land to the Government for construction of school (from Kindergarten to Higher Secondary) There are two play schools managed by the employees cooperative society of the University. The University is also managing a Crèche for the benefit of working mothers both in the University as well as for others.

***Criterion4 - Infrastructure and Learning Resources
(Key Indicator and Qualitative Metrics(QIM) in Criterion4)***

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

Qualitative analysis of Criterion 4

The University has very well laid out campus housed in more than 500 acres of land. The University has adequate built infrastructure to house the programmes that are being currently offered and also in the process of creating more infrastructure for some of the existing and future Departments. The University has adequate number of classrooms, laboratories, computing equipment, libraries (both central and departmental), printing press and publication division and hostels (for both boys and girls) to accommodate almost every student enrolled in the University. University also has adequate number of auditoriums,

guest houses, health centre, separate building for examination department, separate administrative block and academic blocks, sporting facilities such as indoor stadium, outdoor athletic track, football ground, Olympics size swimming pool, basketball grounds at multiple locations.

The University has adequate facilities for cultural activities, yoga, games and sports. The overall ambience of the campus is very impressive. The campus has lush green park and botanical garden, well laid out roads, adequate signage, lots of cafes to cater to the needs of the students, staff and visiting public and adequate number of male and female security staff, etc. The central library has very good collection of books, journals and periodicals and housed in a very big, well ventilated independent building. Apart from the central library, each department has its own departmental library which has a collection of subject specific texts, references and rare collections. The library is completely automated using an integrated library management system and has digitisation facility. The University also has very good IT infrastructure and well defined IT policy, and the University makes budgetary provisions for updating its IT facilities. The entire campus is Wi-Fi enabled.

The University also has a very well developed UGC-EMMRC (Educational Multi Media Research Centre) creating MOOCs for its own students as well as for students of other universities. The Internet Radio Station of the University is a very good facility to disseminate information both to the students and the neighbourhood community. They also have Teaching Learning Centre created under the Pandit Madan Mohan Malviya National Mission for Teachers and Teaching funded by MHRD.

The peer team also noticed that, there are established system and procedures for maintaining and utilising physical, academic and support facilities. The University has adequate budgetary provisions for upgrading and maintaining all the physical infrastructure on campus.

***Criterion5 - Student Support and Progression
(Key Indicator and Qualitative Metrics(QIM) in Criterion5)***

5.1 Student Support

5.2	<i>Student Progression</i>
5.3	<i>Student Participation and Activities</i>
5.3.2 QIM	Presence of Student Council and its activities for institutional development and student welfare.
5.4	<i>Alumni Engagement</i>
5.4.1 QIM	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

During the interaction with the students and research scholars of the University, the peer team noticed that more than 90% are receiving fellowships and scholarships from various agencies. The University has a career counselling and guidance centre which facilitates coaching for its students to clear competitive examinations and other qualifying examinations such as JRF, NET, GATE etc. Good number of their students have cleared NET and SLET. The University conducts a number of skill enhancement activities to improve the soft skills, communication skills, life skills, etc.

The University has also set up a tribal centre at Wayanad to empower the tribal students of the region. The University provides 24x7 learning space in the library for its students. There is a scheme called SUVEGA, which is a dedicated call centre to cater to the requirements of students having queries about academic, examination and other issues.

The University has a very well-defined hierarchical model of grievance redressal mechanism for addressing students' grievances. The University has a robust feedback capturing mechanism, using digital technology. The University has zero tolerance policy for ragging and sexual harassment. It has constituted all the statutory committees mandated by various statutes and regulatory bodies. All such committees have students' representations.

The University has placement committee which carries out placement related activities and also conducts annual job fairs. Most of the placements happened through job fairs. The placement scenario is not

systematised and requires strengthening of the same.

The students' participation in the inter-university/state/national/international sports activities are remarkable and they have been winning a lot of medals and awards in such activities.

The DSU (Departmental Students Union) is formed democratically by students electing the representatives. The students union has elected students as office bearers and it organises cultural fest, literary fest, sports fest etc. The students union as briefed by various stakeholders seems to be very powerful union which has its influence on all the decision making processes of the university.

During the peer team's interaction with the alumni, the peer team could note that alumni association is a registered entity with approved by laws. The University has provided a well-furnished office and other facilities. Office bearers of the Alumni association are elected every year. Since the university is more than 50 years old, it is blessed with robust alumni base, which includes Olympic gold medal winners like P T Usha, Anju Bobby George, Dhronacharya Awardees, Khel Ratna Awardees, Arjuna Awardees etc. It also has few Bhatnagar awardees in Science and Technology, Gnananpeeth awardees in the field of Literature and an admirable number of alumni and teachers who have reached the level of Vice Chancellors in various universities. Many Alumni have institutional awards for meritorious students and have created endowments in the name of their Professors. Many alumni also supported the departments to enhance infrastructure facilities. Alumni have made very significant contribution to the Golden Jubilee Celebration in the year 2018.

***Criterion6 - Governance, Leadership and Management
(Key Indicator and Qualitative Metrics(QIM) in Criterion6)***

6.1	<i>Institutional Vision and Leadership</i>
6.1.1 QIM	The institution has a clearly stated vision and mission which are reflected in its academic and administrative governance.
6.1.2 QIM	The effective leadership is reflected in various institutional practices such as decentralization and participative management.

6.2	<i>Strategy Development and Deployment</i>
6.2.1 QIM	The institutional Strategic plan is effectively deployed.
6.2.2 QIM	The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules and procedures, etc.
6.3	<i>Faculty Empowerment Strategies</i>
6.3.1 QIM	The institution has a performance appraisal system, promotional avenues and effective welfare measures for teaching and non-teaching staff .
6.4	<i>Financial Management and Resource Mobilization</i>
6.4.1 QIM	Institutional strategies for mobilisation of funds and the optimal utilisation of resources
6.4.4 QIM	Institution conducts internal and external financial audits regularly
6.5	<i>Internal Quality Assurance System</i>
6.5.1 QIM	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 QIM	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

The university has a clearly stated vision and mission which are reflected in academic and administrative governance. The vision and mission documents were displayed at all conspicuous places reminding every stakeholder in the university to work towards attaining the vision of the university. The effective leadership of the Vice Chancellor, Pro

Vice Chancellor, Registrar, and various officers of the university is reflected by the decentralisation of various institutional practices and also in the participative management of the university. Every officer/employee with whom the peer team interacted was clear of his/her roles and responsibilities which was glaring evidence for the decentralisation of administration.

Though we couldn't see any document depicting the long term strategic plan of the university, the strategic plan was visible and explained to the peer team at each department during the presentation made by the Head of the department before the peer team members. The peer team noticed that, the institutional bodies are functioning in very effective and efficient manner which is evident from well-defined policies. The organogram, the administrative set up, rules and procedures enables quick decision making.

To empower the faculty, the university has created the strategies like performance appraisal systems, promotional avenues, and effective welfare measures not only for the faculties but also for the non-teaching administrative staff. The university has strategies for mobilisation of funds especially from the state government sources and also has strategies for optimal utilisation of the resources. However the strategies for mobilising funds from the Union Government, various philanthropic institutions, corporate houses through CSR funds, etc need improvement.

Being a State Public University, the university strictly follows all financial rules of the government and conducts internal and external audits regularly. The audit by the Kerala Government and also by CAG is also a regular feature. The university has very effective internal quality assurance cell which contributes significantly for institutionalising the quality assurance strategies and processes by constantly reviewing the teaching learning process, structures and methodologies of operations at periodical intervals. At a very lengthy interaction between Peer team and the IQAC team, the IQAC gave us a glimpse of how it is exercising control over the quality parameters of the university activities. We have also witnessed the incremental improvement made with regard to quality and also the post accreditation quality initiatives taken by the IQAC and the university.

<i>Criterion7 - Institutional Values and Best Practices (Key Indicator and Qualitative Metrics(QIM) in Criterion7)</i>	
<i>7.1</i>	<i>Institutional Values and Social Responsibilities</i>
7.1.1 QIM	Measures initiated by the Institution for the promotion of gender equity during the last five years.
7.1.3 QIM	Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words) • Solid waste management • Liquid waste management • Biomedical waste management • E-waste management • Waste recycling system • Hazardous chemicals and radioactive waste management
7.1.8 QIM	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 QIM	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 QIM	Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).
<i>7.2</i>	<i>Best Practices</i>
7.2.1 QIM	Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.
<i>7.3</i>	<i>Institutional Distinctiveness</i>
7.3.1 QIM	Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

Qualitative analysis of Criterion 7

The initiatives taken by the University over the long period of time has actually resulted in having almost 80% of women students in the campus. The effective functioning of the Department gender studies and the various gender sensitizing initiatives taken by the University as created a safe and secure campus for women.

The University has facilities for solid waste management, liquid water management, e-waste management and waste recycling system which are fully functional. The use of food waste in the kitchens in the hostels for conversion as bio gas with an in-house made bio gas plant is the highlight of the University converting a waste into a resource. The university has taken a lot of green initiatives by having rain water harvesting ponds at multiple locations and rain water harvesting structures at many buildings. The University also uses the solar power to offset some of its power requirements by generating solar power and using renewable energy. The university uses air conditioners at very limited places for reducing the emission of greenhouse gases. University has provided a plenty of bicycles for the use of students on campus and also a battery operated car.

The university has created an inclusive environment by providing admissions for all students irrespective of religion, caste or sex. The university, located in an area with lot of minority communities and tribal population caters to the needs of all these people. The university also has set up off campus centres at two locations to cater to the needs of tribal population. The university is also taking pride in having a sizeable number of students belonging to the LGBTQ+. The virtues of tolerance and harmony are depicted through various cultural and religious activities carried out by students and supported by the university.

The students and staff of the university are sensitised with the constitutional obligations, values, rights, duties and responsibilities of the citizens which are visible by the slogans printed on boards fixed at many public places within the campus of the university, explaining these constitutional values. The university has also placed before the peer team plenty of evidences to prove that university celebrate and organise various national and international commemorative days, events and festivals.

The university has number of best practices especially with respect to relationship and effective collaboration with people in the neighbourhood community by providing a lot of community based services absolutely free of costs. Programs such as CDMRP and LADDER of the university are worthy enough to be called the best practices which is being successfully implemented.

The botanical garden, the CDMRP of the psychology department and LADDER of the Physical education department are some of the distinctive features of the university. There is a scheme called SUVEGA, which is a dedicated call centre to cater to the requirements of students having queries about academic, examination and other issues.

Section III:OVERALL ANALYSIS (based on Institutional strengths.Weaknesses,Opportunities & Challenges(SWOC)(up to 500 words))

Overall Analysis

The State Public University is catering to the higher education needs of the Malabar, a backward region of Kerala state having major population of minorities, tribal and marginalised communities. There is a diversity of students coming from minority and tribal communities and maintaining harmonious relationship among stakeholders.

The botanical garden, green houses, Public Park and collection of rare species of plants completely maintained by the faculty, staff and students of the Department of Botany is a major feature of the University. The experiential learning provided by the Department of Psychology through CDMRP (Community Disability Management and Rehabilitation Program) recognised by UNESCO is yet another major feature.

The community based LADDER program of the Department of Physical Education in identifying sporting talents amongst students in the neighbourhood community at an early stage, nurturing them and facilitating their participation in major sporting event including Olympics which have resulted in many of its alumni receive the highest awards for the sports (Padmashri, Dhronacharya, Khel Ratna and Arjuna Awards) is yet another major feature.

There is a scheme called SUVEGA, which is a dedicated call centre to cater to the requirements of students having queries about academic, examination and other issues.

The effective leadership of the Vice Chancellor, Pro Vice Chancellor, Registrar, and various officers of the university is efficient enough to provide result oriented quality enhancement practices and approaches. As per NEP 2020, it has the potential in itself to be developed as a MERU (Multidisciplinary Education and Research University).

Section IV: Recommendations for Quality Enhancement of the Institution

(Please limit to ten major ones and use telegraphic language)

(It is not necessary to indicate all the ten bullets)

- Establishment of a Multidisciplinary Research Centre with optimal utilization of the Central Instrumentation Facility. The University needs to establish collaboration with industries and foreign universities for joint research and for student teacher exchange program.
- The University requires to undertake special efforts to attract international students especially from the Middle East by establishing a special International Relationship Centre.
- The University needs to create a robust system for procuring paid consultancy projects.
- The University needs to create a robust Placement and Training Department and a finishing school to prepare students for employment.
- The University shall establish new programmes, departments and Centre of Excellence in emerging areas such as Artificial Intelligence, Machine Learning, Robotics, Big Data Analytics, Block chain Technology, Sports Medicine, Sports Management, Sports Law, Maritime/Port & Shipping Management and Logistics, Hospitality & Tourism, Digital Media, etc.

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

Signature of the Peer Team Members:

Sl.No	Name		Signature with date
1	Sudhir Gavhane	Chairperson	
2	Sanjeevi Shanthakumar	Member Co-ordinator	
3	B William Dharma Raja	Member	

4	Dr Praveen BM B M	Member	
5	JAGDISH PRASAD	Member	
6	Avinash Pathardikar	Member	
7	Prof. Amiya Kumar Rath	NAAC Co-ordinator	

Place: Date