

**DRAFT REPORT OF THE PEER TEAM ON INSTITUTIONAL  
ACCREDITATION OF KUVEMPU UNIVERSITY**

**18<sup>th</sup> – 20<sup>th</sup> DECEMBER 2001**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL,  
BANGALORE**

**DRAFT REPORT ON INSTITUTIONAL ACCREDITATION OF KUVEMPU  
UNIVERSITY**

**SECTION - A**

**PREAMBLE**

Kuvempu University was established by an Act of Karnataka Legislature in 1987 with territorial jurisdiction encompassing four revenue districts: Shimoga, Chitradurga, Chikmagalur and Davanagere district. The region in which the University is situated is historically known for its ideological, socio-cultural and political movements and a rich heritage. Even before the birth of Kuvempu University the people in the area had established many educational institutions and the then Mysore University had two of its post-graduate centres one at B.R.Project (1974) and another Davanagere (1979). With the creation of full-fledged Kuvempu University, the various academic activities, teaching, research offered by these institutions have been brought under the umbrella of the new University. The enlightened leaders at the initial phase of this University evolved its institutional policies and mission statements with a general aspiration to promote the secular and humanistic ideals of the poet Kuvempu.

The main campus of the University extends to an area of 230 acres and the P.G. Centre campus at Davanagere has an area of 73 acres. The University within a short period of 10 to 15 years has evolved into an important centre for higher studies with a wide range of academic programmes, which include 11 under-graduate courses and 25 post-graduate courses in the faculties of Arts, Science, Commerce, Business Management, Education, Physical Education, Computer Application, Fine Arts, Law, Library and Information Science. In the case of post-graduate education the University has designed a broad curriculum offering a spectrum of curricular options for specialisation in areas like, Kannada, English, Hindi, Urdu, Sanskrit, Commerce, Business Management, Science and Technology.

There are 128 affiliated colleges offering the undergraduate programmes. “Kuvempu University” today is one of the vibrant centres of learning in the region, which is evident from the large number of students both boys and girls seeking admission to different programmes. About 32,000 students (13,493 girls and 18,303 boys) are pursuing various courses in the affiliated colleges. There are over 1000 students on the University

campus doing P.G/Ph.D programmes. The authorities of the University are striving to develop an adequate infrastructure, both physical and human, to ensure quality in teaching and research. Despite a temporary ban in the recruitment of teachers by the Government, the University is able to start and manage new departments in some of the emerging areas with employment opportunity both in the national and international job market. The University has recruited 91 faculty members on permanent basis out of which 68 faculty members possess Ph.D. Degree, three M.Phil. and 20 teachers post-graduate degree. In addition to the permanent faculty, University has introduced the system of employing guest faculty and nearly 60 teachers for maintaining the necessary standards in the matter of instruction.

The peer group was impressed with the fact that despite the rural location of the University, many bright and highly qualified teachers have joined the University with a commitment to impart higher education. The University is exercising a lot of caution in the formulation of its academic policies and decisions with reference to relevance of the courses introduced from time to time.

The Kuvempu University authorities, keeping in view both the strengths and weaknesses of the University, especially in the context of current formative phase, felt the need for accreditation of its various achievements and submitted a self-study report to NAAC in the month of November 2001. In response to the request of Kuvempu University NAAC constituted a Peer Team Committee consisting of Prof. Malla Reddy, Former Vice-Chancellor of Osmania University, Prof. C. Thangamuthu, Professor and Head, Department of Economics, Bharathidasan University, Prof. C.T. Indra, Head, Department of English, University of Madras and Prof. T.D.Radhakrishnan Nair, Professor of Chemistry, Calicut University as members. Dr. Latha Pillai, Advisor, NAAC, provided the necessary support to the process of accreditation. The Committee visited the University from 18<sup>th</sup> to 20<sup>th</sup> December 2001 and examined the various programmes offered by the University, facilities created and over all performance of the University. The Committee also interacted with the various constituents of the University i.e. Vice-Chancellor, the members of the Syndicate, the members of the faculty, non-teaching staff, the students and principals of affiliated colleges. The Committee based on series of deliberations within the peer group and with a positive expectation that the University eventually shall develop into

a very prestigious centre of excellence in the country, has prepared the following accreditation report for the benefit and consideration of the University authorities.

## **SECTION - B:**

### **Criterion I: Curricular Aspects**

The University offers 25 Post-Graduate programmes in the faculties of Arts, Commerce and Science and Technology. These include 18 programmes offered on the main Campus, five at Post-Graduate Centre, Davanagere and two in one of its constituent colleges (Sahyadri College, Shimoga). M.A. Economics is offered both at the Main Campus and at the PG Centre and hence the actual number of programmes (exclusive of this repetition) is 24. M. Phil Programmes offered earlier in most of the Departments have since been discontinued from the year 2001-02 in pursuance of the policy decision of the Inter University Board of Karnataka. Ph.D. Programmes are available in all the 24 disciplines. One PG Diploma and 11 Under-graduate programmes are offered through the constituent colleges. Considering the infant stage of the University, the available programme options may not be considered too limited. Further, some of the programmes are in the thrust areas with career orientation (for instance, MCA, MBA, Earth Science and Resource Management, Environmental Science, Bio-technology, Micro-biology, Bio-Chemistry, Industrial Chemistry, Library and Information Science). And some of these programmes are also inter-disciplinary in nature. However, inter-departmental collaboration needs to be further strengthened in teaching the courses. Such co-ordinated efforts are emphasised, particularly in view of the faculty constraint in many Departments.

The choice-based credit system could be introduced along with the Semester Pattern and it would provide adequate flexibility for the students in choice of courses in consonance with their potentials and interests. The University may contemplate along these lines while switching over to semester system proposed from the next academic year.

The Project work/Dissertation are compulsory components only in a few programmes and that too with a weightage of 50 marks equivalent to just half of a course work. In other programmes, Field work / Study tours have been included. The latter, though useful, may not be a good substitute for project work. It may be better that Project

Work is introduced in all the PG programmes, with adequate weightage at least equivalent to a course work, so that the students could be motivated to devote due attention for this.

The syllabi for various programmes are generally revised once in three years. In some of the fast changing disciplines such as Computer Applications, it may be even desirable to go in for more frequent revision, without sticking to the 3-year periodicity. Further, the University Departments can be provided with Departmental academic autonomy for designing their curricula, in tune with the discipline-specific requirements and free from the structural rigidities generally imposed in the name of uniformity across the faculties.

The curriculum offered at P.G. level is need based including the knowledge required for competing in national level exams like NET. However a more open-ended approach to interface the syllabi with the on-going developments in the frontiers would help in promoting excellence in the University system. The thrust for local or regional relevance also need to be viewed from this perspective. The curriculum of the University may need to focus on the global market in the emerging scenario, the emphasis on regionally relevant problem-solving research/ extension work notwithstanding.

There is no formal feedback mechanism to find out the appropriateness of the curricula to the job market. In the Board of Studies, one or two members representing distinguished alumni and user agencies may be inducted either as co-opted members or as special invitees. Besides, the Board of Studies, the University has the Department Council, Committee of Deans and Research Review Committee and Academic Council to deal with curricular matters.

Initiation of new programmes in the present juncture is, of course, subject to the clearance from the State Government, particularly in sanctioning teaching positions. The University can explore the possibilities of launching some self-supporting programmes, which may have employment relevance. In this regard, it is commendable that it has launched MCA purely on self-supporting basis, co-ordinated by the Mathematics Department.

The programmes could also be enriched by introducing one or two extra courses in computer applications, communication skills, as a common component of PG curricula.

At the UG level, the University also takes into account the views of those teachers actually handling the subject, which emerge in subject level workshops. It is appreciable that the University has already recommended autonomy to be conferred on five of its affiliated colleges.

## **Criterion II : Teaching-Learning and Evaluation**

The student admission to programmes is done on the basis of student performance in qualifying examination and/ or academic record, subject to the reservation policy of the Government. However in the case of MBA programme University has introduced entrance examination for admission to this programme.

Besides the class room instruction, other avenues of learning include peer teaching, seminars, field work, project work (in a few Departments), educational tours, assignments, and exercises. The use of audio-visual aids in teaching can be made a more regular feature. The weaker students are given bridge/remedial courses in some of the Departments. The system can be more formalised particularly for the benefit of the weaker sections.

The number of teaching days is appreciably high (240 as against the stipulated minimum of 180). The teaching efficiency is reflected fairly in the performance of the students in University examinations. Despite restrictions imposed by the Government on new appointments the University has guest faculty for fulfilling the teaching obligations. And most of these part-time faculty are having just PG qualifications. However the retention of good teachers identified on the basis of their performance needs to be addressed by all concerned without any further delay in the interest of quality of teaching learning.

The evaluation system follows single valuation at the UG level and double valuation at the PG level (one by the course teacher and the other by an external examiner). There is provision for revaluation and retotalling at the UG level. The student can also get

the xerox copy of the answer scripts and this is a welcome practice lending credibility and transparency to the system. When it comes to question paper setting, at the PG level, two sets of question papers are set for each of the courses, one by the internal course teacher and the other by an external expert. The controller picks any one of them, at random, in such a way that 50 percent question papers are by the course teachers and the other 50 percent question papers would be from outside experts. This is fairly a rational approach. The question paper pattern may be revised to include sufficient component of problem solving and objective type questions. It is also commendable that the examination schedule is adhered to, without serious dislocation and the consequential delay. The examination wing is computerised by adopting a software which takes care of almost all aspects of examination.

The teachers are encouraged and supported to participate in Seminars and Conferences. The computer training for teachers is arranged by the University. More intensive use of available computers and also strengthening the use of computer-aided learning would go a long way in improving the teaching-learning efficiency.

The linkages with other centres /agencies for collaborative teaching/ research programmes need to be strengthened.

### **Criterion III – Research Consultancy and Extension**

The University aspires to translate the secular, humanistic vision of the leading Kannada writer and Jnanapeetha Award winner Sri Kuvempu, after whom it is named. The research in social sciences departments focuses on contemporary and social dimensions such as, Gram Panchayat Raj System, Post-colonial history and field study of rural and urban sociological problems. In science departments, the focus is on the environmental and ecological studies of the region; on the medicinal plants, on the regional industrial network, Bio-Technology etc. In the language departments and social sciences too the thrust areas in research are related to Kannada culture, folklore, history and contemporary issues. The research interests in these directions deserve to be pursued more rigorously.

The different departments in the science faculty tend to concentrate on the thrust areas do whatever is possible on their part for the promotion of research culture and its sustenance. Some major projects have been completed successfully by Departments like Industrial Chemistry and Applied Zoology. The departments such as Chemistry, Applied Geology, Commerce, Environmental Science, Physics have major on-going research projects. Most of the faculty members have some research publications to their credit and about 65% of them guide research work. The Industrial Chemistry Department has initiated some consultancy service on water quality management and also generate some amount of money. The University can formalise the modalities of resource sharing in consultancy projects. The steps taken for establishing a University Industry Cell for disseminating the expertise available in University and also co-ordinating the consultancy services, is one important move.

Among the language departments Kannada has an ongoing major research project and has an appreciable number of publications. The History and Archaeology as well as the Sociology Departments have also carried out projects worth mentioning. Generally most of the Departments are under-staffed. Addition of more teaching faculty would help in a major way to initiate better research, consultancy and extension activities. There is good scope and potential for every department to initiate research activities and their extension for the benefit of the society. Filling up the faculty position, provision of more facilities and development of infrastructure by way of improving laboratories and more equipments can help improve the situation. Some of the faculty members such as in Applied Zoology do enthusiastically take part in sharing their knowledge for the social benefit through different extension activities including publication of popular articles in local vernacular magazine. There is some collaborative research efforts in the Department of Chemistry.

It is quite commendable that the Department of Chemistry has an exchange programme with the University of Sunderland in the U.K. as part of a collaborative research work. The linkage with national / international research centres need to be encouraged further to improve the visibility of the University.



#### **Criterion IV - Infrastructure and Learning resources.**

The physical infrastructure include Science and Administrative blocks, hostels, a good guest house, two well-furnished conference halls and fairly well-furnished office accommodation. The present infrastructural facilities are being used to the maximum extent. However, the optimum requirements as far as laboratory equipments and space in departments like Physics, Applied Geology, Environmental Science, Biotechnology, Applied Botany, Micro-biology, Bio-technology and Applied Zoology need to be strengthened. In general more of scientific equipment facilities including the sophisticated ones can lead to better research output.

The library has more than 52,000 volumes and researchers and faculty members have access to computer facilities, internet, e-mail and CD ROM and INFLIBNET facilities. The internet facility needs to be strengthen for with additional terminals and also timing of the internet use be increased. The sports and games facilities are there to a satisfactory level. The proficiency levels in sports and games need improvement. The roads in the campus, the electricity supply have been provided and maintained alright. A centralised facility for use and maintenance of science equipments (USIC or a central workshop) would be a welcome addition.

The hostels are well maintained. But there is need for expanding hostel accommodation in view of the location of the University in an isolated, rural pocket. There is a small canteen in the campus.

The P.G. Centre at Davanagere has quite an impressive and well-designed building complex, fully donated by one of the leading educational agencies of the region. This is a fine gesture on the part of the philanthropist.

#### **Criterion V – Student support and progression**

The environment in the University is generally conducive for the students to engage in studies. The University has counselling service and some of the individual departments have taken the initiative to contact prospective employers and got a few placements for their outgoing students (Industrial Chemistry, Chemistry, Business

Administration). A more concerted effort may be made by the institution to arrange for placement services.

- Some of the Alumni in a few Departments are offering professional support to their respective departments by way of lectures and seminars. However individual departments may think of forming their own Alumni Association and through them muster financial support for cutting-edge programmes conceived of for the future.
- Many students are recipients of Government of India scholarships and stipend. The SC/ST cell monitors the scholarships for the dalit students and also arranges some coaching programmes for competitive examinations. There are also some doctoral fellowships with financial support from University. The University has set up a development fund out of which some assistance could be offered to the deserving students of weaker sections.
- Since English proficiency is needed at the Master's level, remedial coaching classes to the students belonging to SC / ST and the economically weaker sections of the society are conducted by the English Department.
- The library offers centralised service since in many cases there is no separate departmental library as such except a few collections in some Departments. There is internet and the e-mail facility as well offered to the students on a moderate charge.
- Personal and academic counselling is being offered to the students in an informal way. There is an employment guidance bureau with a full-time officer, supported by the Government of Karnataka.
- There is no mechanism to keep track of student progression to higher studies and for employment. While the Departmental alumni may help in this regard to some extent, the launching of website for various departments along with the University could facilitate better follow-up of the past students by the University.
- It is noted during the visit that a good number of their students are able to clear GATE / NET / SLET examinations. The database on the employment profile of the students who have graduated needs to be built up.

## **Criterion VI – Organisation and Management**

The autonomy of the Universities is an essential requirement for promoting excellence in higher education. The peer group feels that there should be adequate freedom coupled with accountability for the Universities to discharge their responsibilities as pivotal agency in the sector of tertiary education. The constitution of authorities and the appointment of top officers of the University may need to be done so as to reflect the ethos and academic culture of a centre for learning.

The organisation structure of the University is provided for in the Karnataka State Universities Act common for all universities in the State. As per that Act, the Syndicate is the supreme executive body of which the Vice-Chancellor is the chairman and the Registrar the member secretary. All the members of the Syndicate are either nominated or ex-officio members. This may largely obviate the University campuses of the possible politicisation. At the same time it may be necessary to avoid excessive bureaucratisation of the system.

As per the new Act the Senate has been abolished and the powers are distributed between the Syndicate and the Academic Council. The other important statutory body is the Finance Committee. The Board of Studies, the Departmental Council and the Review Committee are some of the salient features wherein the academics have freedom of decision making. There is also a Planning, Monitoring and Evaluation Board which could be activated to go in for a perspective plan for the development of the University. While planning for the future the potential for the faculty and their aspirations may also be reflected.

- The University provides the customary welfare schemes for its employees.
- The Dean, Students Welfare, acts as instrument of grievance redressal for the students in general. The concerned faculty at the Department level also partake in redressing the student redressal.
- In the matter of financial management, efforts have been taken by individual departments to mobilize resources from different agencies, especially in Science through projects. The University itself has set up a University Development Fund by collecting fees from all the students of the affiliated

colleges and the University Department and it has already touched the level of Rs.1.80 crores. This is quite a commendable measure of resource mobilisation. It is quite heartening to note that the staff and faculty also contribute towards this Development Fund. 10% of the total budget is allocated to academic programmes. It does not include salaries of the employees. There may be some special thrust for strengthening some of the lab-oriented new Departments.

- The University has constituted a research review committee to regularly review the research work done and also scrutinise and recommend research proposals for financial assistance.

### **Criterion VII – Healthy Practices.**

The University within a short period of over 10 years has adopted many healthy practices, which may eventually prove to be lasting healthy traditions. The peer group was impressed by the efforts taken by the University to initiate some of the healthy practices as mentioned below;

- There are some effective steps taken to introduce needbased courses, especially in Industrial Chemistry, Bio-technology, Applied Botany, Environmental studies, Geology.
- Industry linkage has been established in certain science areas eg. waste-water management, drinking water analysis, ground water resource management.
- Examination system has been fully computerised which model has been emulated by a few other Universities.
- There are an impressive number of chairs of excellence / endowments: Dr.Shantinath Desai Memorial Endowment under which eminent academics and writers have been invited to lecture; Dr. Ambedkar Centre which has arranged for lectures by well-known social scientists besides seminars and workshops; Sri Abdul Nazeer Sab Chair for Panchayat Raj and Decentralisation through which workshops and seminars have been conducted; Basavewhara centre which has adopted a village as a social laboratory; and the Gopal Gowda Chair for the study of parliamentary democracy. The ‘Veerashaive chair’ and

Kuvempu Chair instituted recently have added to the academic climate of the University

- A special thrust has been given for inducing the UG students of affiliated colleges, by adopting a scheme of weightage given to those students, who have performed better in the adult literacy service.
- The University organises a monthly Science and Arts Colloquia and promotes dissemination of research findings among the faculty. These monthly meets are addressed by the University faculty and also invited speakers.
- Prasaranga is an independent academic unit of the University, which conceives of many awareness programmes addressing issues, which are social, political, scientific and environmental. It is indeed a progressive venture. The vernacular publications of research findings brought out by Prasaranga have a bearing on the community and it is commendable. There are three journals, one for humanities and two for science planned by the University and the latter has just come out published by Prasaranga.
- The financial administration is largely computerised.
- The University has initiated and successfully implemented a unique form of resource mobilisation by means of its University Development Fund through which every student is required to pay a sum of Rs.50/- p.a. In the process the University has been able to generate a substantial amount of corpus fund. The monthly contribution made by the V.C., the teaching and the non-teaching staff towards the UDF is a fine gesture.

## **SECTION – C**

### **OVERALL ANALYSIS:**

The 14 year old Kuvempu University is an affiliating conventional University situated in the picturesque Malnad region, 25 k.ms. away from Shimoga. The University characterised by ethos of the region and international learning environment presents a picture of today's 'global village'. The main campus Jnana Sahyadri which extends over an area of 330 acres is in the process of development and still it is in formative stage. In view of the fact that the University is one of the youngest Universities in the country and

small in size, the authorities are able to visualise a highly ambitious at the same time realistic strategic plan for future development of the University. The several visionaries associated with the establishment and shaping of the University during last 10 years have conceived a pragmatic blue print for its academic programmes and the process of true translation of this blue print is evident from the nature of campus developmental activities. The University is named after the great doyen of Kannada literature, Jnana Peetha laureate Sri Kuvempu and it stands for secular humanistic values advocated by philosopher poet Kuvempu.

330 acres of Jnana Sahyadri campus house 18 post-graduate departments of studies and research in the faculties of Arts, Science, Technology, Commerce, and Engineering. The post-graduate centre, with five departments is located at Tholahunase, near Davangere city, in an equally beautiful ambiance known as Shivagangotri and connected to the main campus through road and bus service. The University has its academic jurisdiction over four revenue districts of Karnataka namely Shimoga, Chitradurga, Chikmagalur and Davanagere. The University including 121 affiliated colleges under its academic control is able to extend higher educational opportunities to a large number of students in this rural area specially coming from lower strata of our society and first generational learners. The educational opportunities thus created by this University are indeed helping in creation of new leadership and upward social mobility in the rural areas of this region. The courses offered by the University in the faculties like Arts, Science and Technology, Commerce, Education, Engineering Library Science reflect the various changes and exponential growth of knowledge in the modern intellectual disciplines. The creation of new departments in some important areas like Bio-technology, Environmental Science, Microbiology, Bio-chemistry, Industrial Chemistry, Computer Applications and several other courses is a point in this direction.

The University is experiencing a serious financial crunch which is evident from the budget. The University has initiated certain measures for mobilization of financial resources through contributions. It has laid down a policy on the basis of which the University collects Rs.50.00 from every student and every teacher in the form of contribution which is mandatory. The University has to explore many other avenues for resource generation to enable it to create sizable amount of corpus fund for its sustainable

development and for ensuring and enhancing quality. It is indeed commendable that the University is using the limited funds available with a deep sense of accountability. The peer team also noted an unusual enthusiasm and commitment on the part of the faculty. The number of seminars, symposia workshops and conferences held in the University during last 2 years substantiate the above observation. It is equally gratifying to note the University has given highest priority to such academic programmes as a policy and created a healthy tradition of inviting eminent academicians and scholars as visiting professors to various departments. During the period 2000-2001, 6 former vice-chancellors of Indian Universities were invited as visiting faculty. The activities under the aegis of chairs and the study centres in different P.G. Departments have made a significant contribution in creating a new awareness in the region with a focus on the environmental issues and the decentralisation of administration in the local areas, a commendable achievement.

The University in its attempt to modernise its functioning, has computerised the examination system and trained its employees in computer application. The innovations like use of photographs, lamination and hologram in the marks cards etc., are commendable practices which can be emulated by other Universities.

The University has been doing significant work in extension research and consultancy. 'Prasaraanga', an independent extension and publication wing in the University is organising many seminars and awareness programmes for the benefit of the students and the community around. In the case of library CD ROM and INFLIBNET facilities were introduced and very recently Information Technology modes are also adopted.

The University is striving to receive adequate financial aid from the University Grants Commission for undertaking major research projects. In addition to their efforts it is informative that University starts self financing courses as a pragmatic policy.

As the peer team has already stated the University has set its goals and is moving in the right direction. However the peer team would like to offer the following recommendations for formulating its strategic master plan or blue print for its future development.

- The choice-based credit system could be introduced along with the Semester Pattern and it would provide adequate flexibility for the students in choice of courses in consonance with their potentials and interests. The University may contemplate along these lines while switching over to semester system proposed from the next academic year.
- Project Work may be introduced in all the PG programmes, with adequate weightage at least equivalent to a course work, so that the students could be motivated to devote due attention for this.
- The University may consider having a Continuous Internal Assessment of 25% which may progressively be increased.
- Student evaluation of teachers may be introduced as institutional decisive policy.
- The peer group recognises the fact that the many State Governments are reducing the budget allocations for their respective Universities, in view of the growing financial crunch and Karnataka State can not be an exception in this respect. In the light of this situation it is imperative for the University to start self-financing courses in important areas of higher education with well-conceived policies with a special focus on fee structure, the financial support to economically disadvantaged students and man power requirements.
- The categorical embargo on the recruitment of new faculty including in the programmes offered on self-financing basis, amounts to total erosion of autonomy of the University. The peer group strongly recommends that the Government of Karnataka re-examine and revise this policy to ensure a reasonable degree of freedom for decision making for responsible University authorities particularly in the matter of recruitment of teachers for maintaining standards.
- The quality of teaching and research depends largely on the quality and competency of the teachers. The University on the basis of the performance of the guest faculty recruited from time to time should be able to identify potential teachers and retain their services. Such practice of “retention of good teachers” shall go a long way in strengthening the quality of teaching and research in Kuvempu University.



- The faculty of University in consultation with the management should organise collaborative academic programmes. The necessary structural arrangements between partner Universities should be worked out with a symbiotic approach for the mutual benefit of collaborative Universities. An effective collaboration shall help in sharing of resources, exchange of faculty, cognitive expansion and sharing of knowledge.
- University-Industrial relationship is a much discussed concept in higher education. Looking at the location of Kuvempu University and the neighboring industries the peer team strongly feels that the University should explore the possibility of translating this concept of University-Industrial relationship through strong linkages with neighboring Universities. An institutionalised “relationship” with clear objectives, can be a model for other Universities in the country.

Many eminent scholars and enlightened leaders in this area have played very significant role in shaping this University. It is heartening to note the University under the dynamic administration of present Vice-Chancellor has made considerable progress during last 3 years. The peer group places on record its sincere appreciation for the contribution made by the present Vice-Chancellor in promoting a sense of enthusiasm and a pervasive sense of discipline among the faculty and the students. The peer team places on record its appreciation of the co-operation extended by all constituents of the University for the successful completion of its task.

Prof. Malla Reddy  
(Chairman)

Prof. C. Thangamuthu  
(Member)

Prof. C.T. Indra  
(Member)

Prof. T.D.Radhakrishnan Nair  
(Member)

Signature and Seal of the  
Head of the Institution