

## **CRITERION VI: GOVERNANCE, LEADERSHIP AND MANAGEMENT**

### **6.1 Institutional Vision and Leadership**

6.1.1 State the vision and the mission of the University.

#### **VISION**

“Emerge as a premier higher learning institution by creating, advancing and disseminating knowledge with collective wisdom, through value imbued holistic education for peaceful, sustainable and humane society”

#### **MISSION**

“Educating and empowering the learners to realize their potential through righteous blending of knowledge, skills, and values for serving the society”

The University strives to realize its vision and mission by:

- Facilitating learner centric multidisciplinary course curriculum, pedagogy and resources through technology enabled joyful and diverse learning environment.
- Achieving excellence for world class competencies in teaching, research and extension.
- Promoting multidisciplinary research and scholarship.
- Providing demand driven educational programmes for enhancing skills and employability.
- Emphasizing value guided competencies among learners for developing socially responsible professionals and leaders.
- Evolving educational processes to ensure balance between head, heart and hand for holistic personality development.
- Exploring global opportunities for stakeholders through international collaboration.
- Nurturing a culture of pride, ownership and belongingness for attracting and retaining human resources.
- Promoting autonomy with accountability through participatory, transparent and value-based governance.
- Adapting environment friendly and energy efficient best practices for sustainable development.
- Addressing issues and priorities for empowering local community with a global perspective.

6.1.2 Does the mission statement define the institution’s distinctive

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characteristics in terms of addressing the needs of the society, the students it seeks to serve, the institution's tradition and value orientations, its vision for the future, etc.?

Yes, mission statement defines the institution's distinctive characteristics in terms of addressing needs of the society. University facilitates learner centric multidisciplinary course curriculum, pedagogy and resources through technology enabled joyful and diverse learning and offers demand driven educational programmes for enhancing skills and employability. University offers professional courses in large numbers who are specialized in emerging areas in Education, Science, Energy and environment Engineering, Management, Computer Sciences, Information Technology, Life Sciences, Bio-technology, Bio-informatics, Laser Technology, Chemical Sciences, as well as Commerce, Economics and Business.

Society needs are addressed in the University by maintaining high quality teaching-learning processes and research and work with full dedication to develop professional competencies in the students.

Students now a day prefer courses with potential of job prospects. They are best served by professional courses of the University. Sixty five percent of University students study in Engineering, Management and Computers Sciences and IT courses which makes them more employment worthy.

University teaching has been more oriented towards Science, Management and Computer Sciences and Engineering. University educates students in different emerging areas including mobile computing, electronic media, media management as well as financial services, hospital administration and interior designing.

University has vision of technology driven future and needs. University Faculty members took initiatives and started sixteen new courses. These courses were innovative and started for the first time in the country. Four courses M.B.A., M.Sc. (Computer Sciences), M.Sc. (Electronics) and MCA were started first time along with few select universities in the country. MBA (Media Management) first started by DAVV in the country.

University teaching-learning processes ensure inculcation of the curiosity, thirst of knowledge and spirit of enquiry. University student mentoring and extension activities contribute in imbibing ethics, environmental and social responsibility among the students and society.

### 6.1.3 How is the leadership involved

- in ensuring the organization's management system development, implementation and continuous improvement?

Heads of the Departments (HOD) meetings are held regularly, which are chaired by Vice Chancellor. Departmental Committee (DC) meetings are held regularly, which are chaired by HODs. The discussions and deliberations

facilitate development and continuous improvement in the University management system.

- in interacting with its stakeholders?

Leader of the University is Vice Chancellor. Vice Chancellor regularly interacts with the students, teachers, employees, officials and other stakeholders during the seminars, Lecture series and training programs in the Schools/Institutes and official meetings. Interactions are also held during various functions and programs such as: cultural, sports, youth festival, common induction programme, Independence Day and Republic Day celebrations, Alumni Meets, University-industry meets etc.

Heads of the Departments interact continuously with students and other stakeholders- parents, industry, alumni and civil society. There are Parents-Faculty meets and Alumni meets in the departments during which interactions take place.

- in reinforcing a culture of excellence?

Leadership ensures that seminars are held regularly on quality enhancement topics. Seminars were held in 2012 and 2013 on 'Fostering Excellence in Research', 'Quality issues in Teaching Learning and Evaluation processes' 'Quality issues in Paper Setting and Evaluation'. Meetings on 'Quality improvements' are held frequently. Leadership monitors enforcing of culture of excellence. Evidence of culture of excellence exists in all processes related to:

1. teaching learning and mentoring,
2. establishing top-class infrastructure in University auditorium, seminar rooms, class rooms, ICT, Day Care, Health Care, sports fields and offices,
3. ensuring top-class Academic Staff College training programs and electronic media centre infrastructure and programs,
4. ensuring large number of extension, culture, sports and students activities,
5. ensuring Students, Faculty and Staff mentoring and support.

- in identifying organizational needs and striving to fulfilling them?

Leadership identifies the organizational needs and strives to fulfill them. Present leadership identified organizational needs and has thus set up cells and task groups for fulfilling these. The focus is on value based education, environment friendly practices, research & innovation and quality higher education.

6.1.4 Were any of the top leadership positions of the University vacant for more than a year? If so, state the reasons.

None. All top leadership positions of the University are filled.

6.1.5 Does the University ensure that all positions in its various statutory bodies are filled and meetings conducted regularly?

University ensures that all positions in its various statutory bodies are filled and meetings conducted regularly. Academic Council meetings are held once a year. Academic Council Standing Committee meetings are held in a month. Board of Studies meetings are held regularly.

6.1.6 Does the University promote a culture of participative management? If yes, indicate the levels of participative management.

University promotes a culture of participative management. Statutes and Ordinances especially Ordinances 23 and 31, Statutory bodies, Academic Council, Examination Committees, Boards, Executive Council, HODs, Task Groups, and Departmental Committees (DCs) all collectively ensure participative management.

Ordinance 23 relates to the Heads and the departments. All major decisions are taken by the DC, which includes- Head, all professors, two Associate Professors and two Assistant Professors. DC meetings are held regularly, which are chaired by HOD. Head frequently invites all faculty members in curriculum and teaching-learning processes related meetings. The minutes of DCs are sent to Vice Chancellor regularly.

University has an Ordinance 31, which ensures participation of the Schools/Institutes in their management of curriculum, courses, syllabus, examinations, tests, evaluation and teaching learning programs.

Cultural, sports and alumni activities in the Schools/Institutes and Student feedback analysis and action thereon are also indicative of participative management system.

6.1.7 Give details of the academic and administrative leadership provided by the University to its affiliated colleges and the support and encouragement given to them to become autonomous.

Leadership is provided by the University to its affiliated colleges through following processes:

#### Academic

- Permitting Research Centres in colleges,
- Permitting new emerging area programs such as Biotechnology, Information Technology, B. Com. with Computer Application as one of the subject,
- Regular meeting of the affiliate College Principals, usually before the commencement of Examinations,
- Nomination of experts and Chairperson in Selection of Faculty and Principal under Statute,

- Ensuring the proposition and establishment of New courses,
- Ensuring Training programs through Academic Staff College and other Schools and Institutes in the University,
- Monitoring of Teaching Learning processes: Syllabi and Examinations,
- Students Welfare Activities,
- Youth Cultural Festivals,
- Colleges Sports Meets,
- Coordinating the NSS activities,
- Coordinating the assistance to Poor Boys/Girls and Handicapped students from available funds,
- Coaching programmes for ST/ST/OBCs and Minorities,
- Organisation of training session for online internal practical mark entry for Principals and their representatives. The training was conducted on 13-03-2012 at DAVV Auditorium.

#### Administrative

- Grant of Affiliation after proper inspection as per Statute 27 and UGC regulations,
- University nominees in College Managements,
- College Students Proctor Board,
- Anti Ragging Committees,
- Examinations and Evaluation,
- Directing College Development Council activities,
- Computer Centre conducts training programs regularly for college Principals and Teachers of the colleges and their problems are solved by MP ONLINE officials and University officers of exam section and computer centre.

#### Support and encouragement given for achieving autonomous status

- Organisation of training programmes and Expert lectures enrich the college faculty members, and enables them to achieve academic excellence.
- Inspections as per Statute 27 and UGC Regulations for autonomous status.

6.1.8 Have any provisions been incorporated/ introduced in the University Act and Statutes to provide for conferment of degrees by autonomous colleges?

No. At present the degrees are conferred by the University only.

6.1.9 How does the University groom leadership at various levels? Give details.

University groom leadership at various levels as follows:

### **University Level**

- Dean, Student Welfare
- In-charge, Takshila Campus
- In-charge, Nalanda Campus
- Chief Proctor/Proctors for University Teaching Departments and Colleges
- In-charge, Women Grievance and Sexual Harassment Cell
- NSS Program Officers/Coordinators for units of Affiliated Colleges
- Director, Sports
- In-charge, University Cultural Centre and Cultural Activities
- Coordinator, University Alumni Cell
- Coordinator, Career Counselling and Opportunities Cell
- In-charge, 'Website Designing and Content Management' committee
- In-charge, DAVV-NTPC (National Thermal Power Corporation) Foundation Information and Communication Technology (ICT) Centre for Visually Challenged Students
- Coordinator, Task Group on "ICT for Learning and Support and administrative services".
- Coordinator, Task Group on "Effective Teaching-Learning and Evaluation"
- Coordinator, Task Group on "Student Support and Progression"
- Coordinator, Task Group on "Energy and Environment Management"
- Coordinator, Task Group on "Fostering Excellence in Research"
- Coordinator, Task Group on "Promotion of Human Values and Professional Ethics"
- Coordinator, "International Cooperation Cell"
- Coordinator, "University-Industry Partnership Cell"
- Coordinator, "Technical Cell"

### **School/ Institute Level**

- Course Coordinator/Program In-Charge responsible for the teaching-learning and evaluation processes. A School/ Institute may constitute separate committees for Time Table, Course Plans, Remedial Classes, Advanced Learners enrichment Courses, Projects, Curriculum, Examination, Evaluation and declaration of course semester results.
- Mentors for a group of 10 to 25 Students
- In-charges of Anti Ragging and Women Grievances and harassment committees
- Faculty members assigned functions like Superintendent and Assistant Superintendent for conduction of examination, generally on a rotation basis.
- Coordinators of Departmental IQAC, Alumni and Research cells, wherein faculties are appointed as coordinators.
- Coordinators for departmental Seminars, Expert Lecture series, Cultural programmes and sports activities.
- Coordinators of Institutes NSS units
- Coordinator of Student and Alumni departmental Association
- Coordinators of Student's Hobby and Technical Clubs

#### Student Level

- Class facilitators/representative for each class.
- Class facilitators/volunteers for Institutional events.
- Representatives in Student and Alumni department Cell.
- Student bodies office bearers.

6.1.10 Has the University evolved a knowledge management strategy? If yes, give details.

PPTs of course material are hosted at the University website by teachers, well known authors in the country, collection of video lectures, web resources and CDs are managed in University library and departmental libraries. Use of Social Networking Groups (like Yahoo Group) facilitating document repositories. Educational Multimedia Research Centre (EMRC) of the University develops educational materials in digital forms i.e. CDs, Video Films, documentaries, video lectures etc.

6.1.11 How the following values are reflected the functioning of the University?

- Contributing to national development

University is serving in national development since its inception. Presently it provides education to in-campus eleven thousand students. Students study in 32 teaching departments. There are 21 UG, 72 PG, 07 integrated PG programs, 26 M. Phil. and 40 Ph.D. subjects. University has introduced several courses in emerging areas in Engineering, Management, ICT and Electronic Media including 16 innovative courses.

The University contributes in national development through knowledge creation, knowledge sharing, knowledge dissemination, research and innovation in diversified fields and developing professionally competent productive citizens.

- Fostering global competencies among students

University fosters global competencies in number of academic programs. Most of the PG programmes are such that they foster ability in students to get admissions in Ph.D. and M.S. programmes in USA and European countries. Academic Programs of Engineering and Science use the curriculum recommended by world's top research academic bodies like ISHARE, ASME, ACM and IEEE as base.

- Inculcating a sound value system among students

Efforts are made to inculcate sound value systems. Efforts made by University in the year 2012 and 2013 are as follows:

- Bharat Ratna Dr. A P J Abdul Kalam delivered a motivational talk in the Campus on June 12<sup>th</sup>, 2013, which is also hosted on website for students,
- Lecture Series on Mahamana Pandit Madan Mohan Malviya and Swami Vivekananda,
- Motivational talk by Shri Shri Ravi Shankar on March 6<sup>th</sup>, 2012,
- Organisation of Blood donation camps, Eye donation Camps and NSS camps,
- Students of University organised Cleanliness and Green Campus drives,
- Students of University organised the collection and distribution of cloths, unused toys, stationary items etc. for poor boys and girls.
- Promotion of use of Technology

University has excellent record of use of technology. University deploys fiber backbone connectivity, MHRD's NMEICT connectivity, Wi-Fi campus, hundreds of LCDs. Faculty members extensively uses ICT in teaching learning processes. [Details in Criteria 7]

Technology of virtual class-room, virtual-laboratories and mobile are promoted since 2012. [Details in Criteria 2.3.6]

Promotion on use of Computer and Internet is done by training on Computer basics and Internet in collaborations with Schools/Institutes as a regular



feature. [An example is training program for Social Science during 30th October to 31 November 2012. Number of Participants 180 students of M. Phil Programs]

- Quest for Excellence

University quest for excellence is reflected in following actions:

1. University has excellent audio-visual studio and infrastructure. [Details are given in EMRC Evaluative report]
2. University established excellent IT centre and ICT infrastructure and Internet Services [details given in Criteria 7]
3. University established excellent office infrastructure for the ICT age [Details in Criterion 7.2.]
4. University established in 2006 a top class Auditorium with seating capacity of 1100 students with 8 Channels world top class projection system. [Details in Criterion 5.3.8]

## **6.2 Strategy Development and Deployment**

6.2.1. Does the University have a perspective plan for development? If yes, what aspects are considered in the development of policies and strategies?

- Vision and mission

The University has its perspective plan to translate its vision and mission into reality. University has framed “Green University Policy” for developing eco-friendly campuses, increasing use of solar energy, planting more trees, conserving water and managing waste properly.

Aspects are considered in the development of policies and strategies are continuing excellence in Internet services and need to inculcate the curiosity and thirst of knowledge, and to imbibe the ethics, environmental and social responsibility among the students and society.

- Teaching and Learning

University has perspective plan for student centric teaching learning processes, use of virtual class rooms and NMEICT infrastructure and promote Mobile based self evaluation.

- Research and Development

University has earned a name in research in subjects of Education, Physics, Chemical Sciences, Biochemistry, Life Sciences, Biotechnology and Computer Sciences. Now it has perspective plan for researches in Management, Engineering, Nano-technology and remaining subjects. It has formulated its “Research Policy” for promoting research and innovation.

- Community Engagement

University Faculty and students organize socially relevant outreach activities on number of issues such as energy and environment conservation, female feticide, green earth awareness, health and sanitation, gender sensitization, de-addiction and rural upliftment etc.

*Cleanliness cum plantation* drive in Nalanda Campus was undertaken by University Officers along with NSS volunteers during March 2013. A Cleanliness drive in Takshila Campus was also undertaken by students and Faculty during March 2013. *Blood donation* and *Eye donation* camps are regular activities in the University.

Department of Continuing Education and Lifelong Learning organizes several training and skill development programs, for community in general and senior citizens in particular, which can be practically useful in various walks of life.

- Human resource planning and development

Due to implementation of 6<sup>th</sup> pay scales and high salary expenses the Faculty members are increasingly appointed on contract. Since there are more than 65% students in Engineering, Management studies and Computer Sciences and Information technology, the visiting faculty members are used as human resources and the experts are invited as guest faculty. Faculty members and staff are also appointed on contract basis.

- Industry interaction

For promoting participation of industrial establishment and enterprises, the DAVV has created a University-Industry Partnership Cell. [Refer progress report at website]

- Internationalization

Four foreign students have done Ph.D. in recent years. DAVV has created an International Cooperation Cell for promoting foreign collaboration including UNESCO, UNICEF, UNEP etc. The DAVV is also interacting with UNESCO as a member of Indian National Commission for Cooperation with UNESCO. [Refer progress report at website]

6.2.2. Describe the University's internal organizational structure and decision making processes and their effectiveness.

The Vice Chancellor is Chief Administrative and Academic Officer of the University. Vice Chancellor is also Chairperson of Executive Council, Academic Council, Academic Planning and Evaluation Board and Finance Committee.

Executive Council includes two Professors on Seniority basis for three years, Four Deans of the Faculties and Four Principals. Other bodies also have predominance of Academic members.

Heads of the Departments (HOD) chair the Departmental Committee (DC) meetings and all major decisions are taken there.

Ordinance 31 provides decentralized teaching-learning and evaluation processes since 1990. It has been found very effective. The results are declared at the Semester on time. New curriculum is launched effectively. The Schools/Institutes have a well established flat, flexible, bottom-up, democratic and transparent functional organizational structure as per UGC guidelines and governance system for planning, implementing, monitoring and evaluating the administrative and academic functions of the Schools/Institutes.

6.2.3. Does the University have a formal policy to ensure quality? How is it designed, driven, deployed and reviewed?

#### Formal Policy to Ensure Quality

University Act empowers Academic Council the authority to fix qualifications and experience of Faculty, and permits no deviation from it. University has a formal policy to ensure quality. All Faculty members are appointed according to qualifications and experience prescribed by UGC regulations. All faculty and staff follow Code of Ethics prescribed in UGC Regulations.

There is a policy for reviewing the standard of Paper setting, evaluation and curriculum by Comprehensive Viva Voce Boards in Ordinance 31.

#### Design and Deployment of Formal Policy to Ensure Quality

Policy of Semester end feedbacks of the course students and hostellers has been designed, driven and deployed since 2006 decision of Executive Council and by IQAC establishment in 2008.

Performa based assessment has been deployed in place since 2010 after decision of Standing Committee of the Academic Council. Annual Quality Assurance Reports are filed by each School/Institute. It is submitted to University.

All Quality assuring policy, selections on merit and as per UGC/AICTE guidelines, the feedbacks of Students and Comprehensive Viva Voce Board and suggestions from stakeholders are followed and deployed in the Schools/Institutes.

#### Review of Formal Policy to Ensure Quality

Department and University IQACs review the quality each academic year. Departments submit Annual Quality Assurance Reports as per UGC guidelines to IQAC Cell. Quality policy is designed, driven and deployed in such a way that students are served in the best possible way by the Faculty and Staff.

6.2.4. Does the University encourage its academic departments to function independently and autonomously and how does it ensure accountability?

#### Encouraging Independent and Autonomous Functioning

University encourages its academic departments and has empowered under Ordinance 31 each School/Institute to function independently and autonomously in curriculum development, course plans, examination and evaluation and most academic and many administrative aspects. University has also delegated financial powers up to a limit to the HODs.

### Ensuring Accountability

Academic independence and autonomy is under the overall control of Board of Studies and Academic Council. This as well as Ordinance clauses ensure accountability. Examination and evaluation independence and autonomy is under the overall control of Vice Chancellor. Almost all decisions of the Schools/ Institutes are taken at that level only through Departmental Committee.

Annual progress report and Annual Quality Assurance Report (AQAR) prepared as per UGC guidelines by the School/ Institute are submitted to the University and IQAC. Submission of PBAS to administration and IQAC by each Faculty ensures accountability.

6.2.5. During the last four years, have there been any instances of court cases filed by and against the Institute? What were the critical issues and verdicts of the courts on these issues?

There were only a few Court cases filed against the University which were of routine nature related with examination and evaluation. The verdicts of the Hon'ble Court were either in favour of the University else the University was directed by the Hon'ble Court to resolve the issues in a given time frame.

Schools/Institutes have one instance of court case involving an IT Company Wipro. Issue is as follows: Wipro was awarded contract with its CMM Level V status in 2007. Wipro subcontracted the project to a private contractor company who was not having International CMM level 5 standards and the e-Governance project software of 22 modules remained non-functional. University Executive-Council decided to black-listed the Company in 2012. Wipro filed the appeal in the Court against the order. Hon'ble Court has directed that Wipro should hold discussions with the University and implement the e-Governance project in the University within two months.

6.2.6. How does the University ensure that grievances / complaints are promptly attended to and resolved effectively? Is there a mechanism to analyze the nature of grievances for promoting better stakeholder relationship?

School/ Institutes have Departmental Committee or Grievances Redressal Committee (GRC) to attend to grievances/ complaints. Grievances/ complaints are promptly attended to and resolved effectively due to efforts at the Departmental level itself.

University level GRC also exists. A few grievances are also referred to this GRC. Suggestions/ complaints box is also placed in the main administrative building to serve the purpose.

6.2.7. Does the University have a mechanism for analyzing student feedback on institutional performance? If yes, what was the institutional response?

A mechanism is functional since 2007 for taking and analyzing a student feedback on institutional performance. Since 2008, IQAC monitors the mechanism of feedback of Faculty and department's teaching learning processes. The analysis is sent to University IQAC, which uploads it on University website and required actions are taken by respective School/Institute. The mechanism of coordination between Department and University level IQACs ensures the response by the School/Institute.

6.2.8. Does the University conduct performance audit of the various departments?

Yes, Academic performance benchmarking was performed by External experts for 2008-2009 in June 2009. Department and University level IQACs conduct academic performance audit of each School/ Institute since 2009-10. Academic performance audit by external experts is also planned in 2013-14.

6.2.9. What mechanisms have been evolved by the University to identify the developmental needs of its affiliated institutions?

A statutory College Development Council (CDC) as per Ordinance 20 has been constituted. CDC identifies the development needs of affiliated institutions. Director of CDC (DCDC) is secretary to the council and Vice Chancellor is the Chairperson.

DCDC monitors the functions of CDC under the overall control of Academic Council. Director of CDC recommends the proposals for the UGC assistance to the Colleges and their NAAC accreditation.

6.2.10. Does the University have a vibrant College Development Council (CDC) / Board of College and University Development (BCUD)? If yes, detail its structure, functions and achievements.

University has a vibrant College Development Council (CDC). Ordinance 20 provides for a Statutory CDC.

### Structure

6. The College Development Council shall consist of:
7. Vice Chancellor - Chairman
8. Director of College Development Council - Member Secretary
9. Three Deans of faculties nominated by the Vice Chancellor - Member
10. Two U.T.D. Teachers not below the rank of Reader nominated by the Vice Chancellor - Member

11. Six Principals (at least one from a Girls' College and two from private colleges) Nominated by the Vice Chancellor - Member
12. Four teachers of colleges nominated by the Vice Chancellor - Member
13. Director, Collegiate Education of Madhya Pradesh or his nominee Member
14. Registrar - Member.

Duties and Functions are defined at Ordinance 20 [www.dauniv.ac.in] The College Development Council exercises the number of powers and perform the duties as per the ordinance.

### **6.3 Faculty Empowerment Strategies**

6.3.1 What efforts have been made to enhance the professional development of teaching and non-teaching staff?

#### **Professional Development of Teaching Staff**

Multiple efforts for professional enhancement of Faculty members are a regular feature in the University. Examples are as follows:

- The teachers participated in the courses organized by Academic Staff Colleges as participants. Senior Faculty members also serve as resource persons. Total 75 and 54 teachers have participated in Refreshers and Orientation Courses, respectively, in 4 years from the Schools/Institutes in the campus.
- IT Awareness Web Development skills program in January 2013 in Collaboration with Academic Staff College.
- Training on SPSS Tool usage in collaboration with Academic Staff College in January 2013.
- Training on Library and effective search on e-resources in collaboration with Academic Staff College and Central Library in March 2013. [Self Study Report of Academic Staff College is at the [www.iqac.dauniv.ac.in](http://www.iqac.dauniv.ac.in) the details of refresher, orientation and specialized professional courses for faculty professional development.]
- Faculty members are sponsored to attend National and International conferences, seminars and workshops for helping in their professional progression.
- Eminent experts and National top honour Award winning Scientists are invited to give talks for the enrichment of students and faculty members.
- Different provisions and facilities like study leave, Travel grants, special casual leave etc. are provided to Faculty.

- Faculty professional skills development is organised using virtual class room. Research Methodology lectures delivered on-line from IIT Bombay in June 2012 using virtual class room set up at IET campus of the University. “Teacher Empowerment” to create ICT Champions as part of MHRD’s NMEICT project Microsoft Saksham 10<sup>th</sup> June -20th June’ 2013 organized by I.T. Centre with SCS&IT and Computer Centre.
- A Conference in which twenty four Shanti Swarup Bhatnagar award (a top National honor) winner Scientists delivered lectures on their award winning work and interacted for three days was held on June 17-29, 2009. [Section 3.1.5]

[Details of professional enhancement of Faculty members are at the Evaluative reports of the Schools/Institutes.]

### Professional Development of Non-Teaching Staff

- IT and Computer Centres of the University conducts Computer Literacy, Education and Training Programmes for non-teaching staff. It gives the staff a general awareness of the user and benefits of computers in University operations.
- IT Centre Organized Two Training Programs on MS Office and Internet Basics for University employees during 22nd August to 4 September 2012 and 11th March to 23rd March 2013. More than 30 staff members have been benefited from this program.

6.3.2 What is the outcome of the review of various appraisal methods used by the University? List the important decisions.

There are two appraisal methods used by the University. One is submission of Self Appraisal Performa (SAP) and other is UGC prescribed Performa Based Assessment (PBAS) Performa for assessment performance indicator (API).

Each Faculty fills the SAP and (PBAS-API). Head of School/ Institute writes the confidential report for teaching Faculty based on SAP at the end of the academic session. Professors submit SAP and PBAS Performa directly to Vice Chancellor.

Vice Chancellor comments on the report. If it is found that a faculty performance for research or in classes is not up to the mark, then a note is issued by University and reasons for it are sought. An advisory is also issued by the University for enhancing level of research in future.

Outcomes of analyses of PBAS-API and SAP have led to increase in research performance, interest in seminar participations, and self initiatives and motivations for undertaking the University activities.

6.3.3 What are the welfare schemes available for teaching and non-teaching staff? What percentage of staff have benefitted from these schemes in the last four years? Give details.

Welfare schemes available for teaching and non-teaching staff are as follows:  
Housing Loans and Car Loans,

University ensures the steps to improve staff well-being, satisfaction and motivation for teaching and non-teaching staff.

University provides Facilities of University Day Care Centre and Health Centre in the Takshila Campus, Medical allowance and conveyance allowance, Serious ailment expenses reimbursement, Admission for employers and their wards, houses for Faculty and staff in campus.

Percentage benefitted: Significant percentage of Faculty and Staff have been benefitted

Amount spent on Welfare: Over several Crores

6.3.4 What are the measures taken by the University for attracting and retaining eminent faculty?

Two Schools/Institutes invited eminent Faculty in XI plan. Measures for attracting and retaining the eminent faculty are being planned.

6.3.5 Has the University conducted a gender audit during the last four years? If yes, mention a few salient findings.

#### Gender Audit of Course Preferences

S. No.	School/ Institute	M/F Ratio	Nature of Course
1	School of Biochemistry	0.3	Non Self Financed
2	School of Biotechnology	0.65	Partly Self Financed with Scholarship from DBT
3	School of Chemical Science	1.2	Not self financed
4	School of Commerce	1.23	Self Financed
5	School of Computer Science and Information Technology	1.14	Self Financed
6	School of Economics	1.27	Self Financed
7	School of Education	0.4	Non Self Financed
8	Educational Multimedia Research Centre	1.0	Self Financed
9	School of Electronics	2.6	Self Financed
10	School of Energy and Environmental Studies	2.1	Self Financed
11	School of Futures Studies and Planning	2.0	Self Financed
12	Institute of Engineering and Technology (IET)	2.1	Self Financed
13	Institute of Management Studies (IMS)	1.06	Self Financed
14	School of Instrumentation	2.23	Self Financed
15	International Institute of	2.27	Self Financed



	Professional Studies		
16	Journalism and Mass Communication	1.5	Self Financed
17	School of Language Studies, and Culture	1.4	Self Financed
18	School of Law	1.1	Self Financed
19	School of Library Sciences	0.3	Self Financed
20	School of Life Sciences	1.3	Non self financed
21	School of Continuing Education and Life Long Learning	0.96	Self Financed
22	School of Mathematics	0.53	Non Self Financed
23	School of Pharmacy	0.6	Self Financed
24	School of Physical Education	3.3	Self Financed
25	School of Physics	0.67	Not Self Financed
26	School of Social Sciences	1.1	Self Financed
27	School of Statistics	2.5	Self Financed
All Courses		1.44	

Note: University has 33% reservation of seats in each category in admissions.

Salient Findings on the basis of Student Strength

- M/F Ratio in the University is **1.44**.
- Physical Education, Electronics, Energy and Environment, Future studies, Institute of Engineering and Technology, International Institute of Professional Studies, Instrumentation and Statistics courses have M/F greater than 2. Girls are less than 50 % in physical education, engineering and technology related courses.
- Education, Library and Information Science, Biotechnology and Biochemistry, Pharmacy and Physics have M/F much less than 1. Girls are more than 170 % in these courses.
- No correlation could be established between self financed high fee courses and M/F ratio. Course fees appear to be no criterion for admission preferences of girls.
- Analysis of four years data suggests that incremental growth in General as well as OBC male students' category during successive years. The percentage of girl students is showing decrease in both categories.

**Gender Audit of Pass Percentages is given in Self Study Reports of individual institutes at University website.**

6.3.6 Does the University conduct any gender sensitization programmes for its faculty?

University conducts number of gender sensitization programmes for its faculty. School of Continuing Education and Life Long Learning has organized two day national seminar on 'Women Empowerment through Lifelong Learning' sponsored by UGC XI plan grant on 2<sup>nd</sup> and 3<sup>rd</sup> February 2012.

6.3.7 What is the impact of the University's Academic Staff College Programmes in enhancing the competencies of the University faculty?

Earlier ASC was not having any methodology to assess the impact of training programs. Now ASC has started the process. It has sent the Impact Assessment Questionnaire (IAQ) to the participants of earlier courses. IAQs analysis will provide the impact of programmes in enhancing competencies.

**6.4 Financial Management and Resource Mobilization**

6.4.1 What is the institutional mechanism available to monitor the effective and efficient use of financial resources?

University has a mechanism to monitor the effective and efficient use of financial resources. New Finance Code and Regulations for State University are followed since 2002. All purchases are as per procedure specified in the regulations. All purchases above Rs. 1 Lac are through open tender. University Purchase Committee recommends all purchases above Rs. 25,000.

Financial Sanction of Executive Council is required for all purchases above Rs. 02 Lacs.

Stock registers, consumable stock registers, maintenance register, asset registers, cash books and ledgers are maintained by the Schools/ Institutes. These are regularly audited by the auditors.

6.4.2 Does the University have a mechanism for internal and external audit? Give details.

University has mechanism for external resident audit. All payments are post audited. Finance Controller is deputed by State Government.

6.4.3 Are the institution's accounts audited regularly? Have there been any major audit objections, if so, how were they addressed?

Accounts are audited regularly by external auditors. Special audit teams also examine the income and expenses at regular intervals.

6.4.4 Provide the audited income and expenditure statement of academic and administrative activities of the last four years.

Main high lights of audited income-expenditure are as follows:

2012-13

S. No.	Head	Income Rs.	Head of Expenses	Expenses Rs.
1.	State Govt. Grants	6,95,00,000	Salary	30,26,46,145
2	Tuition Fees, Exams. And Affiliation Fees	52, 69,33,924	Administrative/Tra vel Expenses	1,79,34,161
3.	Misc. Income	1,94,14,515	Exams. Expenses	8,90,98,037

4.	UGC/Central Govt. Projects	7,11,37,635	UGC/Central Project Expenses	11,27,79,543
	Grand Total	86,38,33,785	Grand Total	64,29,84,738

2011-12

S. No.	Head	Income Rs.	Head of Expenses	Expenses Rs.
1.	State Govt. Grants	6,95,00,000	Salary	30,42,48,621
2	Tuition Fees, Exams. And Affiliation Fees	37,84,39,277	Administrative/Travel Expenses	33,190,995
3.	Misc. Income	1,79,74,957	Exams. Expenses	7,75,92,808
4.	UGC/Central Govt. Projects	9,53,57,667	UGC/Central Project Expenses	3,5260,951
.	Grand Total	79,49,66,800	Grand Total	65,91,87,385

2010-11

S. No.	Head	Income Rs.	Head of Expenses	Expenses Rs.
1.	State Govt. Grants	6,95,00,000	Salary	30,26,46,145
2	Tuition Fees, Exams. And Affiliation Fees	38,54,91,508	Administrative/Travel Expenses	1,79,34,161
3.	Misc. Income	1,38,26,297	Exams. Expenses	8,90,98,037
4.	UGC/Central Govt. Projects	2,48,34,881	UGC/Central Project Expenses	4,24,39,859
	Grand Total	79,68,82,842	Grand Total	64,78,64,931

2009-10

S. No.	Head	Income Rs.	Head of Expenses	Expenses Rs.
1.	State Govt. Grants	6,95,00,000	Salary	18,65,87,000
2	Tuition Fees, Exams. And Affiliation Fees	27,07,78,383	Administrative/Travel Expenses	2,23,71,744
3.	Misc. Income	1,48,31,059	Exams. Expenses	5,21,95,644
4.	UGC/Central Govt. Projects	1,85,98,174	UGC/Central Project Expenses	4,97,76,952
	Grand Total	59,91,55,394	Grand Total	46,03,27,407

6.4.5 Narrate the efforts taken by the University for Resource Mobilization.

Following efforts are made for resources mobilization:

- Faculty members submit new projects to attract University UGC/Central Govt. project assistance.
- Self Financed Courses have been started in significant number.

- Expertise with the Faculty has been placed by the Schools/Institute to attract consultancy fees.

6.4.6 Is there any provision for the University to create a corpus fund? If yes, give details.

University centrally creates endowment funds regularly. Total fund at present is Rs.13 Crore.

### **6.5 Internal Quality Assurance System**

6.5.1 Does the University conduct an academic audit of its departments? If yes, give details.

External experts conducted academic performance benchmarking in June 2009 for 2008-09. IQAC was established in November 2008. Department and University IQACs conducted Academic Audits for 2009-10, 2010-11, 2011-12 and 2012-13.

Department and University IQACs find the strengths and weaknesses and perform the Academic Audit of each School/Institute each year and recommend the actions for next year. Department and University IQACs review the quality of research, library resources and student teaching learning processes annually using academic audit reports.

6.5.2 Based on the recommendations of the academic audit, what specific measures have been taken by the University to improve teaching, learning and evaluation?

Specific measures are taken by the Schools/Institute to improve (i) teaching-learning processes in the subjects identified for improvement, (ii) library by purchase of books and enhancing e-resources (iii) on-line processes and (iv) research activities.

6.5.3 Is there a central body within the University to continuously review the teaching learning process? Give details of its structure, methodologies of operations and outcome.

IQAC Committee is central body within the University to continuously review the teaching learning processes.

#### **Structure**

The Committee consists of Chairperson (Vice Chancellor), eight Senior Professors, three eminent personalities and one senior Administrative Officer (Registrar). Director/Coordinator is the member secretary of the Committee.

#### **Methodology of Operations**

Each School/Institute has two faculty members of departmental IQAC. Departmental members also function as internal quality auditors and are responsible for student feedbacks and interaction with stakeholders. They strive for continuous improvement in the teaching learning processes. The

student feedbacks of non-teaching and technical staff are also taken departmentally. Departmental IQAC and University IQAC Director /Coordinator constantly interact and meet.

Departmental IQAC submits to IQAC AQAR each academic year. The central IQAC Committee reviews the teaching learning processes annually and approves the AQAR of the Schools/Institutes in the format prescribed by UGC. The AQAR is then submitted to Executive Council. Executive Council approved report is submitted to NAAC and UGC each year in December.

### Outcome

Student feedbacks stakeholder interactions and academic audit have become formalized. The preparation of departmental academic calendar, course plans, remedial classes, and induction and orientation activities, mentoring processes, academic audit and career counseling activities have become regular.

6.5.4 How has IQAC contributed to institutionalizing quality assurance strategies and processes?

IQAC has institutionalized the School/Institute students' feedback, hostel students' feedback, stakeholder interactions and academic audit processes. The preparation of departmental academic calendar, course plans, remedial classes, and induction and orientation activities, mentoring processes, academic audit and career counseling activities have institutionalized the quality assurance strategies and processes.

IQAC has presented a paper at Baroda conference on Quality issues in February 2012. The quality indicators institutionalized these four services quality benchmark and assurance in these University services. IQAC in the quest for excellence, the department IQACs have developed a set of quality indicators for the four services, namely, Information Technology, Computer Center, Student hostels and Daycare center in the first phase. Presented paper suggested the new quality indicators for these services. The objective is to improve the presented indicators after the discussions at this seminar.

6.5.5 How many decisions of the IQAC have been placed before the statutory authorities of the University for Implementation?

All the recommendations of the IQAC are placed before the statutory authorities of the University.

6.5.6 Does the IQAC have external members on its committees? If so, mention any significant contribution made by such members.

There are three external members on the committee each academic year. One member Padamshri T. G. Kutti Menon has been making significant suggestions. Dr. Nageshwar Rao, former VC Allahabad is also external member. He gave number of suggestions. Details of contribution are at [www.iqac.dauniv.ac.in](http://www.iqac.dauniv.ac.in) where the reports of all meetings are hosted.

6.5.7 Has the IQAC conducted any study on the incremental academic growth of students from disadvantaged sections of society?

IQAC has collected all data required for study on the incremental academic growth of students from disadvantaged sections of society. Number of students of students in all categories shows little incremental growth as the number of seats reserved is fixed. It is observed that incremental growth in OBC male students' category in four years..

A significant finding is that the M/F ratios show incremental growth towards male students in OBC categories. It is in line with the finding for the General category also. It means steps are required to prevent this trend.

6.5.8 What policies are in place for the periodic review of administrative and academic departments, subject areas, research centers, etc.?

Periodic review of administration in Schools/Institute is done through student feedback. The formal policy, methodology for administrative audit of University Administration is yet to be institutionalized. State Government has instructed the time limits for the student services in 2013 under “*Lok Seva Guarantee Adhinyam*”.

Research Centers work is reviewed by Departmental Research Committees which are constituted as per the Ordinance 18. [Based on UGC Regulations, 2009]

Policy of periodically reviewing SAPs, PBASes and AQARs is in place. It reviews the academic departments, subject areas and research activities.

*Any other information regarding Governance, Leadership and Management which the University would like to include.*

The University is keen to realize the concepts of Autonomy with Accountability, Value-based Governance, ICT enabled administration, Participative Management & Collective wisdom and Green University.

The University is making efforts to develop a culture of ‘Learning together and working together’ and result oriented work culture. Regular interactive meetings with HODs, officials and employees are organized by the Vice Chancellor for this purpose.