

PEER TEAM REPORT ON Institutional Accreditation of DAYALBAGH EDUCATIONAL INSTITUTE (Deemed University) Dayalbagh, Agra - 282110 Uttar Pradesh	
Section I: GENERAL	Information
1.1 Name & Address of the Institution	Dayalbagh Educational Institute, (Deemed University) Dayalbagh, Agra 282 110, Uttar Pradesh
1.2 Year of Establishment	1981
1.3 Current Academic Activities at the Institution (Numbers)	
• Faculties/ Schools	06
• Departments/ Centres	22
• Programmes/ Courses offered	133
• Permanent Faculty Members	215
• Permanent Support Staff	143 (Technical) & 113 (Administrative)
• Students	4075
1.4 Three major features in the institutional context (As perceived by the Peer Team)	<ul style="list-style-type: none"> • Dayalbagh Educational Institute is a multi-faculty Deemed University offering a variety of programmes aimed at the holistic development of the students. • Almost all programmes have an in-built life skills component that integrates academics with life. • The administrative body of the Institute has prominent members which gives the Institute a vibrant leadership including good governance.
1.5 Dates of visit of the Peer Team	July 10-13, 2013 (A detailed visit schedule has been attached)
1.6 Composition of the Peer Team which undertook the on-site visit:	
Chairperson	Prof. Ananda Deb Mukhopadhyaya
Member	Prof. D. Harinarayana Prof. Vasudha Kamat Prof. S. K. Jain Prof. A. Joseph Dorairaj Dr. Vijaya Deshmukh Prof. Karmeshu Prof. Mani Sankar Dasgupta Prof. Vir Singh
NAAC Officer	Dr.K.Rama

Section II: CRITERION-WISE ANALYSIS <i>Observations (Strengths and/or Weaknesses) on Key-Aspects</i>	
2.1 Curricular Aspects	
2.1.1 Curricular Design and Development	<ul style="list-style-type: none"> • The various academic programmes, especially at the under-graduate level, are clearly aligned with the Institutional vision. • The curriculum has been designed to take care of the learners' academic and moral/ethical growth and is oriented towards endowing the students with societal responsibilities.
2.1.2 Academic Flexibility	<ul style="list-style-type: none"> • The Institute offers a number of programmes. • There are provisions for inter- and multi-disciplinary courses. • There is a provision for credit accumulation and credit transfer in some programmes.
2.1.3 Curriculum Enrichment	<ul style="list-style-type: none"> • Several value-added/add-on courses with a focus on skills development and professional training are offered. • Curriculum is revised periodically and 64 new courses have been introduced in the last six years. • Major curriculum revision is preceded by workshops and other academic in-puts. • Curricula is enriched by experiential learning and project Work /dissertation.
2.1.4 Feedback System	<ul style="list-style-type: none"> • There is a formal mechanism to receive feedback from all stakeholders. • The feedback received from various quarters is reviewed with the help of representatives from industries and academic institutes of repute, among others, before it is approved by BoS and implemented.

2.2 Teaching-Learning and Evaluation	
2.2.1 Student Enrolment and Profile	<ul style="list-style-type: none"> Regarding admission to various courses, the Institute gives wide publicity through various channels. The Institute follows the UGC and the MHRD directives with regard to admissions of students from various socio-economic categories. The admission process is transparent and is overseen by the admission committee of the Institute constituted with internal members.
2.2.2 Catering to Student Diversity	<ul style="list-style-type: none"> The Institute has admitted a large number of women students (68%). Region-wise and community-wise diversity in student population is visible. Remedial classes and bridge courses are organized for slow learners and beginners. The orientation programmes of the Institute help the students imbibe its vision and ethos.
2.2.3 Teaching-Learning Process	<ul style="list-style-type: none"> The Institute follows the academic calendar rigorously. There is a conscious and concerted attempt to give students a holistic education. In addition to the lecture methods that are used predominantly, ICT tools are also used in the teaching-learning process.
2.2.4 Teacher Quality	<ul style="list-style-type: none"> Vacancies are advertised and staff are recruited on the basis of merit cum reservation norms. Most teachers (82.23%) are PhD holders and are engaged in research and development activities. While 28% of teachers are from the same state 43% are from other states; 1% from abroad. The Institute has appointed Adjunct, Visiting and Emeritus Professors, some of them from reputed national and international institutions and industry, who provide guidance. Almost all the staff are involved in outreach programmes with commitment.
2.2.5 Evaluation Process and Reforms	<ul style="list-style-type: none"> The Institute adheres to the examination and evaluation schedule rigorously. The examination system consists of continuous internal evaluation (75%) and external end semester examination

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	<p>(25%).</p> <ul style="list-style-type: none">• There is a heavy emphasis on internal continuous evaluation and there is no minimum pass percentage for end semester exams. Appearance in end semester exams is not mandatory.
2.2.6 Student Performance and Learning Outcomes	<ul style="list-style-type: none">• Learning outcomes and graduate attributes need to be defined and articulated clearly.• The students' pass percentage is high.• Some students get employment through campus placement.
2.3 Research, Consultancy and Extension	
2.3.1 Promotion of Research	<ul style="list-style-type: none">• Since the last NAAC visit, almost all departments are engaged in research.• Institutional mechanism for promoting and monitoring research needs to be more coordinated.• Faculty members are encouraged to guide research and a good number of students have registered for MPhil and PhD programmes.• The Institute is yet to make budgetary provision from its own funds for instituting research fellowship for PhD students.
2.3.2 Resource Mobilization for Research	<ul style="list-style-type: none">• The faculty members have 76 on-going research projects from different funding agencies.• There are 5 UGC SAP and 6 DST-FIST departments.• There is autonomy for principal investigators in terms of utilization of project grants.
2.3.3 Research Facilities	<ul style="list-style-type: none">• The Institute has developed virtual laboratory facility and laboratories with advanced research facility in some areas.• University Instrumentation facility provides appropriate support.• Establishment of solar power plants for backup power supply.

2.3.4 Research Publications and Awards	<ul style="list-style-type: none"> • Good publication output by the faculty members. • Very few staff have received national recognition and are Fellows of National academies and bodies. • During the last five years, 12 patents have been filed and 5 have been granted. • Around 15% of the faculties serve on the editorial boards of various national and international journals.
2.3.5 Consultancy	<ul style="list-style-type: none"> • The Institute offers consultancy in various fields, largely on an honorary basis. • The Institute has earned 83.7 lakh through consultancy in the last five years.
2.3.6 Extension Activities and Institutional Social Responsibility	<ul style="list-style-type: none"> • The Institute has undertaken various outreach activities in areas ranging from health and hygiene to continuing skills development and computer literacy. • The Institute has undertaken developmental work in tribal belts across the country using ICT facilities and staff deputation. • The Institute runs summer schools in science and mathematics for school students from disadvantaged backgrounds. • Alumni contribute to and support the extension and outreach activities of the Institute. • Students participate in extension activities through NSS. • Mandatory courses in value education, rural development and agriculture, religion, etc. contribute to the holistic development of students.
2.3.7 Collaborations	<ul style="list-style-type: none"> • The Institute has formalized four national and four international collaborations to promote research. • The alumni association collaborates to a large extent by bringing in expertise and providing support services to the Institute. • There are several informal collaborations which need to be formalized for institutionalizing and ensuring the continuance of these activities.
2.4 Infrastructure and Learning Resources	
2.4.1 Physical Facilities	<ul style="list-style-type: none"> • The Institute is located on a 44-acre campus with 36768 sq. mts. of built-in space with 5 hostels (2 for boys and 3 for girls) and facilities for recreation, sports and games.

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	<ul style="list-style-type: none"> • Solar power is used both in hostel kitchens for cooking and as a back-up for multiple uses.
2.4.2 Library as a Learning Resource	<ul style="list-style-type: none"> • The library is stocked with 170459 books and 142 Indian and 42 foreign journals, with access to online journals through INFLIBNET and subscribes to four databases in Engineering and Management. • There are departmental libraries catering to the needs of individual departments providing increased access to library resources. • The library has 70 computers with Internet facility.
2.4.3 IT Infrastructure	<ul style="list-style-type: none"> • The Institute has Quantum Nano Computing, SQUID, 8 Blade Cloud Computing Cluster with 24 terra byte storage, and Wi-Fi connectivity. • There are totally 570 computers and 25 e-classrooms with provision for live transmission of lectures catering to core programs as well as outreach educational activities. • Multimedia laboratory facilitates recording of lectures and transmission of the same.
2.4.4 Maintenance of Campus Facilities	<ul style="list-style-type: none"> • The Works Department takes care of the maintenance of campus. • USIC takes care of routine maintenance of the electronic equipments. • There is a conscious effort to make the campus eco-friendly and energy efficient.
2.5 Student Support and Progression	
2.5.1 Student Mentoring and Support	<ul style="list-style-type: none"> • The updated prospectus is published annually as a support base for academic and administrative information. • Financial support is offered to students which includes Govt scholarships and freeships; the fee itself is subsidized. • There are facilities for the physically challenged and coaching classes for competitive exams are conducted.
2.5.2 Student Progression	<ul style="list-style-type: none"> • The drop-out rate is negligible. • The student progression rate is high: UG to PG (70%) and PG to MPhil (50%). • During the last five years 105 students have cleared NET and 139 cleared GATE. • The alumni association is pro-active in facilitating students' progression to

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	<p>employment and higher education through various activities organized on campus as well as off campus.</p> <ul style="list-style-type: none"> • Students take part in various cultural and sports programmes at the regional and national levels. • In quite a few departments students bring out wall magazines. • Students are encouraged to participate in extracurricular activities.
2.5.3 Student Participation in Activities	
2.6 Management	
2.6.1 Institutional Vision and Leadership	<ul style="list-style-type: none"> • The vision, mission and goals of the Institute are in tune with the objectives of higher education. • The Institutional vision of holistic education for the development of complete man is being translated into reality. • There is decentralized leadership and governance with faculty members serving in many committees.
2.6.2 Strategy Development and Deployment	<ul style="list-style-type: none"> • There is effective internal coordination mechanism in the Institute. • Academic audits with internal and external members are carried out twice a year. • The Institute ensures quality assurance through Advisory Committee on Education (ACE) and Academic and Administrative Audit Committee (AAAC)
2.6.3 Faculty Empowerment Strategies	<ul style="list-style-type: none"> • The faculties are encouraged to participate in Orientation and Refresher programmes/courses. • Faculty appraisal for faculty empowerment is done periodically. • The Institute has limited staff welfare fund and thrift fund.
2.6.4 Financial Management and Resource Mobilization	<ul style="list-style-type: none"> • There are internal and external financial audits and there are no major audit paras pending. • With a corpus fund of 30 crores, the Institute's financial position is sound with a surplus fund. • Accounts are being computerized. • The alumni play a key role in resource mobilization.
2.6.5 Internal Quality Assurance System	<ul style="list-style-type: none"> • The IQAC is functional and efforts are being initiated towards introducing TQM. • The functioning of IQAC is yet to be systematised integrating the various quality related activities being taken up.

	<ul style="list-style-type: none"> The institution undertakes the academic and administrative audit at regular intervals.
2.7 Innovations and Best Practices	
2.7.1 Environment Consciousness	<ul style="list-style-type: none"> The Institute has taken efforts to make the campus eco-friendly through energy conservation and use of alternative energy systems. Students participate in campus cleaning. Water harvesting, plantation, maintaining carbon neutrality, hazardous and e-waste management in place.
2.7.2 Innovations	<ul style="list-style-type: none"> The Institute has established a Quantum Consciousness Centre leading to multi-disciplinary research of the mind and body. The Institute has successfully carried out photochemical splitting of water to generate hydrogen. Innovations through introduction of new integrated programmes, establishment of Research Technology Centre (Park) and Business Advisory Clinic and Development of Smart Grid.
2.7.3 Best Practices	<p>The institute has submitted two best practices in the format provided by NAAC</p> <ol style="list-style-type: none"> 1. Work based training 2. Compulsory core courses for value based education. <p>The team evaluated both the practices and after looking at the evidences in support of the two practices found that both have had a visible impact on the students' overall development as envisaged in the objectives of the practice. It is observed that the</p> <ul style="list-style-type: none"> Institute has implemented work-based training aimed at synthesizing academics and work with rigor and has resulted in development of life skills among the student community. The students are taught the dignity of labour. The Institute offers compulsory value-based education for the holistic development of students through the introduction of compulsory courses relating to development of social responsibility and good citizenship among the student community.

Section III: OVERALL ANALYSIS	
3.1 Institutional Strengths	<ul style="list-style-type: none"> • The Institute has been awarded A Grade by MHRD. • Financially sound • Gender parity and academic ambience and discipline among the student community • Eco-friendly campus • Well-qualified and dedicated staff • Strong Alumni Association • Adjunct and visiting faculty from across the globe in various fields. • Expertise from various walks of life as advisers, guides, and well wishers. • Faculty are editors, peer reviewers in reputed national and international journals. • Students and staff oriented for service to community.
3.2 Institutional Weaknesses	<ul style="list-style-type: none"> • Lack of adequate space. • Inadequate Interdepartmental linkages • Replacing and refurbishing the old infrastructure to suit the new. developments and technology • Incorporating innovations in curriculum • Commencing of new courses in emerging areas.
3.3 Institutional Challenges	<ul style="list-style-type: none"> • Translate research output to the benefit to the society and Industry. • Enhance interaction with external research organizations for conducting research in industrial setup. • To implement the e-governance programme holistically leading to paperless administration. • To implement research programmes for societal transformation. • Promotion of consultancy and IPR potentials of the faculty members by guidance through University level mechanisms. • Synergising the programmes of the University with the educational vision of the state and central governments.
3.4 Institutional Opportunities	<ul style="list-style-type: none"> • More departments to get SAP and FIST status. • Scope for introducing more need based courses. • Enhanced use of ICT facility and ICT integration. • To admit International Students. • To emerge as a front runner in Vocational Education in the country. • Besides the existing collaborative programme, there is a scope for advanced

	<p>research and teaching collaborations with more institutions.</p> <ul style="list-style-type: none"> • Furtherance of entrepreneurship and skill development programmes for the students. • To emerge as an Innovation University of MHRD.
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Section IV: Recommendations for Quality Enhancement of the Institution

- Introduce a few more courses in innovative, need-based areas such as Disaster management, Natural resource management, Coastal and geo-engineering, Agricultural sciences, Biotechnology, Bio-chemistry, Bio-informatics, Computational biology and neuroscience, Philosophy, etc. ✓
- Consolidate inter-departmental linkages in teaching and research
- More on-line courses to be developed and students to be encouraged to take a few of them ✓
- Modernization of laboratories and further enhancement of teaching and research activities ✓
- Library to be fully computerized and linkages to be provided to the students across the campus ✓
- Establish inter-/multi-disciplinary Schools/Centres of study in emerging areas ✓
- Infrastructure facilities need further development including facilities for the physically challenged ✓
- Create special group in soft computing at the Institute level ✓
- Create statistical computing cell at the Institute level which will cut across all disciplines ✓
- Cafeteria system of study to be introduced ✓

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

(Signature)
 Signature of the Head of the Institution

DIRECTOR
 Dayalbagh Educational Institute
 (Deemed University)
 Dayalbagh, AGRA-6

Signatures of the Peer Team Members:

Name and Designation		Signature with date
Prof. Ananda Deb Mukhopadhyaya	Chairperson	A. D. Mukhopadhyaya 13/7/13
Prof D Harinarayana	Member	D. Harinarayana 13/7/13
Prof Vasudha Kamat	Member	V. Kamat 13/7/2013
Prof SK Jain	Member	S. K. Jain 13/7/13
Prof. A. Joseph Dorairaj	Member	A. Joseph Dorairaj 13/7/13
Dr (Mrs) Vijaya Deshmukh	Member	V. Deshmukh 13/7/2013
Prof Karmeshu	Member	K. Karmeshu 13.7.13
Prof Mani Sankar Dasgupta	Member	M. Sankar Dasgupta 13/7/2013
Prof Vir Singh	Member	V. Singh 13/7/13
Dr. (Mrs) K. Rama	NAAC Coordinator	

Place: Agra

Date: 13/07/2013