

PEER TEAM REPORT ON  
INSTITUTIONAL RE-ACCREDITATION OF  
**DEVI AHILYA VISHWAVIDYALAYA**

<b>Section I: GENERAL</b>	<b>Information</b>
1.1 Name & Address of the Institution:	Devi Ahilya Vishwavidyalaya Indore, M.P.
1.2 Year of Establishment:	1964
1.3 Current Academic Activities at the Institution (Numbers):	
• Faculties/ Schools:	28
• Departments/ Centres:	30
• Programmes/ Courses offered:	21 UG, 52 PG
• Permanent Faculty Members:	241
• Permanent Support Staff:	446
• Permanent Technical Staff	60
• Students:	6764
1.4 Three major features in the institutional context (As perceived by the Peer Team):	<ul style="list-style-type: none"> <li>• Large spectrum of professional programmes</li> <li>• Intensive ICT infrastructure</li> <li>• Strategic location to cater to tribal population</li> </ul>
1.5 Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	April 28 – May 1, 2008
1.6 Composition of the Peer Team which undertook the on- site visit:	
Chairperson	<b>Prof. S.P. Thyagarajan</b> Former Vice-Chancellor University of Madras 5, 1 <sup>st</sup> Street, Nehru Nagar Adayar, Chennai – 600020
Member	<b>Prof. A.V. Prasada Rao</b> Professor, Department of Chemistry Andhra University Vishakapatnam - 530006

Member	<b>Dr. Yoginder Verma</b> Director UGC-Academic Staff College Himachal Pradesh University, Summer Hills, Shimla – 171005 Himachal Pradesh
Member	<b>Prof. K. E. Raman</b> Deputy Director (Administration) Birla Institute of Technology & Science Pilani – 333031, Rajasthan
Member	<b>Prof. Supriya Chaudhuri</b> Co-ordinator, Centre for Advanced Studies in English & Director School of Linguistics & Lang. Technology Jadavpur University Kolkata – 700032, (West Bengal)
NAAC Officer:	<b>Dr. M.S. Shyamasundar</b> Deputy Adviser, NAAC Bangalore –560072

<b>Section II: CRITERION WISE ANALYSIS</b>	Observations (Strengths and/or Weaknesses) on Key-Aspects <i>(Please limit to three major ones for each and use telegraphic language (It is not necessary to indicate all the three bullets each time; write only the relevant ones))</i>
<b>2.1 Curricular Aspects :</b>	
2.1.1 Curricular Design & Development:	<ul style="list-style-type: none"> <li>• Job-oriented courses in most departments</li> <li>• Process of regular updating of course contents</li> <li>• Social sciences and humanities are minimally represented</li> </ul>
2.1.2 Academic Flexibility:	<ul style="list-style-type: none"> <li>• CBCS yet to be introduced</li> <li>• Interdepartmental mobility is limited</li> <li>• Large number of programme options but interdisciplinary participation needs to be strengthened</li> </ul>
2.1.3 Feedback on Curriculum:	<ul style="list-style-type: none"> <li>• Feedback is collected from all stake holders</li> <li>• Feedback is utilized for updating courses in some departments</li> </ul>
2.1.4 Curriculum Update	<ul style="list-style-type: none"> <li>• Curriculum is updated periodically</li> <li>• Informal feedback from alumni and industry is taken into consideration for updating curricula of professional courses</li> </ul>

<p>2.1.5 Best Practices in Curricular Aspects (if any):</p>	<ul style="list-style-type: none"> <li>• Many professional courses to facilitate employability</li> <li>• Innovative programmes with UGC /DST support are ongoing</li> <li>• Frequent updating of syllabi</li> </ul>
<p><b>2.2 Teaching-Learning &amp; Evaluation :</b></p>	
<p>2.2.1 Admission Process and Student Profile:</p>	<ul style="list-style-type: none"> <li>• Wide publicity is given to admission process</li> <li>• Admission on basis of entrance test held at centres all over India</li> <li>• Access for socially and economically underprivileged groups carried out as per state/central government norms</li> </ul>
<p>2.2.2 Catering to the Diverse Needs:</p>	<ul style="list-style-type: none"> <li>• State Govt. norms are followed in admission process for reserved categories and women</li> <li>• Structured remedial courses for slow learners yet to be formalized</li> <li>• Facilities have been created for visually challenged persons</li> </ul>
<p>2.2.3 Teaching-Learning Process:</p>	<ul style="list-style-type: none"> <li>• Most classrooms are ICT enabled</li> <li>• Lectures are supplemented by project work, seminars, assignments and on the job training</li> <li>• The practical component in the teaching learning process may be strengthened to ensure student development</li> </ul>
<p>2.2.4 Teacher Quality:</p>	<ul style="list-style-type: none"> <li>• Ph.D. qualified faculty as on date are 87% in science and 30% in engineering and management</li> <li>• The vacancies in the regular faculty positions are being met by contractual appointments and visiting lecturers</li> <li>• Some Refresher Courses have been organized by the Academic Staff College</li> </ul>
<p>2.2.5 Evaluation Process and Reforms:</p>	<ul style="list-style-type: none"> <li>• The evaluation system is traditional but efficient</li> <li>• Student grievances regarding evaluation are addressed and answer papers are shown to candidates</li> <li>• Computerization of the examination process is under way</li> </ul>
<p>2.2.6 Best Practices in Teaching-Learning and Evaluation (if any):</p>	<ul style="list-style-type: none"> <li>• The teaching-learning process incorporates extensive ICT</li> </ul>

	<p>components</p> <ul style="list-style-type: none"> <li>• Student participation in Board of studies</li> <li>• Some value-added courses are available</li> </ul>
<b>2.3 Research, Consultancy &amp; Extension:</b>	
2.3.1 Promotion of Research:	<ul style="list-style-type: none"> <li>• Some departments have funded research projects</li> <li>• Starter grants, incentives, seed money for research yet to be introduced</li> <li>• Student research/junior research fellowships are inadequate</li> </ul>
2.3.2 Research and Publications Output:	<ul style="list-style-type: none"> <li>• Some departments have good research publications</li> <li>• There are three patent applications</li> <li>• More national and international conferences/workshops/seminars may be organized</li> </ul>
2.3.3 Consultancy:	<ul style="list-style-type: none"> <li>• Industry-Institute Partnership Cell is yet to be established</li> <li>• A few departments are offering consultancy services</li> <li>• The University has potential for offering consultancy services in many areas</li> </ul>
2.3.4 Extension Activities:	<ul style="list-style-type: none"> <li>• Structured extension programmes are limited</li> <li>• Adult and Continuing Education programmes are inadequate</li> <li>• NSS activities are in progress</li> </ul>
2.3.5 Collaborations:	<ul style="list-style-type: none"> <li>• A few MOUs have been signed with national/international institutes, professional bodies and research laboratories</li> <li>• Some faculty have established linkages at individual level</li> </ul>
2.3.6 Best Practices in Research, Consultancy & Extension: (if any):	<ul style="list-style-type: none"> <li>• Partial funding for membership off professional bodies is given to faculty</li> <li>• A few departments are UGC-SAP and DST-FIST assisted</li> </ul>
<b>2.4 Infrastructure and Learning Resources:</b>	
2.4.1 Physical Facilities for Learning:	<ul style="list-style-type: none"> <li>• Augmentation of building infrastructure is commendable</li> <li>• Most departments have adequate well furnished and ICT enabled classrooms</li> <li>• Optimal utilization of equipments and</li> </ul>

	computer resources still to be achieved
2.4.2 Maintenance of Infrastructure:	<ul style="list-style-type: none"> <li>• While new buildings are coming up, older buildings require renovation</li> <li>• Maintenance of laboratories and introduction of fire safety devices are imperative</li> </ul>
2.4.3 Library as a Learning Resource	<ul style="list-style-type: none"> <li>• University library has a fairly large collection of books, journals and e-journals</li> <li>• Most departments have their own departmental libraries</li> <li>• Library automation is in progress</li> </ul>
2.4.4 ICT as Learning Resource:	<ul style="list-style-type: none"> <li>• Pro-active strengthening of ICT through IT Centre, Computer Networking, Wi-Fi connectivity and LCD/internet facility in classrooms</li> <li>• ICT materials used for teaching-learning process by faculty</li> <li>• Language laboratories yet to be set up</li> </ul>
2.4.5 Other Facilities:	<ul style="list-style-type: none"> <li>• Well recognized EMRC with EDUSAT connectivity offers Gyanvani programmes from the campus</li> <li>• Excellent auditoria, good sports hall and playing fields</li> <li>• Canteens, parking areas are under-developed; University transport facilities are lacking.</li> </ul>
2.4.6 Best Practices in the development of Infrastructure and Learning Resources (if any):	<ul style="list-style-type: none"> <li>• EMRC prepares e-content as teaching materials</li> <li>• Good planning for future development of physical infrastructure</li> <li>• Day Care Centre and Health Centre have been set up</li> </ul>
<b>2.5 Student Support and Progression :</b>	
2.5.1 Student Progression:	<ul style="list-style-type: none"> <li>• Good placement record for professional courses</li> <li>• Integrated PG programmes for +2 passed students</li> <li>• Horizontal mobility is limited</li> </ul>
2.5.2 Student Support:	<ul style="list-style-type: none"> <li>• Admission brochure is published</li> <li>• Good hostel facilities available for both boys and girls</li> <li>• Grievance Redressal mechanism, Career Guidance, Counselling Services, Central Placement Centre</li> </ul>

	yet to be institutionalized
2.5.3 Student Activities:	<ul style="list-style-type: none"> <li>• Students maintain commendable profile in national and state-wide sports and cultural activities</li> <li>• Students and faculty participate through shramdan for green campus programme</li> </ul>
2.5.4 Best Practices in Student Support and Progression (if any):	<ul style="list-style-type: none"> <li>• Sufficient equipment and software for visually challenged students</li> <li>• Students offered internship opportunities in some professional courses</li> <li>• Alumni Association has been formed in some departments</li> </ul>

<b>2.6 Governance and Leadership:</b>	
2.6.1 Institutional Vision and Leadership:	<ul style="list-style-type: none"> <li>• Mission and objectives clearly spelt out</li> <li>• Pro-active and effective leadership</li> <li>• Scope for liberal arts, social sciences and humanities are not on par with professional studies</li> </ul>
2.6.2 Organizational Arrangements:	<ul style="list-style-type: none"> <li>• Statutory meetings held democratically as per norms</li> <li>• Committee-mediated decisions assist organizational activities</li> <li>• School concept of academic organization is not in tune with national model</li> </ul>
2.6.3 Strategy Development and Deployment:	<ul style="list-style-type: none"> <li>• Long-term strategy has to be conceived as Action Plan</li> <li>• Deployment of resources largely geared towards creation of physical infrastructure, laboratories and equipment</li> </ul>
2.6.4 Human Resource Management:	<ul style="list-style-type: none"> <li>• University has taken initiatives for filling up vacant faculty positions</li> <li>• Manpower preparedness for computerization and automation is in the initial stages</li> <li>• Modern methods of performance appraisal still to be introduced</li> </ul>
2.6.5 Financial Management and Resource Mobilization:	<ul style="list-style-type: none"> <li>• Highly commendable resource mobilization through self-financed programmes</li> <li>• Limited financial autonomy given to departments</li> <li>• Effective use of financial resources</li> </ul>

	for infrastructure augmentation
2.6.6 Best Practices in Governance and Leadership (if any):	<ul style="list-style-type: none"> <li>• Full academic autonomy to departments through Ordinance 31</li> <li>• University is on the way towards introducing full automation</li> </ul>
<b>2.7 Innovative Practices:</b>	
2.7.1 Internal Quality Assurance System:	<ul style="list-style-type: none"> <li>• IQAC in the university is not functioning effectively</li> </ul>
2.7.2 Inclusive Practices:	<ul style="list-style-type: none"> <li>• More than 30% of the students are girls</li> <li>• There is provision for SC/ST/OBC reservation in self-financing professional courses as well</li> </ul>
2.7.3 Stakeholder Relationships:	<ul style="list-style-type: none"> <li>• Relations with Industry, Alumni and others are commendable</li> <li>• Periodic campus interviews in professional courses are facilitated</li> </ul>

<b>Section III: OVERALL ANALYSIS</b>	<i>Observations (Please limit to five major ones for each and use telegraphic language) (It is not necessary to denote all the five bullets for each)</i>
3.1 Institutional Strengths:	<ul style="list-style-type: none"> <li>• Self-financed career-oriented professional courses</li> <li>• Good ICT infrastructure and partly Wi-Fi Campus</li> <li>• Good placement records in professional courses</li> <li>• Visionary leadership</li> <li>• Full academic autonomy and moderate financial autonomy</li> </ul>
3.2 Institutional Weaknesses:	<ul style="list-style-type: none"> <li>• Disproportionate stress on professional courses as compared to liberal arts, humanities and social sciences</li> <li>• Quality research publications and funded research projects by faculty yet to be raised to national standards</li> <li>• Lack of mechanism for consultancy and extension programmes</li> <li>• Lack of formal IQAC for quality sustenance and quality enhancement</li> </ul>
3.3 Institutional Opportunities:	<ul style="list-style-type: none"> <li>• Availability of vast land area for expansion of infrastructure and University programmes</li> <li>• Outreach through educational and community-oriented programmes in tribal areas</li> <li>• National and international linkages to be formalized in cutting-edge areas</li> </ul>

	<ul style="list-style-type: none"><li>• Interdisciplinary and interdepartmental programmes</li><li>• Participatory learning, entrepreneurship training and internship opportunities may be provided to meet global needs</li></ul>
3.4 Institutional Challenges:	<ul style="list-style-type: none"><li>• Administrative preparedness for switch-over to computerization and automation</li><li>• Building up of quality faculty</li><li>• Inclusive education to discharge social responsibility</li><li>• Employability of students of all disciplines and education programmes</li><li>• Enhancing organizational management and quality of educational programmes in affiliated colleges</li></ul>
<b>Section IV: RECOMMENDATIONS FOR QUALITY ENHANCEMENT OF THE INSTITUTION</b>	
(Please limit to <b><i>ten major ones</i></b> and use telegraphic language) <i>(It is not necessary to indicate all the ten bullets)</i>	



- Holistic development of the university as an institution of equal opportunity for liberal arts, humanities and social sciences on par with professional courses, science and technology
- Introduction of CBCS to facilitate interdisciplinary and interdepartmental interaction in teaching and research programmes
- Establishment of computer-assisted language laboratory with suitable software to provide communication skills and life skills to all sections of students
- Establishment of centralized placement cell to facilitate career guidance and employment opportunities to students of all streams
- Formal establishment of industry-institute partnership cell with statutory consultancy rules to intensify consultancy activities and industry interaction
- Establishment of Grievance Redressal Cell, Prevention of Sexual Harassment Cell, Counselling Centre for students and staff with formal guidelines
- Modernization of examination process to bring transparency, security and justice
- Encouragement of pro-active community based academic and extension programmes for students to nurture values and social responsibilities
- Augmentation of in-depth research programmes through sponsored and industry-supported research and through UGC-SAP/DST/DBT and related programmes/funding agencies
- Intensification of quality sustenance and quality enhancement activities on continuous basis through formalized Internal Quality Assurance Cell and Academic and Administrative Audit Committee as per the norms of NAAC & UGC respectively

*I agree with the Observations of the Peer Team as mentioned in this report.*

*Signature of the Vice-chancellor*

Place:

Date:

Seal of the Institution

**Signatures of the Peer Team Members:**

<b>Name and Designation</b>		<b><i>Signature with date</i></b>
<b>Prof. S.P. Thyagarajan</b>	Chairperson	
<b>Prof. A.V. Prasada Rao</b>	Member	
<b>Dr. Yoginder Verma</b>	Member	
<b>Prof. K.E. Raman</b>	Member	

<b>Prof. Supriya Chaudhuri</b>	Member	
<b>Dr. M.S. Shyamasundar</b>	Co-ordinator	

**Place:** Indore

**Date:**