

Great Institutions of Higher Learning *Accredited Universities in India*



राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद
NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

NAAC

Vision

To make quality the defining element of higher education in India through a combination of self and external quality evaluation, promotion and sustenance initiatives.

Mission

- ❖ *To arrange for periodic assessment and accreditation of institutions of higher education or units thereof, or specific academic programmes or projects;*
- ❖ *To stimulate the academic environment for promotion of quality of teaching-learning and research in higher education institutions;*
- ❖ *To encourage self-evaluation, accountability, autonomy and innovations in higher education;*
- ❖ *To undertake quality-related research studies, consultancy and training programmes, and*
- ❖ *To collaborate with other stakeholders of higher education for quality evaluation, promotion and sustenance.*

Series on

**Great Institutions of
Higher Learning**

Accredited Universities in India

(Volume I, 2002-2004)

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विश्वविद्यालय अनुदान आयोग का स्वायत्त संस्थान

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

An Autonomous Institution of the University Grants Commission

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Introduction

This volume is the outcome of the effort of the National Assessment and Accreditation Council (NAAC) to present to the academia of the country exemplary Indian universities. They are some of the best among the universities assessed and accredited so far by the Council with the help of the Peer Teams it had appointed. The criteria of NAAC were followed in the assessment.

There are reasons to call them great. In the first place, all of them were accredited with an 'A' grade or above ('A+' and 'A++'). As the term, 'great' means "of extremely good quality" which deserves admiration (Oxford Dictionary), they have earned the commendation on their own merit for the best practices they have evinced in their performance. Secondly, the term was suggested by the honorable President of India, Shri A.P.J. Abdul Kalam, when he spoke at the conclusion of NAAC's Decennial Celebrations on November 5, 2004 at Bangalore. He said:

.. for each criterion of evaluation (set down by NAAC) there is a college or a university whose practices are the best and would stand out as a symbol of" those practices.. "This experience should lead to the evolution of a book of experience with the title *Great Institutions of Higher Learning*" ("Suggestions to NAAC" in the address by the honourable President)

Earlier, in the same address, while defining the goal of higher education as that of enabling learners to face challenges of real life in the world and to participate in nation building, he also outlined the way to achieve it. It is that of building capacities for research, innovation, use of high technology, creativity in knowledge transfer, and for entrepreneurial and moral leadership. It is a happy coincidence that NAAC's criteria of assessment envisage the very same capacity building. Hence these institutions are doubly qualified to be called 'great' from both internal and external perspectives, from those of NAAC and of intelligentsia outside.

It must, however, be said that the term 'great' is not used absolutely, once and for all. It has never been the purpose of NAAC to prescribe, judge or to assign a status, much less that of categorically categorizing institutions. Dynamic and forward-looking as it has been, and still is, the philosophy of the Council is to help all institutions to develop, anchoring upon their strengths to get over weaknesses so that all our HEIs may tower as 'peaks of excellence on the plateau' of higher education. This philosophy of corporate endeavour for corporate excellence has to rely, nonetheless, on credible and fair measurement which grades not for categorical labelling but for creating self-awareness of the potential already there for self-development. Moreover the present label 'great' is relative: that which is great today may not be so tomorrow and *vice versa*. Quality is never caught and caged, it is earned and sustained. It must also be remembered that the institutions presented in this volume are not an exclusive group that commands the monopoly of quality. There may be others which are better than they in certain specific best practices. For want of space they are not included here.

Volume I of this series covers only the universities that were assessed under the current nine-point scale, which came into effect since March 15, 2002. It may be noted that in the initial phase of accreditation, many great universities volunteered to be assessed without compulsion from either the state or the centre. Out of 56 universities assessed under the earlier grading system 21 came under the top grade, 'A*****' (A Five Star). Not including them in this volume does not mean that their strengths are underestimated. The universities that were assessed under the earlier five-point scale are now preparing for re-accreditation. They will be considered for inclusion in subsequent series when their re-accreditation results are announced. It was felt necessary to bring out this time-bound volume in time to share with HEIs the good work done elsewhere in the country.

The institutions presented here have distinguished themselves as performing universities for learner development, nation building and inter-national co-operation. Most of them have introduced long-term and short-term professional and skill-enhancing courses which have improved the employability of a large body of students all over the country. Some of them offer focused programmes to produce world-class scholars in particular disciplines. Some others have widened access to higher education through distance education in order to benefit those who cannot otherwise afford higher education. A few of them have successfully integrated tradition and modernity to preserve and propagate the ancient lore of the country. Most of them have made available to learners the benefits of modern technology at moderate cost. Almost all of them sustain the double focus on the development of intellectual skills on the one hand, and character and personality development through value education on the other. Some have made available to learners a wide variety of combinations of inter and multi-disciplinary courses, both professional and non-professional, in the fields of medicine, engineering, management and other sciences. These and other learner-enhancing strategies do deserve commendation.

A few others have significantly contributed to nation building by tailoring courses which pointedly address national needs. Pioneering research into oceanic sciences, nuclear power for development, and oil-exploration sciences is just one of the many instances. The pursuit of geo-science and specialized engineering studies also serves the same purpose. Regional studies pursued by at least one university also belong to this category. Highly significant is the pursuit of high-quality in-depth study of humanities, chiefly, in a discipline like that of economics in order to impact and direct national policies of development. This random sampling is intended to show the right direction that some of the institutions presented here have initiated in higher education.

Almost all the universities presented here are exemplars of maintaining high standards of quality authenticated by international acceptance. There are many collaborations with overseas universities and the outcomes are quite significant. At least a few of them have established world-class institutes of excellence in management science and other disciplines.

Atleast one university has developed an educational model founded on the philosophy of integral education offered free of cost to all. It lays emphasis on the development of the whole person in the learner.

The assessment reports of the universities reproduced here are far from narratives of success stories. They are part of them no doubt, but the highlights include the weaknesses that they should lay behind in their onward march to reach higher levels of excellence. These are points of learning, and stepping stones to success for both they and others.

V. S. Prasad
(Director, NAAC)

II. Assessment Reports of A-grade Universities

I. Andhra University

Visakhapatnam, Andhra Pradesh

(Assessment Report for Institutional Accreditation)

Section-I: Preface

Andhra University was constituted by the Madras Act No. 11 of 1926 and was formally inaugurated on August 30, 1926 at Vijayawada (then known as *Bezawada*). It provides higher education to youth of five northern coastal districts. It was set up on the model of the universities of Leeds and Manchester to offer an admixture of conventional and industry-related programmes. It had a modest beginning with 17 students and a handful of teachers. However, the expansion soon became comprehensive. The student strength rose to 200 in 1936, 600 in 1946 and 2800 in 1966. As demand for higher education increased, a Postgraduate Centre was established in 1967 at Guntur which subsequently grew into the present Nagarjuna University. Two other PG Centres followed, one at Kakinada and another at Srikakulam. At present the university has a student strength of about 9000 studying one or the other of 140 courses taught by about a thousand members of various faculties in 67 departments. Women constitute 33% of admissions. The expansion was briefly hindered during the Second World War, specifically between 1942 and 1946, when the university sifted to Guntur. The subsequent development was fast and it went hand in hand with national needs. The English programme was introduced in 1945, law in 1949, sciences and engineering in 1955 and a whole range of other courses in almost all disciplines after the sixties. The number of affiliated colleges rose from a negligible number to 370 and a health university was formed in addition to the Nagarjuna University. The university has 31 colleges exclusively for women in addition to the reservation of one third of seats for them in others.

The architects of growth were many Vice Chancellors, scholars and dedicated men and women of society a list of whose names cannot be exhaustive. Dr. V.K.R.V. Rao, Dr. S. RadhaKrishnan, Prof. Humayun Kabir and Dr. C.R. Reddy are just a few of the celebrities among others who are equally illustrious.

The university colleges were reorganized into three units in 1966: the College of Arts, Commerce and Law; the College of Science and Technology; and the College of Engineering. The College of Law was created in 1992 out of the College of Arts, Commerce and Law.

The university is spread over 496 acres and the departments are accommodated in more than 100 buildings. Infrastructure and equipment are state of the art.

The university has excelled in research. Pioneering research goes on in sciences, especially in marine and space sciences. It was rated the second best contributor to publications in sciences in the sixties.

A dozen of the science faculties enjoy the Fellowship of the National Academy of Sciences. Teachers of all disciplines operate more than 150 research projects with the assistance of UGC and other funding bodies. The University Development Cell offers consultancy services. Much collaborative work is in progress in both teaching and research. There are half a dozen Chairs and more than 378 endowments for recognizing academic merit.

The university volunteered to be assessed and accredited by the National Assessment and Accreditation Council and submitted its Self-Study Report in 2001. The Council appointed the following Peer Team to visit and assess the university between April 10 and 13, 2002: the Peer Team was constituted with Prof. M.V. Nadkarni, former Vice Chancellor, Gulbarga University as Chairman; Prof. Vinod P. Saxena, former Vice Chancellor, Jiwaji University, Gwalior as Co-Chairman; Dr. B. Shivarama Holla, Professor and former Chairman, Department of Chemistry, Mangalore University; Dr. Tapathi Basu, Co-ordinator, DSA (UGC), Department of Journalism and Mass Communication, Film and Television, University of Calcutta and Prof. S. Mohan, Department of Instrumentation, Indian Institute of Science, Bangalore as members. Dr. M.S. Shyamasundar, Assistant Adviser, NAAC coordinated the visit. The outcome of the visit through interactions with several constituents of the university is presented in the following report.

Section-2: Criterion – wise Analysis

Criterion-I: Curricular Aspects

Andhra University offers a wide range of academic programmes, constituting a balanced blend of conventional and career oriented courses, although in recent years career oriented courses are favoured more. The university has always been a pioneer in formulating new courses which help meet national man power needs. The course in nuclear physics was started when the country needed nuclear energy for national growth and geophysics was offered when the country was expanding its exploration activity in search of oil and natural gas. Establishment of the School of Marine Sciences with half a dozen courses dealing with ocean floor dynamics and marine resources is the result of the realization of the importance of oceans not only in dictating plate motions, but also in being the potential source of living and non-living resources for the future. The rapid growth of industry in and around Visakhapatnam and the presence of the Naval Base encouraged the university to start courses in instrumentation engineering, marine engineering and naval architecture, tourism management, journalism and mass communication, human resource management, international business, etc. The university is one of the first in the country to start courses in mathematical economics and econometrics as part of economics making the Economics Department one of the most advanced in the country. Transport and social work are other examples of career oriented courses. The university's serious concern to protect and promote traditional Indian culture led to courses in music, fine arts, acting and play direction.

With opportunities for employment becoming limited in both government and public sectors, the university was quick to provide courses that lead to self-employment. Courses like bio-chemistry, prawn and crab farming management, coastal aquaculture and marine bio-technology, and geo-engineering are some of them.

With escalating costs and reduced public assistance, the university has to offer quasi-professional self-funded courses such as computer science, biotechnology, commerce and electronics. The M.Tech. programme in the engineering college include such diversified fields as radar and micro wave engineering, technology forecasting, coastal harbour engineering and pharmaceutical biotechnology.

A majority of undergraduates come from the Intermediate stream, run by the Government of Andhra Pradesh. The intake into the postgraduate courses in colleges of arts and commerce, and science and technology is mostly from those who graduate with the common core syllabus prescribed by the Andhra Pradesh State Council of Higher Education. The content of courses in the university needs suitable revision, whenever there is a change in the syllabus at the Intermediate and degree levels. The syllabi of the courses in the university are reviewed more frequently, however, and generally once in three years, keeping in view the advances that take place in the subjects of the programme. Changes in the curriculum are effected after thorough discussions among members of faculties, and later in the meetings of Boards of Studies, which utilize the services of at least two experts drawn from outside the university on each of them and from national laboratories and institutions.

Most of the programmes offered in the Andhra University Colleges are full-time. However, for the benefit of employees in government and quasi-government organizations in and around Visakhapatnam, part-time courses are also offered, with instruction offered in the evenings. The part-time programmes offered by the College of Engineering include civil engineering, mechanical engineering, electrical and electronics engineering, computer science, electronics and communication engineering, engineering chemistry and geo-engineering. The College of Arts and Commerce offers a wide range of part-time diploma courses ranging from Sanskrit to women studies, film acting to transport management, and play direction to strategic studies. Some of these part-time courses are self-funded. Self-funded courses respond to market demand, and their continuation or otherwise is reviewed periodically. The purpose of a self-funded course is defeated, if the revenue it generates fails to meet at least the expenditure incurred on running it. The university has realized that a few courses, particularly, the diplomas in the arts colleges, which are otherwise academically important, did not find the anticipated demand. They may have to be replaced by other courses which are in greater demand.

The multiplicity of the programmes offered has made it difficult for the university to allow horizontal mobility to students from course to course, particularly when the admission procedure is complex as

it involves satisfying many categories of reservation. However, in many courses, electives are offered depending upon the societal needs and on the availability of expertise in the departments.

The university has initiated the exercise of formulating Schools by grouping related departments under the administrative control of a Dean for each. When such Schools are formed, more interdisciplinary courses can be planned and organized efficiently. It is realized that some of the courses offered presently have a common course content and it is possible to reorient such courses when the relevant departments are brought under one School. When all the departments of the University Colleges adopt the semester system, in addition, the university can plan the introduction of the Cafeteria System. The university is aware that such reorientation may require abandoning a few courses currently offered.

Criterion-II: Teaching - Learning And Evaluation

Admissions into most courses in the University Colleges are based on the ranks obtained in the entrance tests conducted by the university (AUCET) for sciences, arts and commerce, and by the Government of Andhra Pradesh for engineering (EAMCET) and law (LAWCET) and management and computer science (ICET) The Government of Andhra Pradesh further arranges counselling for engineering and allots the college and branch of study based on the ranks of applicants. For admissions into postgraduate courses in engineering and pharmacy, those qualified at the GATE are accommodated first and the remaining vacancies are made available to non-GATE' candidates in the order of merit based on the marks secured at the qualifying examination and/or on AUCET examination. Admissions through common entrance tests are considered independent of standards of evaluation adopted by different universities, and autonomous colleges.

All courses include adequate components of field and laboratory training, wherever relevant, and the deficiencies are covered by exposure of students to industry and national laboratories. While the engineering college follows the semester system with partial internal and continuous assessment, departments in other colleges are given the option of adopting the semester pattern. The university follows the marking system for all courses, double valuation for the all postgraduate examinations and single valuation for undergraduate programmes. Question papers are set by experts not under the control of the university, the examinations are conducted under strict vigil and the confidentiality of answer scripts is maintained by coding them and getting them valued centrally. The university is not liberal in awarding grace marks to maintain pass/fail ratio, but allows the award of a few grace marks with several restrictions, provided such an addition enables the student to completely pass the semester/year of the course.

The university is aware of the implicit advantages of the semester system with modular courses. It allows the parallel existence of both semester and non-semester patterns for the time being. The replacement of the latter by the former will depend on the successful experimentation of the semester

system at least for a decade. Partial internal assessment will be accepted on the basis of the consensus of departments.

Field work and project work are required components of such programmes as anthropology, industrial relation, commerce and management studies. Submission of dissertations/project reports is mandatory in such courses. The performance of students in these courses is assessed by conducting the examinations as well.

Practically no appointments are made in the university; only 57 pending vacancies of SC/ST teacher positions were filled during the last 5 years, due to the prevailing ban on recruitment by the government. As the departmental profiles indicate, there is hardly any teacher in the University under 40, naturally they possess higher qualifications than those prescribed by the UGC, except in the case of a few Assistant Professors. The university has not made any temporary appointments as an economy measure although several positions are vacant and 98% of the work load is shared by the faculty on rolls. The remaining 2% of work load is carried by part-time teachers working on contract basis.

Junior members of faculties are trained in more recent developments in technology through deputation to workshops/orientation courses organized by the Academic Staff College of the university, and elsewhere. Senior faculty members act as resource persons for these courses. The university spends 20% of its normal budget on academic programmes. This figure would have been lower had the existing teaching positions been completely filled. This percentage is expected to go up in a couple of years, with the generation of resources from the self-funded stream and from widening consultancy services.

Inter/multidisciplinary courses are offered by teachers of two or more departments. Grouping of subjects under arts, commerce, science and technology into different colleges is done for the sake of smooth administration.

During the last two years, about 240 teachers have participated in seminars/ workshops/conferences, and about 70 have acted as resource persons. 78 Teachers participated in international seminars/ workshops/conferences. Most of the faculty have personal computers and are conversant with computer operations and supporting services of information technology. Though there is no mechanism of self-appraisal by teachers or student evaluation of teachers, the university gives four Best Researcher Awards at its convocations to encourage teachers.

Criterion-III: Research, Consultancy And Extension

Andhra University has been well known for its research contributions, being the second major publisher of scientific papers in national and international journals during the sixties and seventies. The university is trying to retain its status. Several departments of the university have been identified for Special

Assistance Programmes and COSIST by the UGC. The Department of Physics has been carrying out pioneering research in ionosphere related problems and maintains an observatory with modern equipment. The university has created a central facility, viz., Centre for Nuclear Techniques, where the facilities are made available to all user departments. The Department of Marine Living Resources has established an Ocean Science and Technology Cell under an MoU with the DOD to produce manpower to work on ocean related problems. An exclusive institute, the Delta Studies Institute, was established to carry out research related to specific problems of modern deltas with financial assistance from Oil India Development Board and Oil and Natural Gas Corporation.

As can be seen from the departmental profiles, most teachers have a qualification higher than that prescribed by the UGC and are actively involved in research or writing books or operating projects. The university teachers have completed 145 projects costing Rs.8.73 crores and have been operating 157 projects totalling Rs.12.74 crores.

The university resolves to eliminate ill-written projects by subjecting them to internal peer reviews and this has yielded positive results. Most of the proposals forwarded by the university were favourably considered by funding agencies. There is a marginal increase in the number of projects secured and the percentage of teachers involved in handling the projects. A lion's share of these projects is contributed by the College of Science and Technology with uniform distribution among the different departments.

The thrust areas of research are identified by most departments engaged in research. Collaborative work with national/international/government laboratories/institutions are being pursued. Of the 32 projects being operated in the College of Engineering, most of them come from Departments of Chemical Engineering, Pharmacy, Civil Engineering, Mechanical Engineering, Electrical Engineering, Electronics and Communication Engineering, Computer Engineering and Geo-engineering. In the case of the College of Arts and Commerce, almost all the projects are in the Departments of Anthropology, Commerce and Management with only 8 projects being operated by the Departments of Economics, Hindi, Psychology, History, Politics and Telugu. About 440 full-time students are on rolls for the Ph.D., out of whom 151 enjoy fellowships in projects or *ad hoc* fellowships awarded by CSIR. The university has awarded 686 doctorates during the last 5 years, averaging about 140 a year.

The number of papers published during the last five years, by the faculty of the university taken as a whole, is 4 per teacher, which is not bad in view of the modest 145 projects operated during the period. College-wise, every teacher in the Science College published, on an average, 6 papers, two each in arts and commerce, and 1.5 in engineering during the last 5 years.

Considering the student population and the size of the faculty, the above statistics do project a lower percentage of research output and under-utilization of manpower in research. There has been a drastic

cut in research admissions, because of limited hostel facilities available in the university, the students' concern about limited post-Ph.D. job opportunities, and because of the university's insistence on high quality of dissertations which are required to be approved unanimously by a panel of three examiners including an overseas examiner. The inability of finding suitable NET-qualified students for the projects, the uncertainty about scholars being associated with the project till a late state of its completion, and the personal accountability of the teacher on the progress of research projects are discouraging. The quantitative output, however, is satisfactory based on the number of international seminars attended by researchers and the faculty.

To maintain quality of research and improve the skills of research scholars, the university has made it mandatory that scholars under Ph.D. programmes should give three seminars. The research work is monitored by Doctoral Committees and Departmental Research Committees. Research in SAP programmes is monitored by committees specially constituted for the purpose with the Principal of the college as the Chairman.

The university library is well equipped with reference books, but reduced budget allocations and prohibitive costs of speciality journals have made it necessary to limit subscriptions to journals. This difficulty is partly compensated by the availability of browsing and internet facilities.

The university operates its consultancy services through the Andhra University Development Cell (AUDC) headed by a Director. The cell takes care of the publicity of available expertise in the university and acts as a liaison between the university department and the user. The services available include design of structures, bridges and multi-storeyed buildings, ground water exploration and water quality testing, analysis of food, drugs and pharmaceuticals, soil testing and drilling, image processing and technical know-how for aquaculture. The AUDC also undertakes organization of courses for teachers and the public.

The university is very strong in extension services and has distinguished itself in the *Janmabhoomi* programmes started by the Government of Andhra Pradesh. The Extension Service wing of the university, NCC and NSS units, and several individual departments also independently plan their own extension activities. All the successive Vice-Chancellors, most of them hailing from faculties of arts, and one from the Social Work Department itself, richly contributed to the sustained growth of the social work culture in the campus.

Criterion-IV: Infrastructure And Learning Resources

Andhra University owns a fairly good amount of land measuring 420 acres, with a quarter of it available for further expansion. Its buildings are scattered in the North and the South campuses and occupy around 20.00 lakhs sq.ft. in total, while the plinth areas of buildings of PG centres at Kakinada and Srikakulam are 24,000 sq.ft. and 16,000 sq.ft. respectively.

The university's central library, with a very good collection of books and about 500 journals, also offers to users browsing and reprographic facilities. The cost of international journals has become prohibitive and the number of subscriptions for such journals has come down to a mere 241. While this is not a handicap for students, a serious researcher is put to considerable disadvantage particularly in the Science College. At present, there is no hope for any improvement in the situation.

The university's primary health centre, with five medical officers on its rolls, engages part-time services of specialists in specialty services and takes care of all routine and minor medical problems of students, research scholars, employees and teachers and pensioners. Medicines are supplied free of cost; the university does not foresee introduction of the facility of medical reimbursement in the near future. It has developed adequate facilities for sports and physical education.

The university is one of the earliest to install a maiden computer as early as 1970. The Computer Centre with an IBM 1130 and a few punching machines worked round the clock, and in shifts, benefiting a large number of teachers and research scholars. The IBM 1130 was replaced by an ICIM and subsequently by a HP Net Server. The Centre has about 36 personal computers.

There are many facilities for sports and physical education too: cricket fields, field for athletic track and field events, tennis courts (both clay and cement), volleyball courts, basket ball courts, weight lifting halls and multi-gym, football, hockey and handball fields, table-tennis tables; indoor gymnasium (wooden floor) with provision for 7 badminton courts, 6 table tennis courts, etc. All hostel blocks including those for women also have separate facilities for sports. Some of the students participated in sports meets at regional and national levels. One student was awarded *Star of India* title by the Ball Badminton Federation of India.

The university has hostel accommodation for 4000 students including 400 research scholars, both men and women, in 25 blocks. A few hostels are reasonably good. Other hostels need more healthy environment and modernization.

USIC is also well equipped. The major equipment, available in the departments are NMR Spectrometer, Differential Thermal Analyser, Amino Acid Analyser and Plan Grating Spectrograph, Electro Microscope, GC-MS, etc. USIC has its own building and attends to repairing the servicing of instruments of departments.

The state government's policy of reserving 33% of seats for women, a social reform introduced for the first time in the country, resulted in enhancement of enrolment of women students and created an immediate obligation for the university to provide accommodation to all needy women students on a priority basis. This led to the conversion of a couple of blocks, that can otherwise be occupied by male students, into women's hostels. Greater pressure for hostel accommodation for male students was

inevitable. The stipulation that SC/ST/BC students cannot enjoy their full benefits, unless they reside in hostels adds to the complexity.

Building grants are not easily forthcoming, and the university needs to raise adequate resources of its own for the purpose. However, modernization of laboratories stands as the first priority once the self-funded stream begins to generate substantial income. Routine repairs to existing buildings are attended to and the computers are maintained through maintenance contracts, meeting the expenditure from the block grant. The university has realized not only the need for procuring modern equipment, but also the problem of maintaining them, once they are purchased. While some departments enjoy the benefits of the SAP programmes to strengthen their laboratories, others need direct support from other sources.

Criterion-V: Student Support And Progression

Almost all the students admitted into various courses in Andhra University hail from the state with only 0.2%, coming from other states and overseas. Within the state, students from Andhra University and Nagarjuna University areas constitute the majority covering 90% or more. This is expected; and is a clear reflection of the government's six point formula applicable to all institutions in Andhra Pradesh reserving 85% of seats to local candidates, with the remaining 15% being competed for by locals and non-locals as well. However, all the universities of the state should reconsider these aspects to provide more share in admissions to candidates from outside which is necessary to ensure cultural variety and motivation towards better academic activities. Admissions of non-resident Indians and overseas students are controlled through embassies and ministries.

About 8% of students discontinue studies, the maximum dropouts being in PG courses in the College of Arts and Commerce and the College Science and Technology. Most of them get admitted to professional courses such as B.Ed./MCA, that may have been offered to them after the close of admissions in the Andhra University colleges. The pass percentage varies from 70-75%, showing the quality of assessment at the year end and semester-end examinations. Withdrawal of addition of grace marks to enable students to pass individual subjects has increased the percentage of failures. With the proliferation of engineering colleges, more students get admitted into the engineering stream, leaving students with lesser merit for the B.Sc. courses. The quality of students admitted into PG science courses is determined by what is available at the UG level. The lower percentage of pass, particularly in the sciences, is mostly due to the emergence of a large number of engineering colleges.

The university supplies to every applicant for AUCET an updated prospectus-cum- information brochure giving details of the various tests conducted, their syllabi, seats available in different courses under various categories of reservation and the procedures of admission. With the admissions restricted to local and non-local categories of students, and with little scope for students of other states getting

admission in any respectable number, the university has not contemplated bringing out a detailed prospectus covering the departmental profiles. However, departmental profiles are being brought out special issues of the Bulletin of Andhra University Research Forum, covering the history of each department, facilities available, expertise of teachers and their research contributions. These Bulletins are expected to partly serve the purpose of the prospectus, for publicity and for submission to funding agencies.

Maximum financial assistance for students comes in the form of SC/ST/BC scholarships/assistance to economically poor students from state/central governments. With about 47% of seats reserved for SC/ST/BC, and these categories of students securing seats under open category as well, more than 50% of students admitted in the various courses get financial benefit from the government. GATE qualified students of M.E./M.Tech. /M.Pharm are awarded fellowships by the UGC. A few research scholars are awarded CSIR/UGC fellowships through NET examination, while about a hundred of them are offered fellowships in projects.

The Employment Information and Guidance Bureau provides information to students regarding competitive examinations, offers guidance for self employment of unemployed youth and registers particulars of professionals and post-graduates for employment assistance. The College of Engineering has an exclusive Development and Placement Cell, which takes care of developmental activities of students and arranges campus interviews with leading companies. The number of students who benefit from this Cell is about 250 per year. This number is deceptively low; but proves to be significant when it is realized that the final year students of B.E./B.Tech/B.Pharm. courses number more than 700. About 150 students get qualified at the GATE and many go abroad after passing the GRE.

Campus interviews are frequently conducted in the Science College departments like geophysics by private exploration agencies in contract with ONGC. University teachers also help students, at their own personal level, to secure appointments for their students in private organizations. The university accepts enrolment of overseas students, as and when they are cleared by the Ministries concerned. Adequate care is taken to provide leisure-time and recreation facilities to all categories of students.

Criterion-VI: Organisation and Management

The university is administered by a set of statutory bodies and a number of officers as defined by the Andhra Pradesh Universities Act 1991. With more than 9,000 students at any given point of time, around 750 teachers and 3000 non-teaching staff, 300 affiliated colleges admitting more than a lakh of students every year and 150 UG and PG programmes in different disciplines spread over 67 departments, it would be difficult to undertake any time bound programmes without decentralizing powers. Accordingly, the university has created many posts of Deans, to be headed by senior faculty of the university, to take

independent decisions regarding matters under their jurisdiction. Financial and administrative powers are also delegated to the Principals of the respective colleges, within certain limits. Departmental Committees and departmental Research Committees are constituted to monitor administration and research. The academic calendar is prepared in consultation with the Principals of the four colleges, and the university sees to its total adherence through monitoring instruction by the Principals.

The university has discontinued the system of maintaining confidential reports nearly two decades ago, but this has not resulted in any serious indiscipline as indicated by the absence of cases of violation of the code of conduct during the last three years. The university is certainly liberal to its employees, who in turn are mindful of their duties and do not act in a manner detrimental to the interests of the university.

Internal audit mechanism has been never in vogue in the university, with the accounts being audited by the L. F. Audit Department of the Government of Andhra Pradesh, who have detected only 215 objections covering an amount of Rs.9.50 crores requiring clarifications in the 1998-99 audit report. The university has made efforts to generate finances through donations, consultancy and self-funded courses, and received about Rs.50 lakhs during the previous year. This is not certainly an amount that a university can be content with, but it has started concentrating on consultancy services and self-funded courses seriously only recently.

With a ban on recruitment and a severe 30% cut in budget allocations by the Government of Andhra Pradesh, the university has been unable to fill any of the teaching vacancies during the last 5 years, except the vacant SC & ST posts. The reservation in case of SC/ST and BC posts—both teaching and non-teaching—is effected through the roaster system, and according to the rules of the government. The implementation of the rule of reservation is periodically reviewed by the legislature and other committees, and the university adopts their suggestions, if any, in this regard. However in order to provide adequate teaching facility, teachers could be appointed on contract.

The tuition fee in respect of professional UG courses in engineering is fixed by the government at Rs.3,600/- per year. The tuition and other fees for other courses have not been revised for several decades, and a drastic upward revision may lead to unnecessary unrest among the student community. The university has therefore decided to increase the tuition fee at the rate of 15% every year, until it reaches a reasonable figure. Even after two such revisions, the tuition fee for non-self-funded (regular) courses varies from Rs.280/- to Rs. 670/- per semester. Even after the fee structures get completely stabilized at the calculated level after a series of upward revisions, it may account for only 5% of the total amount of money being spent on every student per year. To make the self-funded courses attractive their tuition fee is deliberately fixed far below that of affiliated colleges, which is however revised upwards by 33% this year. The fee so collected varies from Rs.3,900/- per year to Rs.6,000/- per year in the College of

Arts and Commerce and Rs.10,000/- per year to Rs.29,300/- per year in the College of Science and Technology. A few seats are intentionally made available for a higher fee.

The university had a deficit both in Revenue (Non-Plan) and Development (Plan) budgets during 1998-99, which has turned into an overall surplus during 1999-2000, with the surplus in revenue budget more than offsetting the deficit in the development budget. The total receipts in the revenue budget during 1999-2000 were Rs.75.61 crores and in the development budget they were Rs.1.76 crores. The total expenditure during the same year was Rs.70.18 crore in Revenue and 2.21 in Development budgets. The university has been trying to raise its own resources as much as possible, but the dependence on the state government is conspicuously high.

The university has been laying greater emphasis on self-funded courses, but it does not seem to have improved the situation greatly. It is, however, a matter of satisfaction that it is able to manage its development needs without having to depend much on the state government. It also has a scheme under which donors of Rs.5 lakhs or more are nominated to the Academic Senate, and a few donations have already been received under this scheme.

The university has 300 affiliated college with a student strength of more than a lakh in UG courses and 40 of them offer PG courses. In addition, professional courses in engineering, law, education and management are also offered. The College Development Council monitors their performance in consultation with the respective Principals. The Academic Staff College trains teachers of these colleges in orientation and refresher courses.

The liberal arts and science colleges follow the syllabi prescribed by the Andhra Pradesh State Council of Higher Education in common. Admissions are based on academic record. Admissions to engineering colleges are based on ranks obtained in the common entrance test held every year. Separate entrance tests are also held for admission to courses in law, management and education. While arts and science colleges follow the annual pattern, professional colleges are required to follow the semester pattern. Confidentiality and fairness are ensured in both setting question papers and valuation of answer scripts.

Management of 300 affiliated colleges demands full-time services of some senior faculty and a large number of others to serve on inspection committees and as observers. As this affects the involvement of teachers in research, the university actively supports grant of autonomy to many colleges, which can, therefore, hold their own examinations.

Many affiliated colleges are inclined to start career oriented programmes such as computer applications, biotechnology, business administration and biochemistry. The difficulty in appointing well qualified teachers in these areas is realized, and the colleges have to depend on part-time teachers. It thus becomes necessary for the university to encourage starting more PG courses in affiliated colleges in these subjects.

Criterion-VII: Healthy Practices

The Andhra University in the course of its history of more than 76 years has adopted many healthy traditions and practices. The Peer Team was impressed with the fact that there are no symptoms of any unrest among the students as well as faculty and on the contrary a discernible pervasive sense of discipline and commitment is noted in the overall institutional climate.

A few practices which are worth mentioning are recorded below:

- Admissions are made to all PG courses on the basis of common entrance tests.
- A number of self-funded and need-based courses are offered.
- National and International linkages are made for teaching and research.
- Industry linkage and MoU with industries exist between the university and research organizations and there are also student exchange programmes.
- The university has promoted a perfect security system for free movement and interaction among students.
- In the opinion of students, life on the campus is exciting with vibrant cultural and social events where students mix freely. Thus the campus and hostels are excellent meeting grounds for promoting interpersonal relationships.
- Educational opportunities in the university are extended to both men and women haves and haves-nots without any discrimination. In the matter of admissions however 28% of seats are reserved for of SC/ST's under the constitutional provision.
- Teachers are held in high esteem by students both for their scholarship as well as the guidance and support they extend in their personal and emotional problems. The ethos of campus life ensures a high degree of motivation and learning opportunity – a healthy practice among teachers and students.
- Andhra University is an affiliating university and 300 degree colleges are affiliated to it. Its faculty in the opinion of the Principals, provide valuable academic leadership and guidance in the matter of curricular changes, instructional technology and faculty development and in the creation of healthy traditions.
- The Government of Andhra Pradesh has made it mandatory to introduce a course on science and civilization in undergraduate courses in sciences and a course on Indian Heritage and Culture for arts and commerce courses.

- The Government of Andhra Pradesh has introduced the *Janmabhoomi* Programme and all the students of university and colleges participate in this programme every third Saturday.
- Students also participate in the NCC and NSS programmes planned by the respective wings.
- The NCC with its three wings of army, navy and air force functions effectively in all the affiliated colleges and also through which students undergo training camps, and they participate in state and national Republic Day/Independence Day celebrations. These training programmes will instill in students, a sense of discipline, punctuality and orderly conduct in private and public activity.
- An important programme is the Adult Education Services (AES) of NSS, where every student adopts a few uneducated men and teaches them elements of reading and writing.
- Computerization is in progress in both examination work and library services. Campus networking is also in progress with UGC assistance. However, there is need for accelerating the net-working and computerization, particularly in the area of finance, purchases and health records.
- The university has several innovative programmes like Adventure Sports (a UGC nodal centre), education to teachers of the visually handicapped, Marine Areacheology, SAARC Centre (UGC) for Research, Simple Sanskrit Reading, UGC aided Day Care Centre, etc.
- Several departments have semester system.
- Many departments hold regular student seminars.
- Several departments provide career guidance and placement services.

Section-3: Overall Analysis

The university is one of the oldest and largest in the country and has been serving the educational needs of five northern districts of coastal Andhra Pradesh very well. Several innovative programmes, both in research and teaching are introduced from time to time from the beginning. This tradition has continued and many more are in the pipeline. Both teachers and students are well motivated. The following commendations and suggestions may be found helpful to develop strengths and to bestow greater attention upon areas of concern.

1. On the whole, the university has good infrastructure in terms of buildings and equipment.
2. Infrastructure is quite satisfactory and the equipment in laboratories is good.
3. There is good general rapport between students and teachers and there is no alarming report of unrest in the campus.

4. The inter-action with students reveals their positive attitude to the university.
5. It is commendable that the university has started courses in the areas of geo-chemical and biotechnology studies. In each category there are at least six departments which contribute to teaching as well as research.
6. A few hostels are very old and they need renovation and better maintenance.
7. A few science laboratories and engineering departments need upgrading particularly in chemical engineering and biotechnology; and electronics and communications engineering. Some of the departmental libraries need better computer facilities and many libraries need up-to-date literature particularly in statistics, electrical engineering, computer science and architectural engineering.
8. In some departments, it is necessary to recruit more faculty to improve the quality of teaching i.e., Women Studies, Journalism and Mass Communication, Sociology, Metallurgical Engineering, Human Genetics, Electronics and Communications. Visiting faculty and new staff may also be hired on contract basis. It is advisable to restrict inbreeding.
9. Computerization is in progress in the campus. However, there is the need for accelerating computerization particularly in the library, finance section, purchase department, health centre and examination section.
10. The internet facility is to be extended to more students in the library and to other departments.
11. Modernisation of the library particularly automation, needs special attention.
12. It is advisable to start a regular Master's degree in physical education and music for which there is already good infrastructure and faculty.
13. It is advisable to avoid duplication and under utilization of costly equipment.
14. The NAAC Committee advises the university to expedite the task of strengthening the collaboration between related departments both in research and teaching and classify them under different Schools and encourage them to have more collaborative interdisciplinary activities. Departments like Biotechnology, Botany, Zoology, Biochemistry, Microbiology, Genetic Engineering, Chemical Engineering, Marine Living Resources, Aqua Culture, Geo Science and Technology, Geology, Environmental Sciences, Geophysics, Geography and Meteorology and Oceanography and Geo Engineering, Physical and Chemical Sciences with Inorganic, Organic, Pharmaceutical Engineering, Chemistry, Physics, Nuclear Physics need group-wise integration.

15. Some of the colleges which have supporting departments do not nourish them properly. This harms the overall academic activities of such departments. For example, the Engineering College has supporting departments like Engineering Physics, Engineering Mathematics and Engineering Chemistry which do not have sufficient infrastructure and academic motivation. Teachers in these departments should be involved in research and other academic activities. There is shortage of staff in these departments. They should be strengthened by providing more faculty members at least on contract basis. They should also be encouraged to have joint research projects with the faculty of the mainstream departments.
16. The university should encourage more programmes in marine engineering which has collaboration with NSTL and NSRDC, Port and Maritime Academy.
17. A few departments have adequate interaction between existing faculty and leading academics, scientists, artists and experts of the country. Faculty have visited many countries overseas. Induction of modern teaching and research methods in the university is slow. More extension lectures, visiting lectures and other such programmes for the academic advancement of the university may be arranged.

The university has emerged as a full-grown centre of academic activity from a modest beginning. The labours of dedicated men and women, the contribution of competent academics, the dynamic curriculum that serves individual, institutional and national needs and the efficient organization and management of a large complex of activities have all contributed to the achievement of quality in performance. Vital as its role is in research and nation-building, it would do well to exploit the benefits of modern technology maximally in order to make curricula more flexible for better access and for global parity. It may also widen the scope of inter and multi-disciplinary programmes following the inclusive policy of nurturing those disciplines which are in the periphery, in the interest of providing a holistic academic ambience.

2. Banasthali Vidyapith Banasthali, Rajasthan (Deemed University) (Assessment Report for Institutional Accreditation)

Section-I: Preface

The Banasthali Vidyapith was established originally in 1935 and became a Deemed-to-be-University in 1983. Originally it was established as a school for girls by Sri and Srimathi Hiralal Shastri in memory of their departed daughter, Shantabai. Later it began to offer undergraduate and postgraduate courses for women. At first it was an “Approved Institution” of Rajasthan University, which gave it some degree of autonomy. It subsequently sought university status and became a Deemed-to-be-University in 1983. It is the only women’s university in the northern states of the country.

The Vidyapith is a unitary university offering certificate, diploma and degree programmes and it has also a school attached to it. It is situated on 610 acres of land. It has 19 departments and they offer 23 post-graduate courses, 19 Ph.D., 2 M.Phil., 3 postgraduate diploma, 7 diploma, and 10 certificate courses. There are 196 permanent faculty members, of whom, 125 have only the Master’s Degree, while 57 have Ph.D. and 14 have M.Phil. In addition, there are 20 temporary teachers, of whom, one is part-time and 17 of the 20 have only a Master’s degree. Two-thirds of the faculty are women.

The student strength is 1,159 comprising 373 from the same state, 723 from other states, 60 NRIs and 3 overseas students. The postgraduate student strength is 913 including 312 from the same state, 467 from other states, 133 NRIs and one from abroad. The total enrolment in the UG/PG degree programmes is 2,072. There are 53 Ph.D. scholars from the same state and 28 from other states, and 9 M.Phil. scholars from the same state. There are no post-doctoral fellows. There are 698 students in self-funded courses, of whom, 374 are from other states, 190 from the same state and 134 NRI students (almost 24%). There are 1,199 students enrolled in certificate and diploma courses. Here again, students from other states are in a majority of 803, while students from the same state are 382 and 14 are NRI students. Hence, as required for a Deemed-to-be-University, students are drawn, substantially, from various states of the country.

The fact that students are attracted from other parts of the country in substantial numbers, speaks well of the curriculum and programmes of the university. The largest enrolments are in programmes, which have an employment potential, while the traditional humanities and social sciences attract fewer students. The university proposes to develop some more employment-oriented courses in frontier areas such as biochemistry and microbiology, B.Tech. in computer science, electronics and communication,

and biotechnology, and a postgraduate programme in textile designing. However, research projects and consultancy assignments are few. It has shown adherence to the calendar and the number of days of work are more than those stipulated by the UGC. It also has proposed to meet the need for infrastructure development. It has an auditorium, gymnasium, swimming pool, various playing fields (hockey, volley ball, basket ball, tennis), indoor games of tennis and badminton, horse riding, and an airstrip for courses in flying and gliding. It has 11 hostels for university students and 5 for those of the school, while it has 220 staff quarters for all levels of staff. There is one hostel for working women. The campus is self-sufficient with a market, and a post-office. Local buses and the university's own transport ply between it and the local station. It has a central library and a few departmental libraries. There is campus networking and connection with INFLIBNET (UGC).

The Peer Team comprising Dr. (Ms.) Armaity S. Desai, former Chairperson, UGC (Chairperson), Prof. Veena R. Mistry, Former Pro-Vice Chancellor, M.S. University, Baroda (Member), Prof. Sushila Kaushik, Professor of Political Science, University of Delhi (Member), Prof. S.K. Jain, Jamia Hamdard University (Member), Prof. K.V. Ramakrishnamacharyulu, Dean, Rashtriya Sanskrit Vidyapith, Tirupati (Member) and Prof. S.C. Patil, Kannada University (Member), visited the Vidyapith during December 4-11, 2002. As per the usual practice of NAAC, the Team interacted with the Director of the Institute, the Secretary, faculty members, students and non teaching staff, reviewed various facilities and checked documents to validate the Self Study Report.

Based on the above exercise, and the criteria provided by NAAC, the Peer Team has assessed the institution. It has taken into consideration features that are commendable, as well as issues of concern.

Section-2: Criterion - wise Analysis

Criterion-I: Curricular Aspects

A centre for women's education, the Vidyapith aims at *Panchmukhi Shiksha* endeavouring to develop the integrated and balanced personality of the student. Due to its unitary character, the Vidyapith enjoys autonomy in its educational and academic programmes.

The Vidyapith has different undergraduate, postgraduate, diploma and certificate courses of traditional, unconventional, professional and vocational nature. It has nine (9) faculties, viz. science, mathematical science, social science, management, home science, education and fine arts. The programmes encompass a wide spectrum of disciplines from computer science to biological and physical sciences, to business management, humanities including arts, fine and performing arts, home science and foundation courses including Indian Cultural heritage, Women's Studies and one vocational course. Since gaining the

status of Deemed-to-be-University, postgraduate curricula have been introduced in emerging areas. Notable among them are electronics, biotechnology, computer science and women in management, etc. Curricular innovations include introduction of the semester system limited to postgraduate programmes of the science faculty. A participatory learner-centred programme is being attempted. There is an inter-disciplinary M.Phil. programme in social sciences which is commendable. However, the content of the course needs to be reviewed. In courses of professional nature, mainly management and computer science, university-industry networks are arranged. The residential setting, adequate student-teacher ratio and a conscious effort to reach out to students are conducive to healthy interaction among teachers and students.

The Dual Degree Programme offered at the UG level in most departments creates better opportunities of employment for students.

Both theoretical and practical aspects are integrated in curricular formation. The Courses are made with the help of national curricular sources and input from experts. The mechanism for the formulation and revision of courses involves inputs from Boards of Studies, expert committees, Faculty and Academic Councils. Representation of experts on Boards of Studies and related academic bodies is 19%. Existing courses are reviewed annually. Rarely are programmes/courses discontinued after introduction. Besides the Academic Council, in-house departmental meetings are held to review programmes and courses.

In spite of the provision made for curricular revision and the ease with which it is implemented due to the unitary character of the institution, the curriculum of some departments is not up-to-date in content and orientation. This restricts the scope of the discipline and future opportunities for graduating students. In these departments the review of courses needs to be pursued more scientifically. In front line areas of computer education, electronics, biotechnology and WISDOM, use of modern technologies, research activities, industry-institution interaction and placement are well organized. However, traditional courses need career orientation. They need inputs from current knowledge and technology. They also need to incorporate field-based training.

There are ample opportunities for students to participate in curricular, co-curricular and sports activities beyond the syllabi and most students avail themselves of these opportunities based on their interest. In doing so there is a great deal of inter-disciplinary learning experience for students as they interact with students and teachers from different disciplines. Activities of sports include aviation, horse riding, dancing and music which lend an air of vibrancy to the campus.

There is a high level of dedication and cordial relationship among teachers, hostel and administrative staff.

Criterion-II: Teaching, Learning and Evaluation

The Vidyapith has a wide spectrum of courses offered in the humanities, languages, sciences, fine arts, performing arts and vocational courses. The teaching-learning process maintains a certain degree of uniformity across programmes for learner-centredness and also provides options in both main and parallel academic courses.

The practices of teaching and learning need to be reviewed vis-à-vis certain programmes of study with increase in outreach-programmes, field based experiences, improved and substantial linkage with surrounding villages and sensitisation of students to concerns and issues of women.

Students are admitted on the basis of academic records, entrance test and interviews. The budget for the year 2000-2001 indicates that 69% of the total annual outlay is spent on academic programmes which includes salaries, library and departmental expenditure.

On an average, the Vidyapith works 233 days in a year out of which 212 are teaching days. Ninety per cent of teaching is done by full time faculty, and there is one part-time faculty. The total contact hours range from 38-48 hours per week comprising 32-36 hours of main stream courses and 6 to 12 hours of parallel courses. The total number of teachers in the Vidyapith is 196, out of whom 57 are Ph.Ds., 14 are M.Phils., and 125 have postgraduate qualifications. Among the 20 temporary teachers, 2 are M.Phil. degree holders and 18 have postgraduate qualifications, including one part-time teacher. There is a substantial number of teachers who do not have a Ph.D. degree. The Vidyapith needs to facilitate and motivate them to acquire it.

The total strength of students in both UG and PG is 2072. At the UG level, 373 students are from within the state, 723 from outside the state, 60 NRIs and 3 overseas students. At the postgraduate level 312 students are from within the state, 467 are from outside the state, 133 NRIs and one overseas student.

There are totally 97 students pursuing M.Phil. and Ph.D. studies, of whom 63 are from within the state and 34 are from outside the state. There are 16 students enrolled for M.Phil. and 81 for Ph.D. degrees.

The total number of students pursuing diploma and certificate courses is 1199, among them 382 are from within the state, 803 from outside the state and 14 are NRIs. Enrolment in self-funded courses includes 190 students from within the state, 374 from outside the state and 134 NRIs. The representation of students from various parts of the country creates an integrated environment, a consciously planned effort to learn about socio-cultural practices of different regions as part of the learning experience. This could be integrated into the curriculum of social sciences and home science.

Among non-teaching staff, there are totally 81 administrative staff and 109 technical staff. The student-teacher ratio varies across departments from 5:1 to 66:1. The ratio of teaching staff to non-teaching staff is 1:1.13. The unit cost per student is Rs. 41,885.

The Vidyapith has both annual and semester systems, the latter has been introduced in postgraduate science courses. From the time the Vidyapith received the Deemed University status, the evaluation system has 20% internal or continuous assessment and 80% external assessment. Final examination question papers are set by external examiners. Traditional evaluation practices are followed with the facility for retotalling of marks prior to tabulation. The opportunity for re-evaluation and double evaluation is available to Ph.D. scholars in controversial cases. Student grievances regarding valuation at final examinationa are redressed. The university conducts examinations and announces results regularly.

In a unitary university-setting there are ample opportunities to implement innovative evaluation practices. There is need to review the 20% internal and 80 % external evaluation system. Continuous evaluation may be be better weighted by using field based experiences, project work (group and individual), assignments, library research etc. This would make the teaching-learning and evaluation processes more relevant. Introduction of the semester system in other departments may also be considered.

At present there is no planned programme for in-house Faculty Development Programme within the system. However, during the past two years, 54 teachers benefited from attending faculty development programmes organised by other institutions. Faculty acquire information on new developments via library facilities, internet access and by attending seminars, conferences, workshops, refresher courses, etc. There is a campus-wide network which is used by almost all the faculty. Some departments have access to the network. Other departments may be linked to the network at the earliest. In the past two years twenty teachers have acted as resource persons and 119 have participated in various seminars. During the same period four teachers have availed themselves of study leave and one, sabbatical leave.

At present there are no national and international tie-ups for teaching, however there is evidence of interest in this area. The teacher evaluation process includes student evaluation, reports from Deans and Heads of Departments and in-house discussions. There is a need to improve the Faculty Development Programme and interdisciplinary academic interactions. A formal system of assessment of faculty at the postgraduate level needs to be introduced. In-service programmes and activities of academic nature such as seminars and workshops need to be introduced.

The teaching-learning process has various instructional inputs according to the needs of the programmes, which include seminars, projects, workshops, and field-based activities. Students can participate in various sports activities. Drama workshops and summer Fresco workshops are held annually. Teachers and students together participate in music programmes. Vidyapith conducts various programmes to enrich and inform students about India's rich cultural heritage and secular traditions.

Criterion-III: Research, Consultancy and Extension

Research has been a component of the Vidyapith's higher education even before its attainment of the Deemed University status. However, earlier it concentrated mainly on doctoral research but over the past ten years, efforts have expanded to include institutional and individual research projects.

Nineteen departments have research programmes leading to M.Phil. and Ph.D. degrees. There are 12 full time and 76 part time research scholars and more than 34% of the faculty members are involved in research activities in their disciplines. Quite a few teachers have authored books and have a number of research publications to their credit.

In the last five years nineteen departments have reported around 10 research projects. As research work is almost absent in some of the departments, it is necessary that a plan for development of research in them may be initiated.

The campus is networked and has fax, INFLIBNET (a UGC programme). Internet access, inter-library loans and computing resources.

The Vidyapith has provided limited consultancy services. In this direction, efforts have been initiated. For example, consultancy services have been given to DOEACC, Ministry of Information and Technology, Government of India, by the Department of Computer Science and Electronics in Development of Manuscripts and Online Courseware for their 'O' level courses.

The Vidyapith has held a few regional and national level workshops, seminars, conferences and symposia in various disciplines. Similarly faculty have participated in some national and international programmes. Besides these, the Vidyapith has organised:

- a) Workshop-camps for training in Fresco painting which are held annually during summer on campus in which eminent painters also participate.
- b) As part of the TDIL, DOE, Gol, Programme from 1991-1995, teachers and teacher educators from various colleges and schools of the state of Rajasthan have been trained in CALT (Computer Assisted Learning and Teaching) under a project of the Department of Computer Science. This was a major breakthrough in the area of education and since then the Vidyapith has been a pioneer in the field of CALT. It has CALT as a regular component in its B.Ed. and M.Ed. curricula.

Some of the research findings and project outcomes of the faculty and students have been published in the form of books, reports, monographs and articles in journals and periodicals. Various newsletters are brought out by different departments from time to time to keep the members updated with their activities and achievements.

The NSS with its motto 'Service to Humanity', organizes year long activities such as blood donation camps, medical camps, adult education, community development, and awareness programmes on AIDS and environment.

The connection between research and extension need to be further explored. A synergy between the two would help in creating an atmosphere conducive to more research which is relevant to society. In general faculty and research scholars should avail themselves of the facilities for research provided by the infrastructure, UGC and other resources. Their consultancy capacities would increase research and extension inputs. In this way the benefit and impact of the Vidyapith may be taken to a wider area.

For an institution that began with the aim to have an impact on the nearby environment and its inhabitants the extension and out-reach programme is limited in scope and coverage. Even in departments where the field work programme exists there are no concerted efforts at formulating and planning need based, long term sustainable programmes that would have an impact on issues and problems of the community. The programmes have been restricted to some departments and limited mainly to student participation and occasionally to student research projects. Other involvement has been through NSS and BSD but again it is not continuous and sustainable where it is intended to have an impact.

It is an excellent concept to have a *Krishi Vigyan Kendra* on the campus but its functioning remains in isolation. Planned, concerted effort of collaboration with KVK and Vidyapith is crucial. The utilisation of this facility in reaching out to the community in a meaningful and sustained manner by different departments should be the prime concern of the Vidyapith.

Further planning should envisage involvement of all departments and students in extension programmes.

Criterion-IV: Infrastructure and Learning Resources

The Vidyapith has its own land of 610 acres in which there are at present 18 academic blocks housing various departments, the Central Library, auditorium and administrative offices. Being a residential institution, it necessarily provides residential accommodation to all its staff and students. There are in all 16 hostels (including 5 for school students) and more than 220 staff quarters and one Working Women's Hostel with 72 seats. The campus has provision for good games and sports programmes. The Laxmi Bai Maidan 26,690 sq. meters, is used for activities such as parades and Annual Fairs. It also has a stage and projection room for cultural programmes and film shows. The Vidula Maidan 41,950 sq meter has fields for games such as hockey, volleyball, basketball and tennis and yoga, martial arts and mass physical display activities. In addition, space for indoor games such as badminton, table tennis is also available.

There is a swimming pool where students learn swimming according to specific. schedules. There is a licensed air strip of 50,191,418 sq. meters in the Vidyapith which is used for training students in

gliding and flying. This has been one of the activities introduced as early as 1960 even before Banasthali Vidyapith got the university status. Another unique activity carried on since long is horse riding for which there are 32 horses and a 25,390 sq metres field 'Veer Bala Maidan' and a trainer. These clearly indicate that there is provision for effective implementation of its programme of "Panchmukhi Shiksha". The 200 capacity auditorium is regularly used for various cultural and academic programmes, concerts and lectures by guest artists and speakers, memorial lectures and so on. However, there is a dire need for a large auditorium to be adequate for increasing need.

The Central Library of the Vidyapith has over one and a half lakh volumes and is equipped with reprographic facility. The library is connected to the UGC INFLIBNET programme. In addition, there are several departmental libraries catering to the needs of the respective departments. Work is in progress to link these libraries through the Vidyapith's campus network. Students and faculty have access to internet via a 512 kbps BSNL leased line and a campus wide network having its central server at the Apaji Institute. The network and internet access have recently been extended to the two hostels housing computer science postgraduate students where a computer with network is provided in each room. This provides them unlimited opportunities to use the internet. On the other hand one part of the campus which houses the social sciences and the Department of Education is not yet covered but efforts are being made to improve the situation.

The Vidyapith has its own hospital, *Arogya Mandir*, with 60 beds, three doctors and one *vaidya* and other hospital staff. The hospital works round the clock throughout the year. The location of the Vidyapith being in the interior, it does not have any access to public hotels or guesthouses. Round the year, there are guests on campus for university assignments and/or parents and guardians of students and visitors who are accommodated in the guesthouse. A new guesthouse has come up with full facilities. The Vidyapith has its own vehicles-one bus, two minibuses, four jeeps and four cars.

Besides these, there are adequate basic services on campus such as a post and telegraph office, three PCOs and a telephone exchange extension counter, banks, a small market and a restaurant.

There is wide participation of students in all the activities provided on campus. Annual participation in youth festivals, tournaments at the state and national levels and other such competitions indicate this. Participation in such events receives credit in admissions. In fact, it is generally observed that even relatively weaker students leave the campus quite enriched and more confident. Although a formal record of the alumnae does not as yet exist, several of the alumnae have made a distinct mark in varied fields. These include – political leaders, IAS officers, many doctors and engineers, scientists, artists and of course, teachers.

The Vidyapith provides financial support to needy students in the form of merit-cum-need scholarships. It also awards them merit scholarships.

Apart from the UGC grants, financial support from the Government of Rajasthan and other state governments and industry are sought to meet the need for augmenting the infrastructure. The institution has a separate unit for campus maintenance with separate budget provision made for the same. There is also has an extension centre at Jaipur for offering courses to meet needs of women. This also facilitates interaction with industry and meets the constraints of limited hostel accommodation.

Criterion-V: Student Support and Progression

Banasthali Vidyapith looks like an essentially student-centred institution where all students are in residence, with the children of staff and the neighbourhood villages constituting a small proportion of day scholars. The total number of students enrolled in the last two batches of UG and PG is 2072. Out of these the dropout rate in the first four months varies between 1.74 to 4.48%. The dropout rate in the subsequent months is negligible. There are 1199 students in diploma and certificate courses and 698 students in self-funded courses. This makes a total of about 3969 students on the campus. Out of these 123 are day scholars; 1319 are from the same state of Rajasthan; 2402 are from other states; 341 NRIs and 4 students are from overseas. In addition, the Banasthali Vidyapith also runs a school where it admits children of staff and the neighbourhood upto class IV. From class IV onwards it has boarding facilities for girls upto class XII. It conducts its own school examinations and issues its own school leaving certificates.

In the last two years the success rate in all courses is almost 100% and the dropout rate is negligible. The number of students from other states is double (723) that of students from Rajasthan in UG courses (373); this is also true of PG courses although proportionately less (467:312). On an average 2 to 3 students from each department seem to get through NET but a few more write the tests. The number of JRF scholars is negligible. Sixty to seventy per cent of PG students are from their own UG courses. Quite a number of UG students (75%) are from their own school.

Limited data is available on the number of alumnae who continue in education/academic careers or other jobs. There is no organised collection of alumnae information except in the Departments of Education and Management.

Eighteen per cent students get fellowships. The source of these scholarships is state government funds, industries, bank loans, Rajasthan government merit scholarships. 250 ST and SC students and 127 others get fellowships from the university.

Informal counselling is available to students by teachers and others. Being a residential university, teachers, wardens and authorities are available all the time. Computer/Management departments undertake orientation and vocational (informal) counselling.

Both the central and department libraries have adequate number of books and journals in most of the subjects. Students can borrow from both and loss of books is minimal. Students have easy access to the central library since it is open from 8.00 am to 8.00 pm.

The Vidyapith has excellent provision for co-curricular activities by way of dance, music, sports, parallel and hobby courses. They have provision for awarding certificates and diplomas. These activities inspire students to work collectively, develop commitment to, and take pride in, the institution and perhaps also to help students to better their academic performance.

Girls seem to be appreciative of these facilities made available to them on 'no fees' basis, which are normally available only to girls of rich families or elite schools in the country.

They appreciate the moderate fees charged (may be Rs.45,000/-) including tuition, examination, hostel accommodation and food for a three year degree course enabling families in the middle income group to admit their children.

The Vidyapith has 17 hostels of which 11 are for higher education. However, the available accommodation is insufficient as it limits the enrolment in different courses. Interestingly there are no problems of congestion as the hostels are built in a traditional structural pattern with open varandah and *Angan* (central court). Girls are happy with the physical infrastructure, food and over all atmosphere in the hostels. Wardens have a warm and nurturing relationship with their wards. Festivals of different religions are celebrated. Film shows are organized within the campus every fortnight in the open theatre.

Placement services are available only in computer and management courses where students seem to have a good future with many of them getting jobs immediately. The Jaipur Extension Centre in Computer Courses has been started to make the courses available to a large number of students. It facilitates placement and interaction with industries. Economics and history departments are conscious of the need to work out courses with job orientation, but there are no concrete plans as yet.

Free shuttle bus service is available every half an hour to connect various departments and hostels. The Vidyapith has provided cycle rikshaws for transport within the campus on moderate payment. The Vidyapith must develop a system for follow up on alumnae, collect information and help formulate an association. A convenient shopping centre also exists within the campus.

There is no formal and organized career and personal counselling either in the beginning or during the year. There is no orientation course as such, but informal counselling is available. There is no grievance redressal mechanism.

Criterion-VI: Organization and Management

Banasthali Vidyapith Society was registered under the Indian Societies' Registration Act 1860, to establish, take over or run educational institutions of professional education and training. The main organs of the Society are the General Council, Executive Council, Finance Committee and the Academic Council.

All the members of the Society are members of the General Council, who elect the office bearers, the President, the Vice-President and the Treasurer.

The General Council unanimously or by 2/3 majority invites an eminent personality to be advisor of the activities of the Society for 5 years. He is called *adhishtha*.

The President of the General Council heads the Executive Council. The Vice-president, Director, Treasurer, Co-ordinator for School Education, Deans, Secretary, and other persons, are declared as members of the Executive Council.

The Executive Council is the executive body of the Vidyapith and except as provided otherwise in the rules, exercises all powers of the Vidyapith. It meets every three months to take decisions concerning the executive procedures and programmes. It makes decisions on curriculum, appointments, starting of new departments and courses, creation and abolition of posts, recruitment rules, bye-laws and budgetary proposals which are proposed or recommended by the Academic Council and the Finance Committee.

The Director heads the Academic Council and it consists of Deans, Professors, Heads of Departments, one member of the teaching staff of each Faculty, one nominee each from the UGC and the Government of Rajasthan, six members nominated by the President, the Chief Librarian and the Chief Warden. The Academic Council meets once a year to examine and consider the proposals from the departments regarding academic matters, such as the creation of new departments, posts, courses, and syllabi, and recommends the same to the Executive Council.

There are Boards of Studies also for each subject, which meet annually and revise the syllabi. It is observed that the syllabi are reviewed and revised periodically, taking into consideration changes in the society.

The Finance Committee prepares the budget for the financial year, taking into consideration both Plan and Non-Plan Grants (33%) received from governments, fees (50%) and income from other sources. From a discussion with the officials of the Vidyapith, it is learnt that the grants being received from the UGC and the Government of Rajasthan are enough only to meet 33% of the total expenditure. The remaining 67% of expenditure is being met from the money received from other sources i.e. fees (50%), interest on deposits, donations and income from property. The authorities of the Vidyapith are to be congratulated on their efforts to make the Vidyapith self-supportive with a reasonable fee structure.

The Director, who is the Head of the Vidyapith is appointed by the President of the Executive Council on the recommendation of the Screening Committee, for a period of five years.

The Secretary, who is the administrative head of the Vidyapith is appointed for a term of 5 years, and he/she will be the Secretary for all committees of the Vidyapith including the General Council of the Society.

There are nine faculties in the Vidyapith. One of the professors of each Faculty will become Dean, on rotation for three years.

The Vidyapith approves byelaws, which consist of recruitment rules and other matters connected with administration and academics. UGC rules are strictly followed for recruitment of teaching faculty.

The budget is regularly audited by both private and government auditors. All policy matters about structural aspects of the Vidyapith are within the purview of the General Council.

Though there are no formal self-appraisal reports from employees, decisions are based on informal feedback from students, peer groups, Heads and Deans.

Staff are deputed for various orientation and refresher courses of the UGC. However, their participation in conferences, workshops and seminars at the national and international levels needs to be promoted further. The Career Advancement scheme, which is in the byelaws may be fully implemented. Housing is available to all the staff.

Automation of academic and administrative procedures is an immediate necessity.

Criterion-VII: Healthy Practices

The Vidyapith has a number of other mechanisms to support its functioning. To supplement the finances, the institution has a relatively higher fee structure. However, it offers a number of co-curricular and extra-curricular facilities to students free of cost. Some of these activities such as flying and horse riding are very expensive. Further it has also started a number of self-funded, job-oriented and popular courses. These courses, on the one hand, cater to the need of students, and on the other, they also help the institution to generate funds to sustain them.

There are many qualified teachers. However, more teachers with Ph.D. should be appointed; young faculty may be encouraged to acquire higher qualifications. It would be more beneficial in the long run and could further strengthen these courses. Such teachers would be instrumental in developing focussed research programmes in key areas. The institution has limited collaborative effort, both national and international, and is in the process of developing joint programmes. Some collaborations are already functional. They should be able to inspire many youngsters to undertake research, develop new programmes, publish high quality papers and help in strengthening the ongoing research programmes. This may increase the number of extra-mural research projects, their outlays and also the consultancy work in addition to generating more funds for research.

The Vidyapith is concerned about all round development of its students. They have created an environment that offers programmes aimed at imparting value based education and providing social exposure in order to develop qualities of good citizenship. The concept of *Panchmukhi Shiksha* is appreciated. Many aspects of the *Panchmukhi Shiksha* have been incorporated in the formal syllabi. Formal education is supplemented by informal acquisition of the value of community living among students from different backgrounds. The residential character of the institute where students live in hostels helps to

achieve this. Hostels provide a family environment where Wardens and teachers play a pivotal role. There are morning and evening prayers for students of different religions which cultivate respect for all religions and promote harmony among all residents. All students, teachers and staff members wear only khadi on the campus. This tradition was started by Gandhiji during the pre-Independence period. The importance of this is self-evident. This is one of the very few institutions which maintains this tradition. Girls appreciate this tradition and see it as a symbol of equality. The Vidyapith is greatly influenced by Gandhian philosophy. Faculty members also reside on the campus. There is close interaction between students and faculty members. Students call teachers and Wardens *jiji* and the Secretary is fondly known as *Dada* and is readily accessible to them and to staff members on need. Personal attention is paid to each student.

The institute offers programmes like NSS, BSD etc. Sports facilities are very good and help in the over-all personality development of students. Students get full opportunity to participate in them and in all academic programmes of the Vidyapith. There is appreciation of women-specific issues.

Section-3: Overall Analysis

Features commended:

1. The institution has wider opportunities for higher education to women, even to those who do not have access to it.
2. It has been developing and offering new courses in frontier areas to women and seeks to do so also in the future.
3. It offers the dual honours degree and the facility to take an additional vocational course with it. It also has six foundation courses.
4. Its statutory procedures facilitate inclusion of new courses in the curriculum within a year after they have been approved.
5. There is optimum utilisation of the infrastructure with a number of course offerings by departments. The unique curricular feature is the offer of certificate and diploma programmes which a student can take parallel to the degree and also acquire skills in areas of interest such as music, dance, computers, textile designing and flying.
6. Being residential, it gives full scope for student participation in curricular and extra/co-curricular activities, and attracts students from all over the country, who are proportionately greater than the students from the same state.

7. The institution offers many opportunities for games and creative activities and attempts to make up for its remoteness from the city of Jaipur by offering programmes on campus.
8. It has campus-wide events that bring students together and develop an institutional identity as well as teamwork.
9. It acknowledges that, while it is unable to include all its objectives (physical, practical, aesthetic, moral and intellectual) in the curriculum, it attempts to do so through its extra/co-curricular activities in which a majority of students participate.
10. There is considerable infrastructure development.
11. There is adherence to the calendar in terms of the number of days of work and examination schedule.
12. There is a conscious attempt to provide opportunities usually reserved for men such as swimming, horse riding and flying/gliding.
13. The outcome reported is that there is a visible change in the personality of students by the time they leave the institution as a result of the campus life and its opportunities
14. The institution has allocated 20% to continuous assessment and this is a positive step.
15. The institution has a very conducive atmosphere for the all round development of students including a warm and nurturing human environment.

Areas of concern and suggestions to which the institution may give consideration:

1. Empowerment of women appears to be the underlying philosophy which is evident in some of the courses selected in the frontier areas, which increase the potential for their employment or in extra/co-curricular activities. There is a Foundation Course for all programmes on sensitization to gender issues. Besides creating the necessary environment, students need to develop greater consciousness of gender issues in Indian society by way of both classroom and extra/co-curricular activities. The courses, especially in the social sciences also need to examine gender issues. A full degree programme in women's studies, or in women and development, may be offered at the Master's or the M.Phil. level. Various activities, such as seminars, workshops, and discussion groups, should be held for both students and faculty and, even for administrative and support staff, including men. A Department of Women's Studies may be included in the Tenth Plan of the University and in the UGC scheme accessed thereafter.
2. Research work is very negligible in the Vidyapith. In five years, 19 departments report only 10 research projects. The number of publications in several departments is small. Most of the teachers

seem mainly to supervise students for Ph.D. programmes. A university stands for the generation of knowledge, not just its transmission. It cannot claim university status only as a teaching institution. Hence, it is very necessary that a planned development of research be initiated and even younger members, without a Ph.D., are encouraged to take up small studies in areas of their interest. The Vidyapith needs to do considerable thinking on the strategy needed to promote research. It has already laid stress on intellectual development (*Panchmukhi Shiksha*). An atmosphere needs to be created, even for bachelor's and master's students, to undertake small group projects related to their disciplines.

3. There is a need to focus on encouraging the faculty to complete their Ph.D., as it is noted that a very large number of permanent staff (125 out of 196) do not have it.
4. There is a need for greater motivation for faculty development programmes. There is inadequate participation of faculty in external workshops, seminars and conferences, and other activities like the sabbatical and international exchanges. Similarly, there are too few workshops and seminars on campus that bring outside experts. As a result of lack of opportunities for an interface with the larger academic community and lack of recognition through research, faculty seem to have little opportunity to offer consultancy in specific areas of expertise.
5. Similarly, administrative staff should also have opportunities to attend training programmes, such as those offered by the Punjab University at Chandigarh and Jamia Milia Islamia.
6. Extension work is mainly based on traditional activities pursued by NSS, KVK and BSD. The programmes are *ad hoc*, lack continuity of impact and sustained effort towards change. The Vidyapith is situated in a state, which is often described as backward on several parameters, including the status of girls and women. The institution could develop field action programmes to reach out to those persons, at least in their immediate neighbourhood. Such as improving the quality of the zilla parishad schools. Development of programmes for women could be another area. Even the Department of Home Science does not have any sustained specific community-based extension work and it does not provide students opportunity for developing social skills. Faculty and students could identify many issues for action.
7. Traditional courses, such as those in humanities and social sciences need to examine how they could offer, either through options, or parallel certificate, more career oriented subjects. For example, with the greater demand in the area of both print and visual media, students enrolling for languages, could be offered courses in publishing, journalism, script writing for the visual media. Each of the social sciences could identify the subjects that could offer to increase employability. Economics, public administration and sociology could come alive with hands-on experiences. Psychology is another area

that is conspicuous by its absence, but it has several areas of employability such as student counselling and industrial counselling.

8. Even where opportunities exist, there are inadequate inter-disciplinary activities. Research is one area where this could be facilitated, especially in social sciences, home science and education departments.
9. It is rather surprising that almost all students, and in some departments all students, get a first class. The method of marking needs to be reviewed.
10. Courses in traditional subjects need to be updated with more recent reference books.
11. The institution could consider full internal evaluation of student examinations if it has confidence to do so. It could be undertaken jointly also with external evaluators.
12. There is no self-evaluation by teachers. This should be instituted. The UGC had sought to do so in the early nineties and all institutions were required to institute it. The present system appears to be *ad hoc* though feedback is reported to be obtained.
13. The institution has the goal of full development of the individual through its educational programme (*Panchmukhi Shiksha*), covering the physical, practical, aesthetic, moral and intellectual development. It may re-examine the way in which these could be incorporated to a greater extent in the context of the curriculum which enables the student to have greater exposure to practice and project work, as well as theory, even in its traditional courses. Also, to attain the objective of one of the *Panchmukhi Shiksha*, “moral education,” it may be stressed through greater involvement in civil society and in issues which should concern them most, that is, the empowerment of women, both for their own benefit and for those less fortunate than themselves. This will have at least a marginal effect on their adult lives. Another way to implement the objective of physical development, may be to offer B.P.Ed. and M.P.Ed. courses.
14. Aside from the very general objective of personality development of students through *Panchmukhi Shiksha*, the institution needs to have specific objectives, which can guide its choice of degree programmes and the curricular content. Without such specific objectives, selection of courses will become random, being driven to a greater extent by the factors operating in the external environment, rather than by the philosophy or vision of the institution.
15. With respect to the various statutory bodies of the Vidyapith, meetings of Boards of Studies and Academic Council are held only once a year. This may seem infrequent where proposals may have to be returned for further work and resubmission. It would seem that there would be considerable loss of time in the decision making process. It is possible that if the Academic Council were to meet

more frequently, it could encompass the work of all departments and also make policies on other issues. Collegiate participatory decision-making is the hallmark of academic functioning in an institution. The association of faculty, administrative and non-statutory committees increases skills in planning and decision making and it also develops a sense of ownership of the institution.

16. In every response of the departments to the query on the representation of teachers on committees, only statutory bodies are mentioned. Since all 196 faculty members cannot be accommodated, it is presumed that they get the opportunity by rotation. However, it would be more pertinent to note how many of the faculty are represented on one or the other of the committees functioning in the institute besides statutory bodies.
17. It is noted that there is no Grievance Committee. Moreover, the UGC has sent a circular on sexual harassment with a direction to establish a special committee and institute procedures in every university and every college to deal with the problem. There is no mention of such a committee. Although the Vidyapith is for women, it is not uni-gender in all respects. Hence, such a committee is essential to be set up.

The Vidyapith may set up committees to discuss the above recommendations made by the Peer Team, and the statutory bodies may consider their suggestions for implementation. The implementation of the recommendations can further enhance the status of the institution in the community of academic institutions in the country.

The committee wishes to place on record its appreciation of the cooperation extended to them towards the fulfillment of their task.

The Vidyapith, the only women's university to serve northern states, has the unique mission to empower Indian women. This is sought to be achieved with academic strategies supported by adequate facilities comparable, in both quantum and quality, to the best of institutions in the country. They offer opportunities to women to realize their identity and aspiration with the help of the education offered at reasonable cost. The facilities are state of the art: skills in flying, horse riding and other privileged accomplishments are not within reach of other women outside. The Vidyapith needs to update its academic and pedagogic strategies and to enrich them with the help of modern technology so that they may be a powerful means of effective women empowerment for leadership in many spheres of life.

3. Bharathiar University Coimbatore, Tamil Nadu (Assessment Report for Institutional Accreditation)

Section-I: Preface

The Bharathiar University was established by the Government of Tamil Nadu in February 1982 in Coimbatore under the provision of the Bharathiar University Act of 1981; referred to as the Tamil Nadu Act of 1982. Earlier, the university existed as an Autonomous Postgraduate Centre of the Madras University in the same town. Then, it had nine departments involved only in supervising M.Phil. and Ph.D. research.

Bharathiar University located in a rural area has been an affiliating university. It has its jurisdiction over the districts of Coimbatore, Erode and the Nilgiris. The university was conferred the 2f status by the University Grants Commission (UGC) in May 1985.

The ambience of the university is quite attractive, having the backdrop of Maruthamalai Hills of the Western Ghats. It is located in an area of 908.64 acres of land situated 14 kms from the Coimbatore city. The city of Coimbatore is well known for its industrial primacy, with a good deal of industries—cotton, textiles, engineering, electronics, transport equipment, and food products—located in and around the city. It also has several arts and science colleges, professional and technical institutions, research institutes and three universities. Bharathiar University has been regarded as unique among others in the districts of Tamil Nadu, in terms of its per capita income, and number of persons employed in the organized sector.

The university volunteered to be assessed and accredited by the National Assessment and Accreditation Council (NAAC) and submitted its Self Study Report in April 2002. The NAAC constituted the Peer Team under the Chairmanship of Prof. R.P. Kaushik, UGC, Professor Emeritus, and other four members being Prof. K.K. Deka, Registrar, Dibrugarh University, Dibrugarh, Assam; Prof. P. Ramaiah, Professor of Economics, Director (Academic), Dr. B.R. Ambedkar University, Hyderabad, Andhra Pradesh; Prof. Mamata Satapathy, UGC Emeritus Fellow, Department of Physics, Utkal University, Bhubaneswar, Orissa; and Prof. Shakuntala Katre, Professor, Department of Zoology, Bangalore University, Bangalore, Karnataka.

The Peer Team visited the university for three days from January 29 through 31, 2003. It closely perused the Self Study Report and The Self Analysis Report of the institution. The Committee reviewed the facilities available in the university and gathered additional information on its academic status, through physical verification, personal interaction with staff, students, alumni, parents and affiliated college Principals

and documentary evidences. The Peer Team is pleased to record its criterion-wise observation as detailed in the report.

The university has 20 departments and 109 affiliated colleges out of which 81 are self-funded colleges and 12 are autonomous colleges. It has 8 postgraduate and 19 recognized research institutes. It runs postgraduate, M.Phil., Ph.D., and postdoctoral programmes. It has recently started PG programmes in education communication, finance and computer application, industrial biotechnology, bio-Informatics and advanced communication systems, medical physics, educational technology, physical education and software systems. The ratio of gender proportion in all the courses is quite encouraging.

At present, in the absence of a regular Vice-Chancellor, the Syndicate has constituted a three-member committee, as per the statutory provisions, to look after the administrative, academic and routine matters of the university. This institutional arrangement appears to be functioning quite satisfactorily.

Section-2: Criterion-wise Analysis

Criterion-I: Curricular Aspects

There are 20 departments in the university. Till 1988-89 the departments were purely research-oriented, offering only M.Phil., and Ph.D., programmes. All departments are now offering PG courses with the exception of the Physical Education Department which was started in 2002 and it does not offer research degrees.

The experience gained by offering post-graduate programmes during the past one decade has helped the university to move from a rigid structure of curricula to flexible elective options, allowing students to select non-core subjects of their choice i.e. non-core subjects. Hence, the post-graduate programmes offered by the university departments have been restructured on the basis of the “Choice Based Credit System” (CBCS).

There has been a phenomenal growth during the last 19 years, in establishing affiliating colleges in this university, out of which 28 colleges are funded by the state government and 81 colleges are self-funded. After the transfer of engineering colleges to the Anna University, Bharathiar has 85 colleges under its jurisdiction, 73 of them are arts and science colleges; 1 physical education; 1 air force administration; 2 education and 8 management institutions. The university has 6 constituent colleges of its own, and 12 autonomous colleges. Of the 109 Colleges 97 colleges are non-autonomous and 86 are co-educational, 18 colleges are exclusively for women and 5 are exclusively for men.

It is important to note that the university has recognized 19 research institutions in its vicinity to offer M.Phil., and Ph.D., programmes. Comprehensive rules are laid down by the university to extend

its affiliation to newer programmes. It is appreciable that new programmes take only 6 months for introduction; and 20-25% membership of all Boards of Studies are external.

The Standing Committee on Academic Affairs looks after all the academic affairs/programmes of the university. There are 61 Boards of Studies that monitor undergraduate and postgraduate academic programmes. The university offers 256 degree/diploma/certificate courses. 26 engineering colleges have been transferred to the Anna Technical University but the university is still responsible for conducting the residual engineering examinations of the last few engineering semesters.

The university established the School of Distance Education (SDE) during 1991-92. The aim of the School is to provide continuing education through 9 under-graduate (UG), 9 postgraduate degree programmes; 1 diploma and 1 post-graduate diploma programme. The SDE offers Personal Contact Programmes (PCP) in 19 cities in the country. Student registration is being done in 26 centres in the country. Admission to the distance education programme are made twice in a year and those who satisfy the minimum attendance prescribed for each course are permitted to appear for examinations.

Curricula are updated and diversified in accordance with situational needs and changes. The Boards of Studies and the Standing Committees on Academic Affairs look after academic affairs based on departmental proposals. At UG and PG levels, 42581 students were admitted in 2001-2002 in the affiliated institutions, which includes both men and women students, mostly from Tamil Nadu. A few students are from overseas, and a considerable number are from other states. During the same year, as many as 836 students were admitted to research programmes i.e. M.Phil., and Ph.D., and 241 students in diploma and certificate courses. New career-oriented courses viz., catering science and hotel management, B.Sc. in computer science, (dual degree) inter-disciplinary courses like environmental science, bioinformatics, industrial biotechnology, finance and computer applications are also offered by the university.

In the CBCS stream, there are 405 students in 26 post-graduate programmes, each of which has an in-built course design. Students study 3 core courses in each semester, to earn 4 credit points in the department where they seek enrolment. Students have the freedom to choose one elective course with 4 credit points and a supportive course with 2 credit points from outside their departments. Project work is compulsory and carries a weightage of 8 credit points. In each semester, students take 18 credit point courses and, at the end of the programme a student earns 72 credits in four semesters of study. In the case of MCA it is a six semester course with 108 credits, while MBA is a trisemester course with 72 credits.

Some of the innovative and applied skill-oriented PG programmes are MBE (Master of Business Economics), M.Sc. in Applied Psychology, M.Sc. Finance and Computer Applications, M.Sc. in Advanced Communication System, MA Educational Communication, MS in Software Systems, M.Sc. in Bioinformatics and M.Sc. in Industrial Biotechnology. Some of these programmes are introduced on self-funded basis.

Students are exposed to develop skills by communicating with industries and research institutions through regular visits so that they can develop insights into real societal/institutional needs. Academic programmes are reviewed by a special committee constituted for this purpose and also by Heads of the Departments and Boards of Studies.

Special seminars are being arranged regularly for undergraduates to present seminar papers to improve their communicative skills which contribute to personality development. 40 lectures have been arranged for this purpose. 45 other Orientation Programmes, 102 Refresher Courses, 16 need-based Refresher Courses and 2 Training Programmes have been organized by 15 departments.

Criterion-II: Teaching-learning and Evaluation

The university follows the credit system which enables students to opt for courses of other departments. The academic programmes of the university follow the semester system. This being a state university, there is provision for the teaching faculty to be appointed from all over the country. Faculty are well qualified, many with one level higher qualification than the mandatory minimum. Many are senior level teachers and are highly experienced. There is also provision to engage additional part-time teachers because of non-recruitment of teachers and also because of inherent procedural delays in obtaining sanction from the government, and this enables protection of student interests. 22.65 per cent of the university budget is allocated to teaching, learning and evaluation.

The university admits students into various courses by following four methods -through special entrance tests, interviews, academic record and a combination of the above. From 2001-2002 the university has made provision to receive applications on-line from students. For PG programmes, the applications are processed by decentralising the admission process to the individual departments. Eligible candidates have to appear for the special entrance examination conducted by each department. 60 per cent weightage is given to marks obtained in the entrance test and 40 per cent to marks secured in the qualifying examination. Admissions to professional courses like MBA, MCA, etc, are processed at least 6 months before the commencement of the academic year. For MBA and MCA courses, in addition to the written test, personal interviews are a part of the admission procedure. Each department conducts an entrance examination for awarding university research fellowships.

All the 26 programmes have individual project work as an integral part of the curricula. A similar practice is followed for scholars who do their M.Phil. and Ph.D. Admission to some of the programmes is open to students who are qualified not only in a specific discipline but also in a sister discipline. The university implements the rules of reservation of the state government. An inventory of courses indicates that as many as 256 courses are offered at Certificate/Diploma/UG and PG levels.

The teacher-student ratio is 1:5.6 and each department is provided secretarial assistance. Separate budget is allotted to each department by the university to organize guest lectures, conduct seminars, workshops, symposia and other co-curricular activities. Students also organize these events. Field trips, industrial visits and educational tours are mandatory for PG students in some science and management departments and faculty evaluate the reports submitted at the conclusion of visits.

Management students submit mini-projects relating to their specialization which form a required component of internal assessment. Every management student takes an internship for 8 weeks and submits a report for evaluation

The university functions for 260 days out of which 180 days are earmarked for teaching. The ratio of full time teachers to part-time is 72:31. The university has been following the semester system since its inception. Common examinations are conducted at the end of each semester for a maximum of 100 marks in each subject for arts and science (UG and PG courses). For professional courses 20-25 marks are earmarked for internal assessment for each subject and the year-end examination has the maximum of 80/75 marks. After the introduction of the CBCS evaluation of students has become dichotomous. In the CBCS system each student is evaluated by a centralized system under the COE. Such a system prevails in non-autonomous colleges and in the university departments under the non-CBCS stream. Outside experts are chosen for setting question papers for all the UG and PG programmes. This is monitored by the Paper Setter Board consisting of the Chairman and a Member. The board meets twice a year before examinations and scrutinizes the papers in accordance with syllabi and pattern.

Answer scripts are evaluated by a separate board, consisting of the senior-most teacher in the faculty and outside experts to ensure credibility. Examination dates are fixed well in advance and results are declared within 45 days from the last day of the examination. Regulations are followed meticulously in the valuation procedure. In some of the UG and PG courses, objective type questions are also included since 1998-99. Central valuation is followed. Other practices like moderation and adjustment of passes, revaluation and retotalling, and transparency are also other sound practices. Photocopies of answer scripts are made available to candidates upon application. Alternative choice is given to opt any other language in lieu of Tamil i.e. Hindi, French, Malayalam, Telugu, Urdu, Arabic, etc.

Teachers are deputed to participate in seminars, workshops and conferences. 42 faculty members have attended 392 national seminars, conferences etc. and 26 teaching faculty members have attended 80 international level conferences and seminars. Some of the faculty are also collaborating with research institutes besides organizing Academic Staff College training programmes.

Ten departments collaborate with national and international institutions such as IGCAR, Memphis University, USA, Birham Young University, Utah, Bordeaux, University Geography Department, France,

Executive Science Institute, USA, Institute of Zoology, University of Technology, Germany; ISI, Kolkatta, National University of Rwanda and Institute of Industrial Science, University of Tokyo, Japan. In these institutional international linkages 16 faculty members are taking part. About 8 departments have received faculty awards. 20 faculty members have received awards/fellowships/exchange programmes from different national and international agencies.

Criterion-III: Research, Consultancy and Extension:

The Bharathiar University started as a university devoted only to research, continues to encourage research, consultancy and extension activities in its present programmes.

Most of the senior faculty members are actively engaged in research. And they guide M.Phil. and Ph.D. scholars, carry out research projects and publish regularly. During the academic year 2002-2003, 702 scholars registered for M. Phil. and 235 for Ph.D. programmes. Of these 145 M.Phil. and 92 Ph.D., scholars were on roll (part-time and full-time) in the 20 university departments and the rest of them in recognised research institutions. In the past 5 years 916 M.Phil. And 429 Ph.D. scholars have successfully completed their research projects. Of them 887 were from affiliated colleges and research institutions and 458 from university departments. In all 68 faculty members in the university departments and 739 in the affiliated institutions are recognised as M.Phil. and Ph.D. research supervisors. In the university there are 6 Research Associates; 38 Junior/Senior Fellows and 20 University Research Fellows. Seven of them are doing post-doctoral research. During the last 5 years 25 scholars of the university departments have obtained Post-Doctoral Fellowship (PDF). The university has a separate research committee, which facilitates and monitors research activity in the university. The Department of Mathematics and Department of Computer Science and Engineering have been recognized by the UGC for Special Assistance and the Departments of Physics and Chemistry have received assistance under the FIST programme.

At present faculty members of the university are involved in 25 research projects in the fields of environmental science (4), linguistics (1), physics (8), bio-technology (3), botany (1), chemistry (1), computer engineering (1), economics (1), psychology (2), zoology (1), adult and continuing education and extension (2) on a total grant of of Rs. 1,95,93,930/- from DRDO, CSIR, AICTE, Rock Feller Foundation, UGC, ICAR, DBT, Cholan Paper and Board Mill, TN Foundation, DST, DAE BRNSs, TNACS, CRDA. In these research projects 18 scholars are associated as JRFs and SRFs.

Research publications made in the form of books, articles and reports are indicators of research development. A good number of publications have been made by the faculty (international – 663, national – 431). One invention and patent has already been made, the university has applied for one more and requisition is in process for more. Faculty have published 50 research papers.

The university collaborates with institutions of tropical agricultural, tea and coffee research institutions, California University, Florida, USA, IARI Regional Station and MSc environmental science course is offered in collaboration with the Defence Institute of Physiology and allied sciences for in-service candidates. In addition to this, the university has entered into a special MoU to offer approved courses with institutions such as SSI Ltd, Pentasoft Technology and 2 other computer-based institutions, the American Education Centre in Kuwait and Punia Educational Consultancy in Singapore. Eight Faculty members have international linkages and collaboration in Research areas with USA, Africa, Japan, Germany, France, Rwanda and Utah.

The Department of Botany collaborates with the University of Florida and the Ministry of Environment and Forest, Government of India and some faculty members have received awards such as the Young Scientist Award, Crop Research Award, Salgane National Award, Plant Science Award and national award by ARIC. This department has published 256 research articles.

The Bharathiar School of Management and Entrepreneurial Development intends to develop this School into a Centre of Excellence. The department has published 30 research publications; the Department of Chemistry aims to develop it as a Centre for Advance Studies in Chemistry. Three faculty members visited West Germany, USA and Japan during 1979-2001 on academic programmes. 95 research papers have been published by this department. The Department of Commerce offers a multi disciplinary course, i.e. M.Sc. Finance, Computer Science, Master of Financial Control and Master of International Business in affiliated colleges. The department has produced 9 Ph.Ds and 20 M.Phils and conducted 25 refresher courses. The Department of Computer Science and Engineering has 310 postgraduate students and 25 research scholars. This department has to its credit 3 research publications. The Department of Economics offers M.A. Applied Economics and Master of Business Economics based on CBCS. This department has been functioning since 1973 and has produced 65 research articles.

The Department of Mathematics has produced 102 research articles and completed CSIR projects. This department has established collaborative research with the University of Central Florida, Orlando, USA and 2 faculty members have visited USA and research papers have been published in collaboration with US scientists. 8 overseas scientists have visited and collaborated in the research projects with the Department of Mathematics. The Department of Physics has been provided funds from the UGC, BRNS, DAE, ISRO, for taking up research in solid state physics, radiation molecular dynamics, the department has published 102 research papers.

The Department of Population Studies was started in 1986 and has produced more than 60 postgraduate students, 20 M.Phils and 10 Ph.Ds. 8 projects were funded by UNDP, Ford Foundation and Rockefeller Foundation, USA, Welcome Trust, UK; and Population Investigation Committee, UK. At present, the department is concentrating on compiling a database on global population trends and statewide

population dynamics. The Department of Sociology has a collaborative research programme with Bordeaux University, France and Rouen University, France since 1990; it tries to evolve new methods in social support systems research pertaining to widows and kith and kin of the deceased.

About 20 faculty members are actively engaged in consultancy services. Consultancy has been offered in the areas of population studies, environmental sciences, pharmacy, botany (tea & coffee research), forest (tropical gene pool), orchidarium, radiation physics, psychology, statistical quality control, market feasibility study, entrepreneurship and zoology. One Professor, of the Dept. of Population Studies could generate an income of Rs. 80,000/- during the last three years.

The university organizes extension activities through the National Service Scheme (NSS) unit and the Centre for Adult, Continuing Education and Extension (CACEE). The NSS Programme Coordinator and the Assistant Director of the Centre for Adult and Continuing Education and Extension are designated to direct extension activities. The university encourages affiliated colleges to start their NSS units to actively engage the student community in NSS programmes. A unit of the NSS functions on the campus. There are at present 130 NSS units in 83 colleges whose activities are coordinated by the university NSS Programme Coordinator. Nearly 13,350 student volunteers are enrolled in these units. This is nearly one sixth of the total student strength of the university and its affiliated institutions. These volunteers organise periodic camps and regular monthly social activities. The activities include construction of roads, community halls and formation of youth and self-help groups in villages. Other activities of the NSS include adoption of old-age homes, schools for handicapped children, free medical camps, etc. During the last 5 year period the NSS units of the university have conducted 376 special camps.

The CACEE of the university has been functioning with financial assistance from the UGC since 1986. It is the extension centre of the university. The focus of activities includes adult literacy and skill development programmes for neo-literates. The centre is involved in primary education, child labour abolition, women development, educational service to disabled children and reproductive health care education. The Centre for Adult and Continuing Education and Extension was commended by the UGC as a 'good performing department'. It has brought out a number of publications to promote literacy among the uneducated and tribal population.

Criterion-IV: Infrastructure and Learning Resources

The university has adequate number of buildings. All the buildings including the administrative block and hostels have been maintained very well. The quality of construction is highly appreciable. To keep pace with academic growth, the university has also proposed to construct newer buildings for various disciplines and administration at a total cost of 16.77 crores to add 19891.44 sq.m. of which 13,579.44 sq.m. cost Rs. 10.03 crores and the building is for accommodating academic departments. The Estate Maintenance Wing functions under the supervision of the university engineer who is assisted by 71 staff

to maintain buildings. The university has installed 2X100 KVA power generating plant to provide uninterrupted power supply to the academic and administrative blocks.

Besides physical infrastructure, classroom teaching and seminar presentation equipment are available with the departments to ensure quality teaching-learning activities. Faculty members also help in equipping their departments with special instruments purchased through funds received from project funding agencies. The university departments have sufficient computer facilities for both teachers and students.

The number of total collection of books in the university library is 83,855. In 2001-2002, 2717 titles were added at a cost of Rs.25.87 lakhs. The ratio of books to number of students enrolled is 1:77. In 2001-2002, the library subscribed for 105 Indian journals and 8 overseas journals. The number of overseas journals seems to be inadequate for the university. The Library is mostly computerized and it has all the facilities like computers, audio-visual cassettes, internet and Libasoft (which helps in many advanced and complex library operations). However, the university has no inter-library exchange. On weekdays, on an average nearly 400 visitors use the library and about 200 books are issued/received.

A computer centre is maintained by the university with almost all facilities. The Centre is kept open from 08.00 a.m. to 8.00 p.m. The Centre also provides training to the university personnel. Payroll of the university, examination processing and accounting procedures have been computerised.

A health centre functions in the university, but the Centre is kept open for two hours (from 3.30 p.m. to 5.30 p.m.) on working days alone. Well-equipped gym facilities are made available to men and women students separately.

There exists adequate infrastructure for conducting indoor and outdoor sports. The Department of Physical Education has been functioning in the university since 1985. It coordinates its activities with the physical education departments in affiliated colleges. There is a well-developed outdoor stadium (covering 10 acres of land, with accommodation for 1000 spectators) with all the infrastructure necessary to conduct track and field sports and athletic events. The university has good facilities for football, basketball, volleyball, badminton, kabaddi, handball, kho-kho, cricket, table tennis, gymnastics, fitness and sports medicine, etc. The university offers incentives to students having proficiency in sports. One seat each in the MBA and MCA courses is reserved for sportspersons. Students are encouraged in sports with the supply of tracksuits to sports persons and team members who secure first to fourth positions the inter-university tournaments.

Students of the university have won laurels in basketball, badminton, cricket and athletics by winning prizes in the State, Zonal and National level competitions.

The University Science and Instrumentation Centre was started in 2000 and it is not functional yet. The centre has collected some sophisticated instruments like ternary gradient HPLC, flurospectrophotometer

and ultra centrifuge. The Centre has also ordered computer controlled atomic absorption spectrophotometer, UV/visible/rear IR spectrophotometer, HPLC, analytical electronic balance and hybridization chamber for Rs.55 lakhs from out of the UGC grants for IX Plan period.

The University has five hostel buildings – teachers’ hostel, ladies’ hostel, men’s hostel, Additional Hostel and MBA Hostel. Each hostel has a separate office room, store, kitchen with utensils, spacious dining hall, provision for protected water, telephones (STD and ISD facilities) in or nearby buildings. The university has the distinction of providing residential quarters for both teaching and non-teaching staff. The annual budget of the university provides adequate financial allocation for the maintenance of the infrastructure.

Criterion-V: Student Support and Progression

The all-round development of a student warrants strong support from the university in many areas like education, culture, sports, etc. In this respect, Bharathiar University of its responsibility, that extends beyond the domain of classrooms and examination halls.

The initial impression of a student about a university starts with the reading of its prospectus and information brochures. Bharathiar University annually publishes the prospectus containing relevant information about the courses it offers, eligibility criteria for admission, selection procedures and also the infrastructural amenities available on the campus. Separate prospectuses are available for M.Phil., Ph.D., Distant Education programmes and for professional courses like MBA, MCA etc., the university has taken special interest and devoted considerable effort to publish three booklets entitled “Choice is Yours” showing course-wise comparative analyses of the performances of the various affiliated colleges. This is of immense help to a student to select the institutions for his/her academic pursuit. This innovative approach is commendable.

The university is conscious of the importance of feedback from students for the continuous improvement of the quality of teaching and curricular development. Upto the year 2000-2001, feedback from students was obtained by teachers informally through discussions regarding academic matters which were later placed in the faculty meetings and appropriate actions were taken for improvement. However after the introduction of the Choice Based Credit System in PG programmes from the year 2001, feedback procedure has been made more formal and official. It is desirable that feedback should not be restricted to the academic aspects only but should cover other areas of activities of the university including the general administration. This will act as useful input for sustaining the progressive development of the university.

The average dropout rate of 4.76% and the pass percentage of 93% are quite satisfactory.

Financial support in Bharathiar University is available to a relatively large number of students through stipends and fellowships. Besides the usual, official sources, like State Government, Central Govt., UGC,

CSIR, DST, etc., the university has been able to set up Kamarajar Foundation which provides a substantial number of scholarships to PG students and research scholars. The university has also instituted two to three research fellowships in each department from its own resources. Special financial assistance is extended to SC and ST students and to the wards of the ex-servicemen. It is to be noted that during the year 2000-2001, as many as 711 students got financial aid from the university. This deserves appreciation.

The university provides career counselling to students through the Bharathiar Counselling Centre located in its campus. This centre also helps students in developing their personality and self-confidence to face challenges of life successfully. The Bharathiar School of Management Entrepreneurs Development (BSMED) and the Department of Computer Science and Engineering have their own employment cells, which work efficiently employment for their students. It is satisfying to note that during the last year 100%, 90% and 60% of the students of MBA, MCA and MBE courses were employed respectively. The university has opened a full-fledged Department of Extension, Guidance and Student Welfare with a Director in the rank of Professor to reinforce this activity.

The university has rightly given importance to the Alumni Day. Such activities have the potential to benefit the university in many ways, academic and otherwise. Departments of Computer Science and Engineering, BSMED and Tamilology and Linguistics have their own alumni associations.

The university is aware of the need for recreational, cultural and social activities for students. So from time to time, it organizes music programmes, seminars, *kaviarangams* sports meets etc. Many infrastructural facilities like the Physical Fitness Centre, library, internet centre, mediation centre, bank, post office and yoga centre help students in the development of physical, mental and intellectual skills.

Criterion-VI: Organization and Management

Like any other state university, Bharathiar University has the following statutory and other administrative bodies: the Syndicate, the Senate, the Standing Committee on Academic Affaris, the Planning Board, Boards of Studies, the Finance Committee and the Course Affiliation Committee, the Teaching and Research Development Committee, the Standing Committee on Autonomous Colleges, the Teacher Selection Committee, the Library Committee, a committee to examine the functions of the School of Distance Education, the Audit and Accounts Committee, committee on conducting of University Examinations, the Disciplinary Committee, the Sports and Athletics Committee and the Non-Teaching Staff Selection Committee. The powers and responsibilities of the officers of the university like Chancellor, Pro-Chancellor, Vice Chancellor, Registrar, Finance Officer and Controller of Examinations are well defined and codified.

Students occupy a pivotal position in the university. The essential function of the university is geared towards their evolution and growth. Therefore, it would be very appropriate to give some representation to students in policy-making bodies like the Senate of this university.

The university prepares and brings out the Academic Calendar every year, after discussing with the faculty, Deans and the officers of the university. Apart from providing the usual information about the university and its curricula, it gives advance information about academic events like starting of classes, commencement of examinations, publication of results, etc. The Self Analysis Report states that the academic calendar is strictly followed. However, it would have been better to include a statement showing how far the university has succeeded in adhering to the announced schedule in the preceding years, especially in PG programmes.

Keeping pace with modern developments, Bharathiar University has computerised examination, library and administration work. It has plans to computerise different teaching/research departments in the near future. The university arranges extensive training programmes in internet, office automation, record maintenance, etc. for administrative staff. During the last two years, 16 administrative staff have got the benefit of such training programmes. It encourages all administrative personnel to become computer literate and provides requisite facilities for the same. As a result, the efficiency of the administration has undoubtedly improved.

The university started the welfare programme, 'Bharathiar University Staff Co-operative Thrift and Credit Society' in 1991 with 330 membership on date and a working capital of Rs. 40 lakhs in 2001. The Society sanctions loans to the needy university staff at low interest (13% p.a.). There is also the 'Bharathiar University Employees Cooperative Housing Society' (since 1981) and the university created Bharathiar Nagar, where sites were allotted to staff of the university. The Society has been affiliated to Tamil Nadu Cooperative Housing Society since 1996. The university grants house loans, vehicle loan, personal loan, marriage loan, education loan, etc.

The University organizes various training programmes, viz., computer operation, internet browsing, yoga classes etc. Officers from various departments are invited to give lectures on the welfare schemes like PIL, housing loan etc., so as to help the staff.

It is nice to note that besides the usual grants from the state government and the UGC, the university, through its own initiative, has succeeded in raising funds to the extent of Rs.109.41 lakhs. This is quite commendable. It has also made a modest beginning by earning Rs.0.80 lakh through consultancy services.

It is found that Bharathiar University has fully utilized all the funds received from the state government and the UGC during the last year, without making any refund. Although there is no internal audit system, the auditing is done regularly by the Local Fund Audit of the Tamil Nadu State Government. No serious irregularities are observed in the audit report.

Administrative and auxiliary staff show expected discipline, which is reflected in the general observance of the code of conduct; violation was noted only in two cases during the last three years.

Appropriate action has been taken by the university authority in this matter. The university strictly implements the reservation policy of the Tamil Nadu Government.

Criterion-VII: Healthy Practices

The Bharathiar University, Coimbatore, named after the great national poet Subramania Bharathiar has set the specific motto “Educate to Elevate”, largely to realize Bharathiar’s dream of establishing an educational institution that effectively contributes to an equitable, social and economic educational order, based on the secular ideals of the nation. Since its inception in 1982, the university has been steadily taking several steps to introduce transparency in its operations to make the university generally people-friendly by sensitizing its various sub-systems to recognize the need to reach out to the people’s right to information and educational services. Towards this motto, the university has been striving on different fronts to inculcate healthy attitudes and practices. The School of Distance Education, established as early as 1991-92, has been catering to provide opportunity to those, who for some reason could not join full-time courses, to fulfill their aspiration of acquiring higher educational qualifications. Some of the other significant healthy practices of the institution are detailed below:

- The institution has adopted a mechanism for internal quality check in its academic and administrative matters, by establishing the Academic and Administrative Audit Committee, which periodically evaluates the performance of the institution and reports to the administration.
- The university is sensitized to modern managerial concepts and has incorporated considerable opportunity for teamwork, freedom in decision-making and automation of administrative procedures.
- Although the university does not have specific twinning programmes, it has established a good number of MoUs with both industries located in the region and research organizations, to augment its research activities and make their academic programmes more relevant to needs of users.
- Collaborative research-linkages have been established by many faculty members, with national institutions, mostly for research purposes. The university has compiled a useful document on faculty resources available for university-industry collaboration in 2001 in order to facilitate them to be shared with stake holders.
- Five out of its 26 PG departments have started six self-funded courses from 2000-2001, to complement its regular courses. These are: M.A. (educational communication); M.Sc. (bioinformatics); M.Sc. (industrial biotechnology); M.Sc. (finance and computer applications); M.Sc. (advanced computer communications) and MS (software systems); M.Sc. (medical physics)

and M.Sc. biotechnology. Apart from these, 81 out of 109 affiliated colleges under its jurisdiction are run as self-funded institutions, to be able to offer newer, innovative and interdisciplinary programmes.

- Community-related programmes are made evident through NSS activities and extension programmes through the CACEE. Students are encouraged to participate in various well planned cultural and extra-curricular activities. These are planned and administered by eight professional clubs. They contribute to student personality development.
- The university has introduced the “Choice-Based Credit System”, to provide horizontal mobility to students and to help them do inter-disciplinary and multi-disciplinary courses.
- One of the good practices is that every teacher is provided with a PC and all the PCs of each department are connected through LAN and the server is placed in the Chairman’s room. In all departments, internet connectivity is provided for unrestricted use by teachers and this facility is extended to students also within a stipulated time frame during the day.
- As a sequel to the introduction of the CBCS, the university has brought out relevant documents analyzing the past performance of each affiliated college (rightly named as “Choice is Yours”), as a reference document for the benefit of new entrants seeking admission.
- The academic calendar published annually is elaborate and user-friendly.
- The conduct of university examinations, evaluation and announcement of results have been strictly according to schedule and examination-related functions of the university are managed in a highly organized manner.
- The university has been able to attract voluntary donations from local philanthropists for the development and maintenance of infrastructure.
- It is notable that the institution offers 50% fee concession to its SC/ST students even in its self-funded courses.
- The general perception of the society at large as well as students, faculty and neighbourhood residents regarding the progress made by the institution, is very positive and they speak highly of the university.
- The overall academic ambience provided by the university to its wards is highly appreciable and it is to be expected that, with sustained developmental efforts, the institution will be able to achieve its desired shift in motto from “Educate to Elevate” to “Education with Relevance”.

Section-3: Overall Analysis

- ◆ The university authorities, faculty and members of its auxiliary staff have made commendable efforts in preparing an informative Self-Study Report, which may be a good model for other institutions to follow.
- ◆ Several innovative programmes of the university, are skill-oriented, viz. Master of Business Economics (MBE), M.Sc. in finance and computer applications, M.Sc. in applied psychology, M.Sc. in medical physics, M.Sc. in advanced communication systems, M.A. educational communication technology and M.Sc. electronic media for education, M.S. in software systems, M.Sc. in bioinformatics and M.Sc. in industrial biotechnology. These attest the efforts to make education relevant to the times.
- ◆ The university is well located in the industrial town to be able to provide on-the-job-training to students.
- ◆ Access to information technology provided to both faculty and students is an enabling measure to meet future challenges.
- ◆ Academic output of faculty is quite discernible in their 24 research projects, funded by agencies other than the university.
- ◆ An estimated support of Rs.1.96 crores is also in the pipeline for other research projects.
- ◆ Faculty have published 1094 research papers, in both national and international journals.
- ◆ The record of completed Ph.D. and M.Phil. research is quite impressive, so also is the record of continuous supervision of post-doctoral work undertaken in different disciplines at different levels – university departments and affiliated institutions.
- ◆ Participation of faculty in national and international seminars/workshops is commendable. They have also been on various assignments abroad either on their own or by invitation.
- ◆ The induction of the Choice Based Credit System (CBCS) is usually a prominent feature of a semester system overseas. It has made their academic programmes more successful.
- ◆ Existence of several facilities, such as canteen, dispensary/hospital, bank, post office, guest house, residential facilities to staff members makes the campus quite impressive.
- ◆ Students' (men and women) hostels, play grounds, recreation rooms, yoga centre and other related facilities are also commendable.
- ◆ The availability of library resources with well-stacked documents and books adds to the academic strength of the university.

- ◆ Auditorium, seminar halls and sports stadium are other facilities
- ◆ Each department possesses a good infrastructural set-up and avoids congestion.
- ◆ The university is constantly in search of new potential for updating its curriculum and syllabi particularly in areas of natural science and professional courses.

Suggestions

- ◆ The inter-disciplinary character of the programmes could be strengthened by induction of young faculty with exposure to recent educational training.
- ◆ The university may attract students from immediate neighbourhood and other Asian/African countries, particularly when it offers so many professional, skill-based and career-oriented courses.
- ◆ While the university has made several attempts to make its science and professional programmes viable and successful, it lacks significant achievement in the areas of humanities and social sciences. Upgradation of their arts and humanities studies on the same lines should be a point of concern.
- ◆ Although the university claims to have facilitated visits of faculty to different countries only a few effective exchange programmes are available.
- ◆ One of the major aspects regarding this university is that it has not been in a position to have a Vice Chancellor till now. The former Vice Chancellor of Bharathiar University joined the University of Madras, Chennai several months ago. The university is supervised by three members of the Syndicate who have been doing exemplary work but the absence of a Vice Chancellor is a handicap in a university which has to make timely decisions on matters of importance.
- ◆ The faculty of different departments is region-centric. It is appropriate for this state university to approach different experts available in other states at least on short-term exchange. This would enable them to have perspectives from across all boundaries of the states and promote an integrated approach in acquiring knowledge in different areas.
- ◆ The university does not have a high-profile recruitment Placement Centre, despite, its close proximity to several industrial houses.
- ◆ There is one “Chair of Excellence” created by the university in the Department of Linguistics instituted by the Telugu University. The Department of Tamilology also has five sponsored

endowments. Creation of additional chairs of excellence especially in science and commerce departments should be encouraged.

- ◆ The dominance of temporary faculty who constitute 50% of the faculty is not an encouraging factor.
- ◆ There are no consortiums among autonomous colleges to exchange the best and specialized faculties in areas where they could learn from each other rather than duplicating the same teaching in different colleges.
- ◆ Since the university is located in a rural area, it would be desirable to design appropriate courses and curricula in consonance with the rural/tribal community requirement.
- ◆ Although the university reports that it encourages self-employment no details of any such scheme and its achievements in terms of the number of students who have benefited were provided. The motivation in this regard needs to be strengthened by organizing suitable training programmes and instituting advanced specialized courses.

The Peer Team expresses its deep appreciation of the support and cooperation extended to them by the Vice Chancellor's Committee, the Registrar, academic and administrative and staff members of the Bharathiar University.

In a little more than twenty years, the university is well established to make sustained progress and serve more than 40,000 youth of the region every year. Regular and distance education programmes have considerably widened access to higher education at reasonable cost for many. Vocational and elective options, research, contemporary courses and the CBCS are among its distinctive features. Strategically placed in an industrial town the university has opportunities to make industry–university collaboration more fruitful through an enlightened integration of the two in judiciously chosen courses of study which are both knowledge and skill enhancing. A fuller exploitation of the benefits of IT to update traditional courses and to increase access to higher education for the poorer sections of society will contribute to national development by addressing issues of equity. Global parity in excellence may be reached with sustained effort made along these lines.

4. Bharati Vidyapeeth Pune, Maharashtra (Deemed University) (Assessment Report for Institutional Accreditation)

Section-I: Preface

Bharati Vidyapeeth was established in 1964 as a Trust by Dr. Patangrao Kadam with the objective of effecting social transformation through dynamic education. The small beginning made in 1964 has, over the last 40 years, led to the transformation of the Trust into a university. Bharati Vidyapeeth became a Deemed-to-be-University during the year 1996, which is a significant mile stone in its history. Under the umbrella of Bharati Vidyapeeth, there are today 147 institutions catering to the educational needs of many students in India and abroad. Bharati Vidyapeeth Deemed University (BVDU) is located in two campuses: one in the Dhankawadi campus spread across a lush green land of 66 acres in sylvan surroundings, serene atmosphere and aesthetically designed modern architectural buildings; and the other campus in Erandawane with 10 acres of land that houses the well-known Pharmacy College, Y.M. College for Arts, Science and Commerce, Law College, Management and Social Work Departments. The main campus at Dhankawadi accommodates the Medical College, Dental College, Ayurvedic College, Homeopathy College, Nursing College, Engineering College, Environmental College, Physical Education College, Rajiv Gandhi Institute of Information Technology and Biotechnology and IRSHA. BVDU has in its fold 17 institutions, viz.

1) Medical College & Hospital, 2) Dental College & Hospital, 3) College of Ayurved, 4) Homeopathic Medical College, 5) College of Nursing, 6) Yashwantrao Mohite College of Arts, Science and Commerce, 7) College of Physical Education, 8) Institute of Environment Education & Research, 9) Institute of Management & Entrepreneurship Development, 10) College of Engineering, 11) Rajiv Gandhi Institute of Information Technology & Biotechnology, 12) Interactive Research School for Health Affairs, 13)* Poona College of Pharmacy, 14)* New Law College, Pune, 15)* Yashwantrao Chavan Institute of Social Science Studies & Research, 16)* Social Science Centre, 17)* Research and Development Center in Applied Chemistry spread in both the campuses. Of the above 17 institutions, five institutions (serial number 13 to 17 indicated with an “*” mark) receive the grant-in-aid from the Government of Maharashtra. It is pertinent to mention that the assessment made by the Peer Team is applicable to all the above 17 constituent units of the Bharati Vidyapeeth Deemed University.

The majestic buildings and the setting of both the campuses provide a conducive academic ambience.

The teaching and research activities of this BVDU have come to be well established through the years. The total student strength in the campus is around 10,000; the total faculty strength is around

700. A variety of 148 courses are offered in the areas of medicine, dentistry, homeopathy, ayurved, nursing, engineering, law, management, pharmacy, arts, science, commerce, environment, social science, physical education etc. BVDU is a Deemed-to-be-University with a difference. It is a multi-disciplinary, multi campus, multi locational institution which attracts students from all parts of the country and 29 countries abroad. The flexibility and adaptation of students and faculties is increased as they are able to cut across all barriers of religion, language, life styles, and beliefs. Tolerance and respect for diverse ways of living have become part of this Deemed University.

BVDU volunteered to be assessed and accredited by the National Assessment and Accreditation Council (NAAC) Bangalore and submitted its Self-Study Report in September, 2003. The NAAC constituted the Peer Team under the Chairmanship of Dr. B.C. Chhparwal, Former Vice-chancellor, Devi Ahilya Vishwavidyalaya, Indore, Madhya Pradesh, the other six members being Dr. N. Jayasankaran, Vice-Chancellor, Shri Chandrasekharendra Saraswathi, Viswa Mahavidyalaya, Kanchipuram, Tamil Nadu; Dr. T. Gangadharaiah, AICTE Emeritus Professor, Siddha Ganga Institute of Technology, Tumkur, Karnataka; Dr. S.S. Aggarwal, Principal and Dean, Delhi College of Pharmacy, New Delhi; Dr. D. Varadharajan, Principal, Madras School of Social Work, Chennai, Tamil Nadu; and Dr. A. Lakshminath, Registrar and Professor, National Academy of Legal Studies and Research University, Barkatpura, Hyderabad, Andhra Pradesh. Dr. G. Srinivas, Deputy Adviser, NAAC Coordinated the visit.

The Peer Team carefully scrutinized and analyzed the Self Study Report, submitted by the university. During its institutional visit made on March 11-13, 2004, the Team went through all the relevant documents, visited the 17 constituent units and their facilities and interacted with all the stakeholders of the institution such as, the Board of Management, Vice Chancellor, Pro Vice Chancellor, senior officials of the BVDU - the Registrar, Deputy Registrar and the Controller of Examinations, the Finance Officer, faculty members, staff, students, alumni and parents of students.

The academic, co-curricular, extra curricular, sports, extension facilities of the BVDU were reviewed. The Peer Team members had detailed deliberations on their critical observations and exchanged notes after the visits.

Keeping in mind the seven criteria identified by National Assessment and Accreditation Council and based on the above exercise the Peer Team assessed the performance of the BVDU under the seven criteria of NAAC. The strengths and suggestions for further improvement are presented in the following report:

Section-2: Criterion – wise Analysis

Criterion-I: Curricular Aspects

The BVDU is driven by the mission statement “Social Transformation Through Dynamic Education” of the parent body, and it offers a wide range of courses/programmes to its students according to this vision. M.B.B.S., M.D. Programme in six disciplines, and M.S. in two disciplines apart from diploma programmes, are offered in the Medical college. B.D.S. and M.D.S. in six disciplines are offered in the Dental college. B.A.M.S. and M.D. in six disciplines are offered in the Ayurvedic college. B.E. degree in 8 disciplines, B.Tech. in Information Technology and M.E/M.Tech. in 7 disciplines are offered in the engineering college. B.Pharm, M.Pharm and Ph.D. Programmes are offered in the Pharmacy College.

The BVDU provides a wide range of programme options to students. Almost all the programmes offered by BVDU are knowledge oriented. Students have the flexibility to choose their electives and horizontal mobility is built into the curriculum.

As all these programmes come under the purview of the Deemed University, the Board of Studies is able to review and update the curriculum as frequently as necessary. The Boards of Studies generally meet twice a year to transact their business of fine-tuning and restructuring existing courses and structuring new and relevant courses.

This university has taken a policy decision to fully implement the model curricula proposed by the UGC in the areas of arts, science, commerce, management, etc. and has implemented them from the academic year 2002-03.

New diploma and certificate courses are introduced almost every year. 25 per cent of the members of the Boards of Studies are from industry and external academic institutions and this has enabled the university to design programmes to meet needs of society and industry. Elective options are available to students in nursing, management, physical education, arts, science, commerce, social sciences, law, environmental sciences and pharmacy. The inter-disciplinary approach is encouraged in curriculum design and in the delivery of the curriculum. Emphasis is also laid on field exposure training.

Most of the courses are offered under the semester pattern but some of them are still under the annual pattern system. The BVDU may consider introducing the semester system here also. The Management courses which are under the semester system may move into the trimester system as is practised in reputed business schools.

The campus atmosphere in general is quite conducive to serious academic learning. The academic calendar is meticulously designed at the beginning of the year and rigorously followed through the academic year. Conduct of examinations and declaration of results have been regular right from the inception of

the BVDU. The number of teaching/contact days has been considerably high, exceeding the statutory minimum requirement of 180 days.

There is a formal mechanism to get feedback about teaching from students. This information is scientifically processed through statistical methods and the Principal/Dean communicates the feedback to the respective faculty with constructive suggestions for the improvement of their teaching. Remedial courses are being conducted for students, who are particularly weak in communication skills and deficient in the use of the English language.

In addition to class room lecturing, students are encouraged to develop their skills through laboratory work, field work and projects. Modular curricula are adopted for facilitating team teaching.

Criterion-II: Teaching - Learning and Evaluation

For maintaining the quality of student inputs in the university, BVDU conducts a special Entrance Test at the national level for admission to its various professional courses.

Admissions are made on the basis of merit. The Admission cell processes admissions.

In the Y.M. College of Arts, Science and Commerce, which runs non professional courses, diagnostic tests in some subjects are administered at the beginning of the course to identify slow learners. Remedial courses in English are organized for overseas students who are found to be weak in English. Dental College, Institute of Management and Entrepreneurship Development and College of Nursing also give bridge/remedial courses. Communication and personality development programmes are offered to students from rural areas.

Learning is also facilitated by the Central Libraries in every constituent unit which are equipped with facilities like internet, digital library, inter-library borrowing, etc. accessible to students for 12 hours each working day.

Teaching - learning and evaluation are viewed as two sides of the same coin by the university. Effective learning is always backed up by an effective evaluation system. Internal evaluation is compulsory in some courses and they are included in the final university examination scores. Only 20 out of 100 marks are allocated for internal assessment. Even here, in some courses there is no minimal requirement in the internal assessment marks. The university may consider introduction of a required minimum of internal assessment marks, which will enable students take the academic programmes more seriously.

However, the university is constrained by the directives of the apex national councils not to increase the internal assessment weightage in some professional courses.

It is suggested that in courses like Management, Social Work etc. the internal marks must be raised to at least 50 per cent and there should be a variety of components in the internal assessment like for

example, surprise quiz, objective type tests, mid-term examinations, assignments, projects, lab work, comprehensive viva-voce, etc. Every one of these components would test and nurture a different skill of students.

This university has introduced an innovation in setting question papers. The syllabus of any course is divided into two parts - Part A and Part B. An External Examiner sets the paper for Part - A and the Internal Examiner sets the paper for Part-B. And these two activities are done in consultation with each other. After the exams are over the scripts are valued through a Central Assessment Programme wherein the same External Paper Setter will do the evaluation of Part - A of the answer script and the Internal Examiner will do the evaluation of Part - B. There is no double valuation in the exam system.

But there is provision for revaluation and re-totalling. To make sure that no topic is left out while setting the question paper it is suggested that unitization of the syllabus may be done with the directive to examiners that all units must be given due weightage while setting papers. This will ensure that no important topic is left out while setting the paper.

Students are encouraged to participate in co-curricular activities and the university has provided sufficient sports and gym facilities in their campuses.

Recruitment of faculty is made through a selection process suggested by the UGC in its Memorandum of Association. Faculty members are also encouraged to develop their potential by attending faculty development programmes / undergoing higher courses.

Teachers evaluate their own performance by the mandatory self-appraisal method. A formal feedback on teacher performance is obtained from students. It is suggested that the list of star faculty members as assessed by the students may be given a letter of appreciation/and those teachers who come out with successful teaching innovations and creative evaluation instruments may be adequately rewarded.

Apart from the core faculty members, the faculty team is supported by visiting faculty and guest lecturers from the industry. The research contribution of some of the teachers has been acclaimed nationally and internationally. But some of the departments are managed by young teachers who will require guidance from senior faculty. Again in some disciplines the core faculty team size is small and the university should fill the vacancies with senior staff members who will be able to provide guidance to younger faculty.

The quality of teaching-learning and evaluation is good as reflected in the performance of students in national level competitive examinations like GATE, GRE, TOEFL, CA, ICWA, UGC-NET and Indian Civil Services examinations.

Criterion-III: Research Consultancy and Extension

Research, Consultancy and Extension have a strong symbiotic relationship with teaching. Work in these areas can enhance the quality of teaching and learning. 65 per cent of the faculty are involved in research. Most of the constituent units of the university have undertaken several research projects in the thrust areas identified by them in the respective fields. There are 204 ongoing research projects with a total outlay of Rs.6.85 crores. Very recently the Institute of Environment Education and Research has received a grant of Rs.2.25 crores under Indo-Canada Programmes. Most of the other grants come from AICTE, UGC, BARC, Ministry of Health and Family Welfare, ICMR, etc.

The university has created four major research centres (1) Interactive Research School for Health Affairs (2) R & D Centre in Pharmaceutical Sciences and Applied Chemistry (3) Pharmacy (4) Environmental Sciences for fostering further research in the areas of health, pharmaceutical sciences, pharmacy and environmental sciences.

Through these research centres the university has established national and international collaborations. The BVDU faculty have so far brought out 103 publications in international journals, 453 articles in national journals, 11 patents and 104 textbooks.

The Medical College, Dental College, Engineering College and the College of Pharmacy are all very well equipped with most recent equipment. The Computer Centres in all the departments are well equipped and are available to students most of the time. The university has provided internet connectivity to all its students and faculty.

The BVDU has organized many national and international conferences in areas of topical interest. About 82 national and international seminars/workshops have been conducted during the last three years.

The Central Library of the university is well stocked with text/reference books and relevant national and international journals. They have established the Digital Library with 1000 books and 1450 journals. Online public access of the catalogue is also available to both staff and students.

Faculty of Pharmacy, Environmental and Engineering institutions are also involved in consultancy and they have generated around Rs.40 lakhs from their consultancy activities. The Team observed that the present sharing arrangements may be made more attractive to the faculty by adopting well accepted norms prevailing in national institutions with 2/3 of the consultancy income taken by the faculty and 1/3 by the institution. The university may reflect on this suggestion and take appropriate decision that can motivate more faculty to be involved in consultancy work.

Extension activities are the hallmark of any educational institution. The Institute of Environment Education and Research gives leadership in the creation of awareness in general and local environmental issues.

The Environmental Institute has contributed considerably to the spread of environmental education among school teachers, children in rural and urban areas and a large number of adults with whom these school teachers and Sarpanches are in contact. The architecture of the building of the Environment Institute itself gives the message of environmental preservation, protection and promotion.

Other extension activities include Pulse Polio Drive, Vaccination Drive, Alcohol/Drug Addiction Awareness, Health Check up Programmes. The Law College offers free legal advice to needy rural poor people. The NSS unit is active with their volunteers contributing to the construction of small dams and preparing playgrounds in rural areas. Some of the significant achievements of the NSS unit of BVDU are indicated below:

- 1) The Best NSS Volunteer awards for the year 2001-02 instituted by the Government of Maharashtra has gone to a student of this university.
- 2) The Best NSS Unit State Award for the year 2000-01.
- 3) The Best Programme Officer State Award for the year 2000-01
- 4) The Best University Award, National Integration Camp at Dhumka (Jharkand) for the year 2003-04

Health camps are organized by the Health Science Group in rural areas every year. The Institute also organizes free operations like cataract and appendicitis. Blood Donation camps are organized regularly. Also several workshops, peace rallies, winter and summer camps are organized as part of NSS activities. It is worthwhile mentioning that the entire herbal garden in the Pharmacy College is maintained by students.

Criterion-IV: Infrastructure and Learning Resources

The university keeps pace with academic growth through its constituent units, and additional infrastructure in terms of buildings and equipment.

The library has a collection of 105615 books. The national and international journals subscribed for are 666 and 245 respectively. The ratio of the number of students to library books is 10.89:1. During the period 2000-02, about 20 thousand volumes worth about Rs.60 lakhs have been added to the library. Digital Libraries are available at both campuses. The library provides other facilities like reprography, audio-video cassettes and internet.

The University has a Computer Centre and received grant from UGC for the purpose of establishing the INFLIBNET facility. It has allopathic, ayurvedic and dental hospitals and the facilities in them are available to faculty, staff and students.

Outdoor and indoor facilities, training facility and equipment necessary for them are also made available in the Physical Education Centre,

Incentives like cash prizes, grant of attendance and fee concessions are available to sportspersons.

The university has six separate hostels for girls and boys. These hostels have 400 rooms to accommodate 1485 students from various colleges of the university.

Modern auditoriums with a seating capacity of 300 each are available in the campus. One of these auditoriums was constructed by the Institute of Environment Education and Research having the natural systems of maintaining low temperature.

There is also a campus committee consisting of the Principals of all constituent units, which is responsible for proper maintenance of buildings and essential services like water, telephone, electricity, etc.

Two sports grounds located on both the campuses spread over ten acres of land, a gymnasium equipped with all indoor games and an expert team of coaches working in the College of Physical Education take care of sports needs and physical health of students on the campus. Further the Bharati Krida Pratishthan a sister concern of BVDU provides students an additional platform to excel in their sports skills.

Criterion-V: Student Support and Progression

50.5 per cent of the students hail from the same state and the rest come from other states and countries. The dropout rate of students is small.

Selection of students is made on merit assessed through All India Entrance Test for admission to professional colleges and to various other non-professional courses on merit.

Appropriate orientation programmes are organized for the benefit of all students. The university has established a "Foreign Students Cell" to cater to the needs of overseas students. Academic counselling is offered to overseas students by teachers/mentors specially for solving difficulties related to language, cultural adjustments and difficulties faced in academic achievements. This arrangement helps overseas students to develop a friendly attitude towards the institution.

The Mentor System or the Teacher-Ward system is practised. Besides this, counselling and employment cells also function. The employment cell, in addition to placing students, encourages them to start self-employment ventures.

The university has introduced continuous assessment in certain courses-especially in the professional colleges, for evaluating student performance through the academic year. Slow as well as advanced learners are identified and suitable remedial/bridge courses are offered.

A feed-back mechanism exists to collect feed-back from all students on various aspects of the functioning of the university such as teaching-learning, performance of teachers and infrastructural facilities. Feedback is obtained from students, the Students' Council, alumni associations, the College Development Committee and parents. Introduction of special coaching to weaker students was an outcome of such a feedback. The university publishes its updated prospectus annually. Needy students are helped with free hostel and mess facilities, Earn and Learn Scheme, etc. The alumni also support the university in various ways.

Criterion-VI: Organization and Management

The organizational structure of BVDU consists of the Board of Management, Academic Council, Finance Committee, Planning and Monitoring Board and the Boards of Studies. The university has nominated prominent personalities to its Board of Management and their wise counsel is quite helpful.

Besides organizing statutory meetings of various committees, the Vice Chancellor and the Pro-Vice Chancellor hold frequent informal discussions with different Heads of institutions.

The individual academic institutions prepare their own academic plans and, at the university level, all these plans are merged into a single academic policy. Such a planning is done ahead of the academic year and implemented scrupulously.

Extensive use of computers in teaching, administration, research, data base generation, training of academic and nonacademic staff, central office, examination centre and other departments is observed.

The university follows the reservation policy in the appointment of employees as per the orders of the Government of Maharashtra.

The university maintains confidential reports analyzed every year by the Registrar and the Vice Chancellor and these reports are used at the time of awarding promotions.

The financial discipline in the university is maintained by concurrent internal audit and annual external audit. It is also observed that there are no major audit objections raised by the auditors.

Criterion-VI: Healthy Practices

The university adopts SWOT analysis, team building, strategic planning and such managerial practices.

The growth and development of the BVDU over a period of time is a standing testimony to the excellent strategic planning and efficiency of the management. The prevalence of a congenial and appropriate ambience in terms of high commitment, dedication and motivation, is quite obvious.

Stress is laid not only on the multiplicity of courses but also on the multidisciplinary approach in teaching and research.

Enrolment of overseas students from 29 countries adds a multi-cultural dimension to the university. The international collaboration of BVDU with various international organizations is commended. The research and consultancy programme carried out by the university set a new trend in its life and history. The importance given to imparting value based education through various ways such as the Hippocratic oath and the lamp lighting ceremony, the dhanwantri prayer, meditation and yoga as well as reinforcement of ethical values distinguish the university from many others.

The university strengthens regular academic programmes through other complementary systems like self-funded courses and non-formal and distance education arrangements.

Efforts to promote general/transferable skills among students such as, capacity to learn, communication skills, numerical skills, use of information technology and the ability to work as an individual and in teams are commended.

Fee concession worth Rs. 80 lakhs is given to poor as well as deserving students every year. Extension and development activities are carried out through the NSS and Social Work Departments. Adherence to the academic calendar is highly commended. Transparent admission processes and delegation of autonomy to constituent units is appreciated. Introduction of new and innovative practices is evident the introduction of the Smart Card System, Teacher Ward System and computerization are some instances. 'Education is the manifestation of perfection already in man's mind' according to Swami Vivekananda. It is gratifying to see this in reality in BVDU.

Section-3: Overall Analysis

From its start seven years ago, the university has shown rapid growth and development in various spheres. Though seven years is a short period, it has utilized its Deemed-to-be-University status to make various academic innovations.

Strengths –

Some of the strengths of the Institution are –

- Visionary management with commitment for quality education.
- The Deemed-to-be-University status enables the institution to quickly respond to needs of the stakeholders.
- The university has plans to start several need based new courses i.e. gerontology and medicine for the elderly.

- Establishment of Interactive Research School of Health Affairs (IRSHA) for multi-disciplinary advanced research.
- Co-operative units of the parent body contribute 20% of their profit to the development of the university.
- The university has a strong financial and infrastructural base.
- It has earned reputation in social services and extension activities particularly through the Institute of Environment Education and Research.
- Developed strong linkages with industries in the areas of pharmacy, management and environmental education.
- Promotion of sports and camps through Bharati Krida Pratishthan and fine arts and performing arts through Bharati Kala Academy.
- All India character of students with a good number of overseas nationals.
- The manufacture of drugs in the College of Pharmacy gives the students practical insights into the discipline of pharmacology.
- Rigorous academic programmes and timely declaration of results.
- A zeal for action and a passion for excellence.
- An informal working culture and a sense of belonging to the institutional community
- Efficient and effective administrative support.
- Enthusiasm and team spirit found in all the members of the institution.
- The dynamic leadership of the Founder, the Vice Chancellor, and the Pro Vice Chancellor which has contributed to the overall growth and development of the university.

While the Peer Team is highly appreciative of the quality consciousness of the members of the institution in providing education with high standards, it suggests that the BVDU may consider the following for further faster growth:

- The authorities of the university may consider preparing a five year perspective plan which will give the road map to the institution for its future growth.
- Modern management techniques like the Gap Analysis which can indicate reasons for non-achievement of targets set by themselves may be introduced.

- Providing more hostel spaces specially for boys because in some hostels four boys are sharing a room.
- Concerted efforts to make BVDU a globally well-known academic institution may be made.
- Top management may look at consolidating achievements made so far in order to build on them for future growth.
- The Board of Management must seriously consider whether preference must be given to vertical growth rather than horizontal growth.
- The BOM may consider the suggestion of creating a separate faculty in humanities which can accommodate arts and commerce courses and another faculty for science subjects.
- The Board may also look at the nomenclature given to the Warden of the hostel as Rector. In other parts of the country, the Rector generally holds the position equivalent to that of a Pro Vice-Chancellor. The Chief Administrative Officer of the Medical Hospital may be re-designated as a Medical Superintendent in consonance with the practices obtaining in other parts of the country.

The Peer Team thankfully acknowledges the cooperation and support received from the Vice Chancellor, the Pro-Vice Chancellor, the Co-ordinator and members of the National Assessment and Accreditation Council Steering Committee, faculty, staff, students, parents and alumni of BVDU during the three-day visit to the institution. It strongly feels that with some vertical consolidation and innovations in some academic and research areas, the institution has potential to develop into a reputed and well known centre of learning, research and training in the country and abroad.

The university has, within a span of seven years, succeeded in promoting a comprehensive educational effort to offer professional studies, especially in medicine and engineering, among others, which manifest sensitivity to quality. It has equally succeeded in making an impact on society with social service. The IRSHA represents the former and the IEER illustrates the latter. They adumbrate the direction in which the university has moved in the first decade to realize its goal of social transformation through dynamic education. It has yet miles to go before realizing it fully with a holistic perfection of both sciences and humanities and a quality to be affirmed by globally comparable performance.

5. Bharathidasan University Tiruchirappalli, Tamil Nadu (Assessment Report for Institutional Accreditation)

Section-I: Preface

The Bharathidasan University, named after the great revolutionary Tamil poet, Bharathidasan, was established in 1982 at Tiruchirappalli in the place of the postgraduate Centre of the University of Madras that had existed before. It is an affiliating university of the State of Tamil Nadu.

The University was recognized by the UGC under 12B in 1984. The progress made by the university so far in promoting quality education is the result of the pursuit of its aims and objectives. It provides higher education to students mostly from 7 districts, namely, Tiruchirappalli, Karur, Perambalur, Thanjavur, Nagappattinam, Thiruvarur and Pudukkottai. It is situated on 1038 acres of land.

The motto of the university is “We will create a Brave New World”. This was adopted from the vision of Thiru. Bharathidasan expressed in one of his poems. The university endeavours to be true to such a vision by creating in the region a brave new world of academic innovation for social change.

The university has three campuses viz., Main Campus, South Campus and Khajamalai Campus. It has 27 departments and 8 specialized centres. It offers Ph.D. programmes in 23 disciplines, 11 M.Phil., 21 PG, 3 PG diploma, and 4 diploma programmes. Of these, 4 undergraduates, 1 postgraduate and 2 PG diploma programmes are self-funded. These have generated revenue of Rs.2.70 crores during the last year. There are 143 faculty members, out of whom 91 have the Ph.D. degree and 52 have PG or M.Phil. There are 476 non-teaching staff. The ratio between teaching and non-teaching staff is 1:4. In the current year, 126 students have registered for M.Phil., 192 for Ph.D and 505 students for UG and PG programmes. Of the 823 students, 109 are from other states. The university has a well- managed Distance Education Centre as well.

The unit cost of education (excluding salaries) in the departments is Rs.10,416/- per student, whereas, it is Rs.3,096/- per student in the affiliated colleges. Many students of this university have passed the state level and national level eligibility tests.

The Bharathidasan Institute of Management (BIM) – an autonomous institution established with the active support of BHEL, and functioning in the BHEL premises - has emerged as one of the reputed management schools in the country.

The university volunteered to be assessed and accredited by the NAAC, and submitted its Self Study Report (SSR) to the Council. Accordingly, NAAC constituted the Peer Team consisting of Prof. A.M.

Pathan, Former Vice-Chancellor, Karnataka University as Chairperson; and Prof. Shivajirao Director, Institute of Science, Government of Maharashtra, Mumbai; Prof. D.R. Goel, Centre of Advanced Study in Education, M. S. University of Baroda, Vadodara, Gujarat; Prof. M.S. Pillai, Director, Symbiosis Centre for Management and HRD (SCMHRD) Pune; and Prof. K. Janardhana Reddy, HOD, Department of Botany, Osmania University, Hyderabad, as Members. Dr. G. Srinivas, Deputy Adviser, NAAC co-ordinated the Peer Team Visit.

The Peer Team visited the university between March 26 and 28, 2003 and held discussions with the Vice Chancellor, the Registrar, members of the Syndicate, representatives of Principals, teachers, students and employees. It also visited various departments, central facilities like the library, the computer centre, health centre, etc.

Analysis of the Self-Study Report submitted by the university, verification and validation of information gathered during site visits, discussions and other information gathered from the representatives mentioned above, are the inputs for the assessment made by the Peer Team.

Section-2: Criterion – wise Analysis

Criterion – I: Curricular Aspects

The university offers a wide range of contemporary, futuristic and career oriented programmes. The courses are reviewed once in three years by Boards of Studies which is reasonable. The time taken to implement a new course is 6 months for university departments and one year for an affiliated college. This is commendable. There is a sizable representation of external experts on various Boards of Studies. The Choice Based Credit System has enabled students to have more course options across disciplines. It has strengthened interdisciplinarity. The university encourages affiliated colleges to develop new courses by approving the proposals without delay.

The centre, National Facility for Marine Cyanobacteria (NFMC), along with a facility for studies in bio-informatics, has been set up in collaboration with the Department of Microbiology and it offers a PG diploma in bio-informatics. Similarly the Centre for Remote Sensing has been set up in the Geosciences and it offers a PG diploma in Geographical Information Systems (GIS), an advanced PG diploma in Geological Remote Sensing and Geo-informatics and Ph.D. in Remote Sensing. The School of Energy uses resources of pure science departments to offer M.Tech. in energy conservation and management. The Chemistry Department has interacted extensively with the industry. The Physics Department has done excellent work in the frontier area of non-linear dynamics. The Bharathidasan Institute of Management (BIM) is a unique feature, in that it has been set up using the physical and human resources available at the Tiruverumbur unit of the public sector undertaking BHEL. In a span of 15 years, it has been

recognized as one of the top business schools in India. The DRDO, Government of India has recently selected BIM to impart managerial training to its scientists.

A good measure of work has been reflected in the quality of post-graduate and research programmes. In addition, it has resulted in excellent placements of their students especially in chemical science, physics, biotechnology, life sciences and business management. Recognizing the need for more financial resources, the university has set up self-funded courses like B.Tech. in pharmaceutical engineering and technology, petrochemical technology, bio-Technology and information technology. In the field of education, emphasis has been laid on education technology. The diploma course in videography is timely, as it is perceived to be very valuable.

The university has recognized the importance of Distance Education both as a means to provide low-cost higher education and to generate funding. It has been able to generate an annual revenue of approximately Rs.21 crores.

Most departments have academic autonomy, with the freedom to frame their own syllabi and to conduct examinations. Conventional programmes are restructured according to emerging trends. They have inter-departmental programmes such as eco-biotechnology. A large number of such inter – departmental courses may be offered through inter-departmental collaboration. The curricular structure of university courses provides ample scope for practical and fieldwork, since all PG programmes have the project work as a required component. Affiliated Colleges are also encouraged to offer many programmes in frontier areas. One of the most significant aspects of low cost mass- based education delivery by the Centre for Distance Education is that, it follows the same curricula of regular courses and conducts same examinations for both and there is no discrimination with respect to certification and degrees. This is a very bold step and it benefits thousands of the under-privileged and the poor who have no access to education.

In addition to the above, the university has initiated several curricular reforms during the last five years. Some traditional/conventional programmes were redesigned and updated to match frontier services such as plant science, animal science and microbiology (re-styled as plant bio-technology, animal bio-technology, microbial bio-technology, respectively). Inter-departmental programmes in eco-biotechnology is another example. The Bharathidasan Institute of Management (BIM) is yet another unique example. It is fully autonomous in its academic, administrative and financial functions. Project work is a compulsory component in all the PG programmes. About 50% of the colleges (44) offer PG programmes including thrust areas of IT, computer applications, bio-technology, microbiology and 25% of them 22 offer M.Phil./ Ph.D. programmes. 72 career-oriented diploma/certificate and vocational degree programmes. Facilities have been created for students to take additional diploma/certificate courses alongside regular courses of study through either the evening college or the Distance Education Unit. Extension component is a

prerequisite for qualifying for any degree. Arts and Science colleges are encouraged to start computer and IT courses. Folk arts sessions are encouraged. Autonomous programmes in health care and hospital administration are encouraged in colleges. Curricular matters are guided and coordinated by the Dean, Centre for Curriculum and College Development.

However to consolidate the bold initiatives and innovations made by the university, it could improve in the following:

- a) The period for updating syllabi may be reduced from 3 years to one year- which is possible.
- b) Pro-active and aggressive marketing efforts be initiated and sustained for placement of students.
- c) Skill-oriented certificate courses could be introduced in affiliated colleges.

Criterion-II: Teaching, Learning and Evaluation

Students are admitted through entrance tests and other sound selection processes. Reservations are made according to government rules. The ratio of full time teachers to part time teachers is 1:0.08. Out of 124 teachers, 91 are Ph.Ds and 13 have M.Phil. Teachers update syllabi by themselves to a certain extent by attending conferences, seminars, workshops and acting as resource persons in these. Many teachers received awards for their research and other contributions. Full time faculty engage 92% of class sessions. Hence, class cancellations are few.

The university has both continuous internal assessment and semester system of evaluation. In the undergraduate programmes there is provision for revaluation whereas in PG courses the retotalling facility and the double valuation system are in practice. Photocopies of answer scripts are given in case of disputes in evaluation.

Field based industrial project work is compulsory for all PG courses. Besides the central library, every department has a department library. It is noted that in some departments the dropout rate of students is considerable.

The teaching-learning process is strengthened through periodical seminars, field visits, intensive lab-practicals and compulsory project work for all PG programmes. Audio-visual aids are frequently used.

The teaching schedule and academic calendar are not affected even during periods of student unrest or any other disturbance. Classes are handled mostly by full-time faculty. But in the School of Engineering and Technology, BIM and some of the departments with less-than-optimal faculty on position, services of guest faculty are utilized. Teachers keep abreast of most recent developments in their subjects through library reference, seminar participation, internet browsing, etc. Almost all teachers have access to computers with internet connection. All departmental libraries are given substantial recurring grants for the purchase of books/journals. There are more than 40,000 volumes in the departmental libraries.

The pass percentage of students has been quite impressive in most of the courses taught.

Examinations are held as per the schedules notified. Results are announced within 45 days after examinations and revaluation/retotalling is done in 15 days. The tabulation of marks, etc is computerized and mistakes are rectified without delay.

Teachers are evaluated by students at the end of the term. Self evaluation is also made. Scripts are valued/re-valued centrally.

However, the Peer Team feels that there could be more faculty development programmes. The continuous evaluation of the 40% internal component of the examination needs to include field assignments in order to assess skills of application. The possibility of impersonation in internal assignments by the distance learning students may be investigated. Student evaluation of teacher performance should be made mid-course or earlier.

Criterion-III: Research, Consultancy And Extension

The research profile of the faculty of Bharathidasan University is substantial. Many of the faculty members are awarded various fellowships including Commonwealth, Fulbright and other Exchange Fellowships. Two scientists have received the prestigious Bhatnagar Award. Many departments have been identified for special funding support, for example, chemistry under SAP and FIST, physics under FIST, remote sensing under AICTE and ISRO and so on. The faculty both individually and collectively collaborate with reputed national and international organizations in research. It is worthwhile to mention some of the research facilities developed by the university with the help of national funding agencies such as National Facility for Marine Cyanobacteria (NFMCC) – DBT, the Centre for Remote Sensing – AICTE, NMR – SAP and others. The university departments have 122 full time and 70 part – time research scholars. They have made a good number of national and international publications and have one patent, in process. The university has also set up “ BARD Business Development Cell” for co-ordinating the university – industry R and D tie-ups. Some departments offer consultancy to sugar mills, paper, chemical, textile and pharmaceutical industries and to the Ministry of Defence.

Though the scope for collaboration with, and providing consultancy services to, industrial and government organizations by the faculty of pure sciences is limited, faculty members of the Chemistry Department and those in the area of geo sciences and life sciences have established the Centre for: NFMCC; Geo Science has established the Centre for Remote Sensing.

Faculties have organized numerous workshops and seminars and many have acted as resource persons in them and in other seminars held elsewhere providing academic leadership, which is one of the goals of the university.

The Peer Team is happy to record below some of the achievements of the university in the area of research, consultancy and extension:

Research Awards and Distinctions

- ☞ Bhatnagar Award, Hari Om Trust Meghnad Saha Award, Royal Academy of Science, FNA, FNASC – (physics)
- ☞ Bhatnagar Award, Commonwealth Fellowship, Young Scientist, Career Awards – (chemistry)
- ☞ Sahitya Akademi Awardee – HOD Tamil (retired)
- ☞ Fellowship of National Academy of Sciences (FNASc), Indian Association of Angiosperm Taxonomy, Plant Tissue culture Association, Linnean Society of London, Fulbright Award, Fellow of Academy of Environmental Biology, Indian Science Congress Award, National Environmental Science Academy Award, Fellow of Royal Entomological Society of London – (Life Science)
- ☞ Indian National Remote Sensing Award – (Remote Sensing)
- ☞ TANSA Best Scientist Awards – (physics, chemistry, plant science, bio – technology, remote sensing)
- ☞ Dr. Malcolm Adisheshaiah Award for Literacy Work – (Adult Education)
- ☞ Career Award – (economics, chemistry)

Other award include: Commonwealth, Fulbright and other Exchange Fellowships.

Special Assistance & funding Status

- **SAP – DRS Level II** : Chemistry
- **FIST** :
 1. animal science
 2. chemistry
 3. physics
 4. plant science
- **DST** : non-linear dynamics
(Intensification of research in high priority areas around out standing persons (IRHPA) DAE-NBHM)
- **DBT** : National Facility for Marine cyanobacteria (NFMC)

- **UGC** : Human Consciousness and Yogic Science Programme under physical education International and National Research Linkages
- **Animal Science** : University of Kentucky, Illinois, U. S. A
- **Biotechnology** : Central Silk Board; Government of India; Indo-American Hybrid Seeds Bangalore, and Bar-Illam University, Israel
- **Insect Molecular Biology Lab** : International Foundation for Science, Sweden.
- **BIM** : DRDO, BHEL linkage, MoU with IBM India for training in IBM software
- **Physics & Centre for** : International Centre for Theoretical Physics, Non-linear Dynamics Trieste, Italy and Japan Society for Promotion of Science, NBHM, DST.
- **Chemistry** : DRDO; Osaka University, Japan; University of Kalsrube, Germany; CNR, PARMA, Italy and Smithkline Beechem.
- **Plant Science** : Max Plank Institute for Infectious Biology, Germany and Centre for Cell and Molecular Biology, Hyderabad
- **Microbiology** : University of Hong Kong; University of Leicester, London and Virginia Commonwealth University, U. S. A
- **Remote Sensing** : Melbourne University, Australia; ISRO; Iran Mineral Exploration Group.
- **Energy** : Intense Industry Linkage; Approved Energy Auditor, Government of India
- **Economics** : World Bank – Environment – Capacity – Building
- **Social Work** : Campus Diversity Initiative, Extension linkage sponsored by Ford Foundation.
- **Canadian Studies** : CSDP – Indo-Shastri Canadian Institute

Note: The above list is not exhaustive; at the individual faculty level, there are many other academic tie-ups

- Research grants generated so far: **12 crores**
- Ongoing research projects: **66**
- Research grants for the ongoing projects: **Rs.12.75 crores**

During last five years

- No. of Publications : **1051**
- Journal Published: **Journal of Swamy Botanical Club**
(Plant Science Department) **(Included under Ullrich International Scientific Periodicals)**
- Books
(Publishers include Springer-Verlag, World Scientific Co., Manchester University Press, Narosa, OUP, CRC (USA), Oxford IBH): **70**
- No. of Ph.D.s Awarded: **210**

Consultancy, Transfer of Technology and Patenting

- **NFMC** - 3 technologies transferred to M/s ABL Biotechnologies Ltd., Chennai (for a lumpsum of Rs.50 lakhs plus 1 % royalty).
- One more technology for anti-viral drug is to be transferred shortly. (Consultancy earnings: Rs.2.36 lakhs)
- **Energy** - Energy consultancy to sugar mills, paper, textile, chemical bio-mass based power plants, disposal of hospital wastes through locally designed Incinerators. (Total consultancy earnings of over Rs.1 crore.)
- **Remote Sensing** - Soil erosion, reservoir siltation, Hill Eco-System, Environmental Geomorphology. (Consultancy earnings Rs.27.12 lakhs)
- **Chemistry** - Pharmaceutical Industry and DRDO, Ministry of Defence (project linked) Patent in queue
- **Bio-Technology** - Engineering Silkworm, *Bomby mori* for enhanced silk Production.

Criterion-IV: Infrastructure and Learning Resources

From its modest beginning as a Post-Graduate Centre of the University of Madras in 1982, the Bharathidasan University was grown today with premises spread over 1038.49 acres. Contiguous to the Main Campus, is the South Campus where most of the academic departments and the administrative complex, along with other self-supporting ventures of the university, are located. There is also a downtown campus at Khajamalai. The reputed Bharathidasan Institute of Management is located in the Tiruverumbur unit of BHEL, a reputed public sector undertaking.

The total built up area is over 61,000 sq. meters. The building facilities are adequate for most of the existing programmes. They have six hostels accommodating a good number of students and also 24 staff quarters. They have also created other facilities like an A/C auditorium, convocation hall, guesthouse, health centre with a resident doctor, bank, post office and telecom centre. There are well-maintained gardens, lawns and a few fountains. However, plantation in the campus may be taken up with water harvesting technologies.

The Central Library has a good collection of over 67,000 volumes and subscribes to around 200 journals, including some journals on CD-ROM. The library is kept open throughout the year and all users have open access to its services. They have INFLIBNET facility also. The Book Bank Scheme is available to poor students. Apart from the Central Library, all the departments have their own libraries with a total stock of 40,000 volumes. There are 600 computers in various sections/departments of the university. There are five central computer facilities and besides these individual faculty members have their own computers with internet connection. Networking is possible for optimum use.

It is noteworthy that the catalogues of the various departmental libraries can be accessed from the Central Library.

There is a central workshop with glass blowing and machine shop facilities there is also a video studio attached to the Department of Educational Technology.

The sports infrastructure includes a gymnasium, yoga hall, courts, track, fields and necessary sports equipment.

The university teams are strong in volleyball, hockey and cricket. There is scope for improving achievements in this area.

The infra-structure facilities are put to optimal, if not maximum use. Because of the distance from the city, the use of the central library and other facilities by affiliated college students is limited. It is hoped that in due course, this would improve. The Departmental labs and computer facilities are fully utilized by most of the research scholars staying on the campus. Some labs are open round the clock

The Distance Learning Centre has an excellent computer lab. They have also 13 personal contact centres with adequate computer facilities for the use of students. The B.Tech. Information Technology has two well-established labs. The campus has an information centre for students to have internet access. In addition to this, most of the departments including the examination section have adequate computer labs. However, in the School of Engineering and Technology, more equipment and other machineries are being procured and installed.

However, the Principals felt the need for an instrumentation centre “USIC” for the use of faculty from affiliated colleges. Campus-wide internet is not available now. But it is in the plan. One unique aspect is the availability of the studio with digital imaging facilities of the university Department of Educational Technology, which can produce telecasting quality outputs.

The equipment and technological facilities in the Centre for Remote Sensing in geo-sciences are excellent. The National Facility for Marine Cyanobacteria is also unique. Instrument facilities including the audio-video at the Bharathidasan Institute of Management are also exceptionally good. This facility is extended by the BHEL – and this the only one of its kind in India.

Criterion - V: Student Support and Progression

The National Service Scheme (NSS) Centre of the university has involved 71 affiliated colleges and the unit on the university campus with a total strength of over 16,500 student volunteers. Career counselling has been included as part of the NSS regular activities and 30 hours of regular NSS work is exclusively allotted to career counselling. There are alumni associations in some of the departments, but at the university level, it has been recently started and the Peer Team feels that this university should have an active and strong alumni association to tap their contribution to both academic and non-academic areas of development.

Students are encouraged to obtain scholarships sponsored by government and other funding agencies. Poor and weaker sections of students are given special support and they offer studentships to Ph.D. scholars who belong to reserved categories. The university publishes the annual *Information Bulletin* giving detailed information about different programmes. There is also the *BARD News Letter*, which conveys current news of the campus.

The Placement Cell is very effective in the case of the MBA programme, but this activity has to be developed for other departments also.

There is a separate Resource Centre for Competitive Exams (RCCE). The Department of Social Work encourages and helps students to appear for competitive examinations and also for the UGC-CSIR NET/SET examinations. Departments may also provide the same.

Career guidance and counselling are provided by the Youth Coordinator, departments. The Peer Team observed the efforts that are under way to collect feedback from current as well as past students about various dimensions of the university and its programmes.

The Peer Team offers the following suggestions and commendations:

- a) Student support services such as financial aid, scholarships, genuine concern for, and approaches to, solve student problems, timely conduct of examinations and publications of results, revaluation, subsidized hostel facilities etc., are being effectively maintained.
- b) Commendable efforts are made to update and make programmes innovative.
- c) However, at the “grooming level” a lot needs to be done, particularly in the following areas.
 - i. Pro-active and sustained efforts are to be initiated with active involvement of students to place them well after their studies.
 - ii. Activity-based “ learning by doing” assignments under constant faculty supervision are to be initiated to make students more confident, communicative, assertive, independent and action oriented. Knowledge alone will not fetch them what they seek in a competitive environment.
 - iii. Student involvement in curricular research, placement research, extension work, community work, etc can be interfaced with curricular aspects.
 - iv. Language skills including skills in English and in one of the foreign languages can improve their self-confidence and employability and
 - v. Proactive P.R. and net working –led by faculty by involving students – to be initiated.

If these are done the university has all the potential to become a role model.

The zeal and effort of the functionaries and departments are commendable indeed. If they are channelised by strategic action and dynamism, the university has enviable opportunities for substantial growth. Marketing and customer relation management are very essential. Making the products marketable is also very important.

Criterion-VI: Organization and Management

The organizational structure of the university according to the present Act are the Senate, the Syndicate, the Finance Committee, the Standing Committee for Academic Affairs, the Faculties, the Boards of Studies and the Planning Board. The Syndicate of this university is the supreme body. Transparency, delegation of powers and participative management are practised to improve organizational functions.

The university follows the state reservation policies in appointments of staff. It follows the confidential report and self-appraisal systems for making performance appraisals of staff. As a part of its development programme, the university offers training to different categories of staff in office procedures and computers. Middle level officers are deputed to undergo outside training programmes.

It is worth noting that the university has generated a substantial amount of resources through self-funded courses, consultancy and fund raising drives. The resources generated from distance education in the last year was Rs.21.05 crores. The state government has also given grant-in-aid to the university. Through these measures it has raised a substantial corpus fund for embarking upon development of newer programmes. Except the self-funded courses, the fee structure for other programmes is governed by regulations of the government.

During the last two years all the budget allocations were utilized. The university adopts concurrent auditing by the Local Fund Audit Division of the state government. It has also made provision for internal audit. It has also prepared a 10 year perspective plan detailing goals and objectives and the processes identified for achieving them.

The university Management enables wider participation of faculty and others in decision making.

Powers are delegated to next levels with a sense of involvement and speedy administration.

The Management deserves commendation for strengthening the resource base of the university. During the initial period of ten years, the university, which was in difficult financial straits, turned the corner, through new methods of resource generation such as infra-structure development, course and youth development fees collected from students of affiliated colleges, substantial hike in affiliation fees and upward revision of several other fees, diversifying and broad basing distance education programmes, consultancy/R and D earnings, etc, Today the university has a comfortable corpus fund for initiating several new development programmes.

The university has well designed welfare schemes for staff and faculty. The administration is being progressively computerized. Training programmes for the staff have been periodically undertaken.

But, the recent decision of the Tamil Nadu state government to transfer all the government colleges (the largest number (16) under this university alone) as constituent colleges of the respective universities is going to be a challenging task for the university. It is forced to bear additional administrative and management responsibilities. However, considering the past record of the university, the Peer Team feels confident that the university can cope with and overcome this new situation smoothly.

The camaraderie, transparency, warmth, energy, commitment, ownership and enthusiasm seen among faculty, staff and executive committees are all-pervading and highly commendable. These confirm

the presence of the leadership of trust, autonomy and cohesiveness which bureaucratic procedures can hardly generate. However, the Peer Team feels that if departments could develop short duration training and workshop programmes for corporates, college Managements, teachers, entrepreneurs, they can gain mutual insights besides generating revenue for the university.

The Peer Team recommends, in the interest of augmenting potential in the present favourable atmosphere, to make life on the campus richer: as some members of the staff have expressed, a proper recreation hall and facilities for cultural expression may be provided.

The medical centre could consider introducing health and accident insurance and periodical health check up for students, staff and faculty.

Criterion-VII: Healthy Practices

The Peer Team has identified several initiatives of the university as healthy practices. Some of them are:

- The university has created an Internal Quality Assurance Cell (IQAC) to review the quality of academic and administrative activities.
- Team work, decision making through representative committees and computerization are some healthy features.
- The Choice Based Credit System (CBCS) and the self-funded courses deserve commendation.
- It has collaboration with national and international institutions for training and research.
- The planting and growing of trees on the campus inculcates a sense of civic responsibility and environmental consciousness among students besides earning revenue for the university.
- Well executed affiliating functions at the Principals' Business Meet where top officers of the university and local administration participate for spot disposal of pending issues.
- Conferment of autonomy to 8 colleges (including three government colleges) to make structural changes in their curricula.
- Granting total autonomy (academic, administrative and financial) to one of its Schools of Excellence, the Bharathidasan Institute of Management (BIM).
- A pioneering effort in the introduction of computer education in the arts and science colleges, more than 20 years ago. By this means alumni are employed in every part of the globe.
- The Distance Education Programme, offers same syllabi/examinations and certificates as for regular courses.

- The university has the distinction of winning laurels many times at the inter university and inter-zone cultural competitions.
- Initiating self-supporting programmes in a big way by establishing the School of Engineering and Technology.
- University-industry collaboration in R and D projects and earning of revenue through consultancy are monitored by the nodal agency called “BARD Business Development Cell” established with a corporate working culture.
- “Making Tiruchirappalli City Clean” of hospital wastage by erecting an incinerator at the School of Energy and arranging for collecting all hospital wastes and burning them on daily basis; this is one of the remarkable community services offered by the university. The School also makes a net income of Rs. 5 to 10 lakhs per year, out of this. However, the School of Energy Studies may consider establishing the incinerator in the garbage grounds of the Tiruchirappalli Municipal Corporation (TMC).
- Planting and growing about 15,000 teak trees and more than a lakh Eucalyptus and other trees on campus.
- Offering many welfare schemes to the university staff (e.g. giving fee concession to wards of the class-IV staff, and also to staff themselves if they do programmes in Distance Education).
- Giving incentive awards to top performers in the school final examinations, from among children of the staff.
- The university’s encouragement and assistance given to faculty who are invited by overseas institutions is highly motivating.
- The magnanimity of conducting special examinations to an MBA student of one affiliated college who missed the original examinations due to his participation in a national level bodybuilding contest, is highly motivating.
- The university’s active encouragement to affiliated and autonomous colleges to come out with innovative and contemporary and futuristically relevant courses and its prompt affiliation is trend setting and inspiring.

Section-III: Overall Analysis

The university has registered phenomenal progress in various areas of higher education during the last two decades. It has pioneered in emerging areas of knowledge generation.

Members of faculties have strong academic credentials and their contribution is perceptible improvement in the visibility of the university in the country and abroad. Some of the faculty have won global recognition in their fields of specialization.

The quality of education in the affiliated colleges has been substantially improved and sustained over the years; some of them are well reputed and they are encouraged to acquire the status of Deemed-to-be-University.

The collaboration between the university and other user-agencies is to be strengthened further under the auspices of the BARD Business Development Cell. All these would greatly enable this university to sustain success in the years to come.

Commendations

- ❖ The university has adopted Choice Based Credit System.
- ❖ It gives computer training to village school children.
- ❖ It strictly adheres to examination schedules and results are published in time.
- ❖ It has published about 1,000 research papers in national and international journals and 70 books, during the last 5 years.
- ❖ It is the first in the country to introduce a degree programme in computer science and its applications.
- ❖ It has 66 ongoing research projects with a total grant of over Rs.12 crores given by various funding agencies of the country.
- ❖ It has the National Facility for Marine Cyanobacteria (NFMC) a premier research centre with the support of the Department of Bio-Technology, Govt. of India and the Centre for Non-linear Dynamics in the Department of Physics supported by the National Board of Higher Mathematics, DST, Govt. of India and the Centre for Remote Sensing supported by AICTE.
- ❖ It has to its credit a number of faculty members who have been awarded prestigious awards like the Bhatnagar Award, Hari Om Trust Meghnad Saha Award, TANSA Best Scientist Award, etc.
- ❖ It has established good national and international tie-ups.
- ❖ University officials periodically visit affiliated colleges and help them to solve their outstanding problems.

- ❖ It depends least on government grants, by generating internal revenues by innovative academic programmes and research/consultancy. This can be a model for others to follow.

Suggestions

While deeply appreciating several healthy practices initiated and sustained by the university, the Peer Team suggests to the university, the state government and other central bodies that the following areas of concern may be taken care of to further facilitate the university progress in the path of its development.

When students take subjects other than their own areas under Choice Based Credit System, they may be encouraged to take basic or foundation courses even in traditional subjects which will enable them to access knowledge of an interdisciplinary nature. Thus Chemistry and Life Sciences students should be encouraged to take courses in basic physics and electronics. Indeed special courses should be designed by respective departments to cater to the special needs of these students, keeping in mind their academic background. Likewise, Life Sciences students should take courses in chemistry. Also physics students should be given an opportunity to learn about basic chemistry and biology especially in those areas where application of physics will be fruitful. A case could be made for introducing science courses in commerce and management departments so that students are better adapted to face development challenges.

There is scope for pure sciences departments to interact extensively with the School of Engineering and Technology so that together they can offer their services to industry and government organizations. It is suggested that Marine Science and Aquaculture can be developed and they may consider having collaboration with NGOs.

Many universities today have introduced the idea of rotation of Headship among senior members of the department. This may be considered. Difficulties involved in running an educational programme/department may be shared with functionaries at lower levels, so that they may be better understood by many who may thus rally to the support of departments. It is hoped that the university structure will be better able to cope with certain difficult challenges to be faced in the future.

The three departments of Physical Education; Adult Continuing Education and Extension; and Education Technology, may be brought under the Faculty of Education which may be created for such interdisciplinary co-operation.

It is suggested that student involvement in teaching, administration and maintenance of facilities be may be encouraged.

The university in general revises the syllabi once in three years; in subjects like computer science, life science, remote sensing, etc., the gap could be reduced from three years to one year. Student feedback

may be obtained on the relevance of subjects, syllabi, method of teaching, etc., in order to make curricular changes user-friendly.

It is preferable to introduce the Tutor-Ward System allotting a specific number of students to each teacher so that the academic progress of each student can be monitored besides extending personal counselling in times of need. A formal student feed back obtained through a well-designed questionnaire will enable faculty members to know their strengths and weaknesses in teaching and other academic activities.

Many other departments may be encouraged to adopt the practice of offering consultancy to industry and others.

There is a need to strengthen the university library by making more budgetary allocation for procuring additional journals.

The university could strengthen the Department of Geology by providing necessary infrastructure for better output and for better research opportunities.

In case of the integrated Master's programmes in-built exit options at appropriate levels may be provided.

The Peer Team earnestly acknowledges the support and co-operation extended to them by the Vice Chancellor, the Syndicate, the statutory officers (the Registrar, the Controller of Examinations, the Finance Officer, the Librarian), the Co-ordinator and Members of the NAAC Steering Committee, students and staff. The Team wishes the university success in its efforts to sustain excellence in all aspects of its performance.

In a little more than two decades Barathidasan Universtiy has built up a viable and vibrant seat of higher learning in the south. Being an effective academic nucleus of more than half a dozen distiricts it has considerably widened access to higher education; raised world-class institutes, in management, for instance; made an impact on the academic world with its research in some disciplines; and put the university's finances on a sound base. If only the optimal benefit of its vibrant academic activity could reach the body of learners more fully ad their vertical progression made visible, the university will have created the 'brave new world' of the dream of the poet after whom it is named.

6. Gokhale Institute of Politics & Economics Pune, Maharashtra (Deemed University) (Assessment Report for Institutional Accreditation)

Section-I: Preface

Gokhale Institute of Politics and Economics, (Deemed-to-be-University), Pune volunteered to be assessed by the National Assessment and Accreditation Council (NAAC), Bangalore and submitted its Self-Study Report in November 2003. The Council constituted the Peer Team to visit the institution and to validate the Self-Study Report. With Dr. M. Madaiah, former Vice-Chancellor of the University of Mysore, Mysore (Chairman),

Dr. C. Thangamuthu, Professor and Head of the Department of Economics, Bharathidasan University, Trichy, Tamilnadu (Member), and Dr. K.C. Reddy, Professor of Economics, Andhra University, Waltair, Andhra Pradesh (Member). The Peer Team visited the institution between November 11 and 13, 2003. Dr. Antony Stella, Advisor of National Assessment and Accreditation Council ably coordinated the Peer Team visit.

Gokhale Institute of Politics and Economics was founded on June 6, 1930. The Institute is registered under the Societies Registration Act, 1860, and the Bombay Public Trust Act, 1950. The Servants of India Society, a registered body founded by Shri. Gopal Krishna Gokhale, are the trustees of the institute. The generous endowment offered to the Servants of India Society by Rao Bahadur R.R. Kale was responsible for the establishment of the institute with the avowed aim of conducting research on economic and political problems of India and to train researchers in these disciplines. It is basically a research institution of high calibre and follows the institution's motto 'Education: An Ennobling Influence' in its academic pursuits.

The Institute offered its postgraduate programme in economics under Bombay University from 1930 to 1949 and then continued the same under the University of Pune from 1949 to 1993. The first Director of the Institute was the renowned scholar and visionary Professor D.R. Gadgil. Under his able leadership, the institution laid the strong foundation for high quality research, teaching and training in different branches of economics. Recognizing the overall contribution of the Institute, the Government of India, on the recommendation of the University Grants Commission, granted the status of 'Deemed-to-be-University' from May 9, 1993. Gokhale Institute of Politics and Economics has a serene and beautiful campus of 5.25 acres and is located in the urban setting of Pune. The staff quarters of the Institute are built on a separate plot of 5.39 acres. The institution offers two advanced programmes leading to M.A. and Ph.D. degrees in economics. A one-year certificate course in Computer Applications for Economic

Analysis is also offered. High quality research and publications prevail in the institute. It has 20 well-qualified and experienced members of the faculty. There are 49 members on the non-teaching staff including one technical staff. Student enrolment in M.A economics stands at 71 including 48 from other states and 2 students from overseas. There are 18 students in the doctoral programme out of whom two are from other states and one from abroad. The institution has an impressive library, computer centre, guest house, hostels, sports facilities and residential quarters. Several batches of students have completed their Master's degree in economics from this institution. More than 165 students have obtained their doctoral degrees in different branches of economics since the inception of the Institute. The institution is steadily moving towards becoming a National Centre of Excellence.

The Peer Team has meticulously analyzed the Self-Study Report submitted by the institution. During the three-day visit to the institution, the Team went through all the relevant documents and also visited the facilities – academic, co-curricular, and physical–of the institution. The members of the Peer Team also interacted with the members of the Board of Management, the Director, faculty, non-teaching staff, students, alumni of the institution and a cross section of the Pune community. Based on the above exercise and keeping in mind the seven criteria identified by the NAAC, the Peer Team presents below its unanimous and objective assessment of the institution.

Section-2. Criterion-wise Analysis

Criterion-I: Curricular Aspects

The mainstay of the Institute is its strong and rigorously conducted M.A. programme in economics, which is acknowledged as one of the best in the country. Though the Institute offered an M. Phil. Programme for about a decade (1978-89), it has discontinued the same, perhaps to devote better attention to the M.A. Programme and other research projects. The Ph.D. Programme, started right from the inception of the Institute, has been continued, but with limited and highly selective intake and hence the output is limited.

The goal of the Institute is “to conduct research into the economic and political problems of India and train research workers in these subjects”. This goal, *de facto*, has been reconceptualised so as to confine the activities of the Institute to teaching and research in economics alone, leaving aside the political problems of India. Of course, the applied and empirical research into Indian economic problems and policy evaluations would indirectly encompass political dimensions as well. But, since the object of the institute also includes the study of political problems of India, it may be worth revisiting the object of the institute vis-à-vis the programmes currently going on.

In the curricular content of the ongoing M.A. (economics) programme, the institute has been adopting the right approach of exposing the students to the basic concepts and techniques in different theoretical

perspectives so that they can be logically applied to understand and interpret diverse real world situations. There is a good blending of core and applied optional courses. This approach helps students have a broad-based knowledge and skill and thereby widen their professional prospects. The success of the curriculum has been evident in the ready absorption of the bright candidates in the corporate sector as professional economists and also in a few students from every batch succeeding to get overseas fellowships for higher studies in some prestigious universities of the West.

The syllabus formulation is largely left to the academic discretion of the course faculty concerned, subject to the approval of the Board of Studies/Academic Council. It is quite commendable that while framing the syllabus, the course faculty take the syllabi of the premier universities in the country and in the West as the “benchmark”. The syllabus content in almost all the courses exemplifies an earnest attempt for a thorough comprehension of the subject, including a synergy between theory and applied components and also the current developments. For instance, the course on micro-economics includes a module on Economics of Information which is yet to figure in the curriculum of several universities as of now. There are several such cutting-edge components in the content of several other courses. Similarly, the courses on Economic History, Financial Economics, and Law and Economics are special features of the M.A. curriculum. The instantaneous treatment of concepts and theories and their empirical content in the Indian economy context (e.g. the courses on Development Economics, National Income, Agricultural Economics, Financial Economics, etc.) is quite appreciable. And hence, a separate course on Indian Economy has been considered redundant. Another interesting dimension of the curriculum is that every student is required to clear two semester courses in Quantitative Methods before he or she appears for the end-semester examination of the final semester, failing which the student will not be permitted to appear for the examination. However, the marks obtained in these courses are not included in the award of class. The institute may consider introduction of some industry-specific courses also that may further improve the job prospects of students in the corporate sector.

The institute offers a certificate course in Computer Applications for Economic Analysis as a complementary/additional course, which may be opted by the current or past students of the Institute.

The syllabi are in modular form, with clear earmarking of instructional hours. Introduction of the credit system may also be considered in view of its relative merits. There has been a periodical revision and updating of syllabus, once in five years or as the need may arise. But as the course faculty concerned design as well as administer the syllabus, they may have the opportunity of updating in the actual treatment of the subject in the classroom, with or without its explicit mention in the syllabus. The course faculty may interact with students and get their feedback on the syllabus content.

There is no project work as such at present; the tutorial assignment, if considered to be a substitute, may be formalised as an integral component of the curriculum, for every student.

Criterion-II: Teaching, Learning and Evaluation

The teaching-learning process is quite systematic and demanding, notwithstanding the active involvement of the faculty in the execution of sponsored research projects regularly funded by different Ministries of the Government of India and other agencies. There is a close academic rapport between teachers and students. Students can discuss with their faculty quite informally at any time. The academic atmosphere is so conducive that students spend most of the day's time in the Institute, either in the classroom or in the best-equipped library/computer centre. Students have the opportunity of listening to lectures delivered by eminent experts on various occasions at seminars and on other occasions such as the Founder's Day, and endowed lectures such as the Kale Memorial Lecture. In the course of classroom lectures, students are motivated to raise questions and seek clarifications. Thus, there is a dynamic interactive process of teaching-learning, which is reflected in the good quality output.

In the actual teaching of the programme, the first and the second year students are grouped together and the courses are offered in a non-sequential manner. This requires some rethinking.

Students are admitted purely on academic merit through an entrance test. They should have acquired at least 55% of marks at the UG to become eligible to apply for the M.A. programme. The reputation and the social accreditation of the Institute are so high that it is able to attract students from all over the country, majority from outside the state of Maharashtra. Students from such diverse backgrounds provide a challenging atmosphere and encourage healthy competition. Those students from socially weaker sections and belong to SC/ST and other backward classes are encouraged to undergo this programme.

Faculty recruitment is also made at an All-India and global basis, choosing the best among the applicants. That is another real strength of the institute. As of now, the faculty consists of a well qualified young team hailing from various regions of the country. Most of them are highly motivated and academically sound. One of the motivating factors for this could be the built-in mechanism of student evaluation of teachers which has been quite systematically carried on at the end of every academic session. The relative informal ranking of the teachers in the esteem of students makes them work hard and make good their deficiencies, if any, as perceived by them. This is quite appreciable. While appreciating the good work done by the young faculty, one has to admit that the institute could do better exploring the possibilities of attracting/retaining some senior and distinguished faculty members, for sustaining and widening the visibility of the institute, with all its intrinsic academic strengths.

The evaluation part of the programme is equally on sound footing. In the semester system, 40% of the marks are allotted for CIA and 60% for the end-semester examinations. The CIA is mostly based on the performance of students in the tutorial tests (best two out of the three tutorials are taken into account). If a course teacher so desires, he or she can opt for assignment in lieu of one of the tutorials.

The take-home assignments are generally of good standard that the best of them are selected after due refereeing by other faculty members and published in the form of a book. This is highly commendable. Efforts may be initiated to consider seminars/quiz, etc also for assessment under CIA. An over-all viva-voce on all the courses could also be attempted to test the comprehension of subjects by students. There is transparency in the evaluation system and students can seek their genuine grievances (of undermarking, if any) redressed by directly approaching the course faculty for CIA concerned. There is also provision for reevaluation and improvement. The evaluation of end-semester papers and declaration of results could be further hastened. The question papers are set by the course teachers, but moderated by a Board consisting of external experts as well. This is a sound practice. On the whole, the evaluation process is so strict that only about 20 per cent of students pass with I class. The Director and the faculty of the Institute deserve special commendation for their keen interest and extra efforts they put in for ensuring all round efficiency in the conduct of the programme.

The Institute may consider introducing more of field level exposure, peer teaching/student seminars, and facilitate more of e-learning. Also it may consider getting a formal feedback on the programme from outgoing students as well as the alumni who may give their perceptions about the programme from their career experience.

Criterion-III: Research, Consultancy and Extension

The research and consultancy are mostly channelised through sponsored research projects supported regularly by various funding agencies. The Agro-Economic Research Centre (AERC), supported by the Ministry of Agriculture, Government of India, is one of the oldest in the country and quite a vibrant one in terms of its sustained research output. Besides providing for some faculty positions, the Government of India provides a lump sum research grant and also indicates the thrust areas and policy evaluation studies that are to be undertaken. These research projects, mostly of empirical nature, result in useful data-base and they also evaluate the impact of government interventions in agriculture in the rural sector. Besides mimeographing these reports, some of the project findings are also published as research papers in reputed journals. Thus, the research and consultancy (offered to the funding agency) are integrated, though not in a formal and technical sense. Similarly, the Population Research Centre (PRC) supported by the Ministry of Health and Family Welfare, Government of India has been engaged in undertaking some significant empirical studies on economic demography and health.

The Institute has a strong empirical research tradition right from its inception, thanks to the far-sighted vision of the first-Director Prof. D.R. Gadgil. The thrust areas of the research at present include agricultural economics, demography, macro and monetary economics (of India), economic history and history of economic theory. The tradition has been such that a sustained research output in a particular

thrust area has eventually culminated in the establishment of a special Chair in that particular field and endowed by an agency which was impressed by the proven record of research output. This is a unique feat of this Institute. In this way, the D.R. Gadgil Chair in Planning and Development evolved out of the original input-output studies funded by the Ford Foundation and then supported by the Planning Commission, Government of India. Similarly, the RBI Chair in Finance, UGC Chair in Applied Economics (at the instance of SAARC), and Ford Foundation Chair in International Economics were all the creations of the hard and sustained research output in the respective areas. The institute itself was accorded the CAS status by the UGC as early in 1962 and it has been continued since then. Thus, there has been no dearth of research funding and the research grants have been generated by distinguished economists who adorned the Institute from time to time. In the current scenario in spite of the faculty constraint (around 50% of the teaching posts, mostly senior positions lying vacant for various reasons), and the demands of teaching assignment, the research output continues to be fairly impressive. A good number of the publications are in refereed journals. The Institute has completed 68 projects, published more than 220 research papers and 10 papers in Marathi language, during the period 1996-97 to 2001-02. This is indeed a creditable record. Another significant contribution of the Institute lies in its research output impacting the policy outcome. To mention a few areas: RLEGP, Land Right legislation, Cost of Health Care Delivery, Water-shed Development, Social Cost- Benefit Analysis of Irrigation, SDR and HDI of Maharashtra, Growth Cycles and Macroeconomics of Indian economy, Inflation Indexing of Bonds and so on. The Institute's professional journal 'Artha Vijnana' has its own reputation as a refereed journal.

The liberalisation of, or to be more precise, provision for faculty level initiative for guiding Ph.D. scholars, may be considered by the authorities of the institute. At present, the Ph.D. regulations are quite strict that only Professors and Readers are recognised as Ph.D. Guides. In view of the fact that many of the existing lecturers being young, they may also be encouraged to guide Ph.D. Again, the research Chairs endowed by various agencies may be filled up by attracting senior faculty with sufficient incentives.

Recently, a provision has been made by the Institute by which faculty members may undertake consultancy projects and share the consultancy earnings with the Institute on 2:1 basis (2/3 for the faculty and 1/3 for the Institute) and the faculty are permitted to accumulate upto 90 days for every two year period, which can be devoted for consultancy work. This is a welcome move and needs to be followed up.

The extension dimension deserves to be improved, not compromising the rigour of teaching/research programmes. After all, the original founders of the institute had the service of the community and the nation as their primary concern. D.R. Gadgil's contribution to the co-operative movement is historical. Drawing inspiration from the above, faculty and students could undertake some community-oriented service which again can be integrated with teaching/research.

The major academic extension in which the institute faculty are engaged has been the conduct of refresher courses for university and college teachers (the catchment area being the entire country) in economics. These courses have been well received and they are of good standard.

That the institute's constraint in attracting and retaining senior faculty may have to receive serious and immediate attention of all concerned, including the agencies (State as well as the Centre) involved in supporting it. There are not many senior positions in specialised research units such as AERC, PRC, not to speak of the Chairs most of which have been lying vacant for some time. One cannot expect a Lecturer/Reader with good accomplishments and potential to stay on at the Institute, if the chances of vertical mobility are remote. For the same reason, many promising young academics have left the Institute after a limited stint of service. Thus, it has been experiencing an unenviable record of a very high "faculty turnover" in this manner. Other than the absence of senior positions, even the very routine service benefits such as Career Advancement Scheme, sanction of UGC pay scales, etc. seem to be difficult to come by. The funding authorities would do well attending to these hardships, in the larger interest of sustaining and developing this great Institute of renowned heritage.

Criterion-IV: Infrastructure and Learning Resources

The Institute is credited with a good infrastructure in all respects. That the residential campus and main academic campus are located close by in a total area of over 10 acres of land in the heart of the city of Pune are indicative of the best possible infrastructure for a uni-faculty research institute of national repute. The buildings are adequate to accommodate various academic sections/units, classes and seminars/conferences. The buildings built over a span of more than seven decades have been well maintained and properly utilised in a planned manner.

The Institute can take legitimate pride in having one of the best libraries in the country, especially in economics, and related social sciences. Many of the oldest and precious archival collections are preserved for the careful use of readers. The library is a repository of publications of the UNO, World Bank, EEU and several other international and national agencies. The total collection exceeds 2.5 lakhs of books and 470 national and international journals. It is simply inspiring to see such a huge and rich collection of immense research value. Students and faculty of the Institute as well as the enlightened public of Pune make the best use of the library. It is quite interesting to see the library accession numbers cited along with the titles of the reference books given in syllabus. Students are thus facilitated to look for the core readings in the library racks. The library provides reprographic facilities, bibliography service, microfilm readers and documentation services. It also brings out fortnightly lists of additions to the library. Fortnightly lists of journal articles on Indian Economy and a monthly Current Awareness Bulletin (all mimeo) for disseminating the information on the library status to potential readers. The library also participates in the UGC-sponsored INFLIBNET and INFONET programmes providing a net-working

facility with other leading libraries. The Library automation is in its final stage of completion and the Online Public Access Catalogue (OPAC) has started functioning since 2000.

The existence of computer facility in the Institute has a long history. As early as in 1949, the Institute started using the mechanised data processing equipment of 36 column card system which subsequently went on to the 80 column card system. No wonder, as of now, besides computerization of the large library, almost every faculty member has been provided with computer and internet access. Students can also use the central computer facility. Office administration has also been largely computerized. There is a big Conference Hall (known as Kale Memorial Hall) in the top floor of the library which is used by the Institute and also let out to others on rent.

Another major strength of the Institute is its residential campus located very close to the Institute. Most of the faculty members reside in the Staff Quarters and hence naturally induced to work in the Institute any time they feel like, without bothering about the official work schedule. The quarters are well maintained. The construction of additional staff quarters is under progress. There are two hostels, one for boys and another for girls. Adequate hostel accommodation is available for the existing students. The guest house facilities may be expanded further to accommodate the visiting faculty.

Criterion-V: Student Support and Progression

There are a number of student support programmes in the Gokhale Institute of Politics and Economics. Student support system includes academic, co-curricular, extra-curricular and financial support. The institute admits students from all over India to its Master's Degree Programme based on the entrance examination scores. It also admits overseas students. This broad approach in admission policy has not only given the institute its national character but it has a reputation outside India also. The Director and the faculty advisors look after the general welfare of students during their stay in the institution. The respective research guides and the doctoral committee take care of the work and welfare of Ph.D. students. There are some fellowships and scholarships available to students. Graduates are encouraged to take up Ph.D. programmes. Quite a few postgraduates of this institution have gone abroad particularly to U.S.A, for Ph.D. and other research programmes. The institute also helps in the placement of its students. A faculty member is in charge of the Placement Cell.

Students make use of available sports facilities, both indoor and outdoor. Many of the graduates occupy responsible positions in the government, universities and colleges, corporations, business and research establishments. It is desirable to have a formal alumni association. Such an association can contribute to sustained progress in many areas. Student support programmes in the Institute are commendable indeed. The aim of giving quality education to students to reach the level of economists of high calibre is indeed a noble pursuit. This quality training has been possible because of the prevalence of a sound research culture.

Criterion-VI: Organization and Management

The organization and the management of the institution are quite good and transparent. Gokhale Institute of Politics and Economics (Deemed-to-be-University) is an institution of higher learning and research established by the Servants of India Society in 1930. It institution is managed by a Board of Management, which meets periodically to review progress, take policy decisions, approve budgets, accounts etc. The authorities of the institute include (1) the Board of Management, (2) the Academic Council, (3) the Planning and Monitoring Board, (4) the Finance Committee and (5) such other authorities as may be declared by the rules.

The day to day administration rests with the Director. One can notice that powers and responsibilities are clearly assigned to individuals and it is decentralized to facilitate academic activities and overall effective functioning. Several committees have been constituted to carry out the functions assigned to them. There is efficient management of finances. The accounts are audited by Chartered Accountants in order to maintain transparency.

The institute has several welfare programmes for its employees. Both teachers and non-teaching staff are entitled to various types of leave. The Management has also been encouraging teachers to participate in various professional development programmes such as seminars, workshops, conferences, etc to widen their academic horizon. The Peer Team is highly appreciative of the democratic functioning of the Institute and the cordiality maintained among faculty, students and administrative staff. One can also notice the earnestness of the Board of Management to achieve the vision and goals of the institution as well as all round progress of learners. All these factors have created a conducive atmosphere for a good work culture.

Criterion-VII: Healthy Practices

Gokhale Institute of Politics and Economics has certain noteworthy healthy practices to its credit.

- ❖ The Institute offers a self-funded one-year certificate course on Computer Applications for Economic Analysis, which is beneficial to students.
- ❖ Providing quality education in economics at the postgraduate level comparable to the best in the country is a forward-looking approach in a changing world. This is in tune with the avowed motto of the Institute 'Education: An Ennobling Influence'.
- ❖ Introduction of several new courses such as Law and Economics, Economic History, Financial Economics, Computer Applications and the proposal to introduce Environmental Economics, and Health Economics would widen opportunities to students for their development.

- ❖ Equally commendable is the humanistic approach in all areas of academic activity ranging from admissions to offering new areas of study and research, thereby keeping a balance between technological demands and needs of a developing economy.
- ❖ Attracting a large number of students continuously from other states and outside India is a sign of national and global integration in education which is a healthy feature.
- ❖ Counseling and assisting students by faculty in the preparation for various types of competitive examinations.
- ❖ Continuous assessment through assignments, and tutorial work will go a long way in keeping students academically alert.
- ❖ Arranging lectures, workshops and seminars by inviting outstanding scholars to mould the career of students is a useful activity.
- ❖ The personal attention bestowed upon learners by teachers for their all round personality development is commendable. Awards like *Pandurangi award* are given to students in recognition of their merit.
- ❖ Providing computer facilities with internet connection to teachers and researchers and also to students.
- ❖ Linkages with research institutions in India and abroad.
- ❖ The Institute encourages teachers to participate in seminars/conventions and publication of papers in refereed and journals and this is a healthy feature.
- ❖ Mobilizing substantial resources for research on various economic issues from different funding agencies is a healthy trend.
- ❖ Being a research institution, a lot of productive, policy-oriented and critical research has been continuously going on and this is a healthy practice.

Section-3: Overall Analysis

The Peer Team, after going through the Self-Study Report and assessing various academic and infra-structural facilities, is very much impressed by the progress of Gokhale Institute of Politics and Economics (Deemed-to-be-University since May 1993), in translating into action its vision and goals of advancement of the frontiers of knowledge in the domain of higher learning and research in economics. The institution has earned a good reputation, both within and outside India, for imparting quality education in economics

to the younger generation. It has its own brand equity throughout the country and also outside for its critical and policy-oriented research output.

The faculty and staff have imbibed the spirit of academic excellence and service to the society. Teaching, learning and evaluation get their rightful emphasis in this premier institution. One can also discern a high research culture among faculty members. This can be seen by the completion of a large number of research projects on different issues and publication of papers in refereed professional journals. The institution has been successful in mobilizing sizable resources from various agencies for its research and other activities.

Organization and financial management of this Deemed-to-be-University is efficient and transparent. Infrastructural facilities on the campus are good. The campus is kept clean and neat. The Institute has several healthy practices to its credit, which would promote the all round personality development of its learners. Further, one could also see an atmosphere of learning and harmony of vision among its academic fraternity. It is gratifying to note that it institution has been able to sensitize students not only of Maharashtra but other states

(as well as students from abroad) to the utility of quality higher education in economics. The Peer Team is also appreciative of the outstanding research; particularly the policy oriented research turned out by faculty members over the years. The administration is transparent and it encourages democratic and participatory interactions among teachers, administrative staff and students. The publications of the Institute are also highly commendable. A noteworthy asset of this institution is the well-qualified, well-disciplined and dedicated faculty.

The Peer Team appreciates the efforts of the Gokhale Institute of Politics and Economics in establishing a sound base for academic growth and would like to make the following suggestions for its sustained growth and advancement in the years ahead:

- ❖ The Institute may offer a few certificate courses on the lines of the Certificate Course in Computer Applications, in some emerging areas of the science of economics.
- ❖ The development programme for establishing centres of excellence, varied facilities for newer research projects and the likely increase in demand for student facilities are to be integrated into a master plan for the future development of the Institute. A time bound and prioritized execution of such a plan would be highly desirable. The institution needs to make all out effort to mobilize resources from different sources for accomplishing this goal.
- ❖ Since the institution has different expertise, it may think of organizing different useful training programme.

- ❖ Faculty positions may be strengthened by filling all existing vacancies and adding a few more faculty in the emerging areas in order to widen the academic base of the institution in the years ahead.
- ❖ Research activities of the faculty members, apart from projects, may be further strengthened to enhance its prestige. Inter-disciplinary and multi-disciplinary approach to research needs to be encouraged further.
- ❖ The research findings of the Institute need to be widely publicized to reach the policy makers, policy implementers and the society at large.
- ❖ The Institute may select a few more thrust areas like environmental economics, health economics as already planned, for special attention and build them up as recognized centres of excellence.
- ❖ Since the Institute has done commendable research in economics, it may approach the UGC for its recognition as a National Institute of Excellence in Economics.
- ❖ The Ph.D. programme of the Institute needs to be revitalized. More Ph.D. fellowships need to be offered to attract research students.
- ❖ More research collaboration with universities in U.S.A, U.K, Canada and other countries may help to enhance the research base. The Institute may also think of signing MoUs with some reputed universities and research institutions in India.
- ❖ Salary structure and scale need to be streamlined to attract and retain good teachers and researchers. The state government, the UGC and other funding agencies may bestow special attention to patronize this unique Institute of great heritage. Otherwise, this prestigious institute may have to face difficulties in the competitive world in employing and retaining the talented faculty.
- ❖ The library needs to be strengthened by adding more books and periodicals in order to introduce new courses and for the benefit of students and researchers. It needs to complete the computerization at the earliest.
- ❖ The institution may also involve the alumni for its growth and development. Maintenance of proper record of alumni and steady communication with them will go a long way in getting the needed support to the institution.

Gokhale Institute of Politics and Economics has been rendering dedicated service since its inception in promoting training and research in economics. Its achievements are quite impressive and the

potentialities are great in the years ahead. The Institute will be completing 75 years soon and has already completed 10 years as 'Deemed-to-be- University'. The Peer Team is pleased to make a special mention of former Directors of the Institute Prof. D.R. Gadget and Prof. V.M. Candela for their enlightened leadership. The Team also appreciates the efforts of the present Director, for his deep involvement in institutional progress. It also appreciates the committed involvement of the whole academic community in maintaining a congenial academic atmosphere on the campus. The Peer Team wishes this prestigious Gokhale Institute of Politics and Economics (Deemed to be a University), Pune all the best in its future endeavour.

Unifocal, and rigorously monitored to achieve quality in the chosen field of academic activity, viz. economics, the institute has raised the discipline of economics to new heights in the county. The ideal practice of academic autonomy in formulating and administering the curriculum of M.A. Economics, matched with rigorous and uncompromising pedagogic practices, have made the institution a centre of high performing knowledge indispensable to the county's economic planning and development. Enrichment of the discipline with insights from other disciplines, updating it with contemporary concerns (as expressed in environmental economics, for instance) and reinforcement of research at higher levels can, according to the Peer Team, enhance its value and currency in the mastery, and serviceableness, of one of the most useful branches of knowledge relevant to contemporary times.

7. Guru Jambheshwar University Hisar, Haryana (Assessment Report for Institutional Accreditation)

Section-I: Preface

Guru Jambheshwar University, Hisar was established as a State Technical University by the Haryana State Act of 1995 by taking over the Regional Centre which was established in 1992. The University is situated in the urban area of Hisar in a campus of 372 acres with a built up area of 7,44,543 Sq. feet. The campus of the university has both architectural and natural beauty. It promotes studies and research in emerging areas of higher education like technology, pharmacy, environmental studies, printing technology, non-conventional energy sources and management studies. It offers six undergraduate courses and 17 postgraduate courses in the field of technical education in its 15 academic departments and one constituent college.

The university has a total faculty strength of 169 which includes 102 permanent faculty members, 12 temporary faculty members and 55 part-time teachers. It also has the non-teaching staff strength of 354 which includes 263 administrative staff and 91 technical staff. It has the student strength of about 5500 including 2470 students enrolled in self-funded courses and 96 research students registered for the doctoral degree. About 1750 of these are from other states and 400 students are NRIs/industry-sponsored. The total number of women teaching faculty is 32 including 04 temporary teachers and 08 part-time teachers and among the administrative and technical staff, there are 52 women. The number of women is nearly 1500 including 40 research students and 762 in self-funded courses.

The university volunteered to be assessed and accredited by the National Assessment and Accreditation Council (NAAC) and submitted its Self-Study Report. NAAC constituted the Peer Team to visit the university and to validate the Self-Study Report with Prof. B.S. Rajput, Vice-Chancellor, Kumaun University, Nainital and former Chairman U.P. State Council of Higher Education as the Chairman of the Team and Prof. Tapati Basu, Department. of Journalism and Mass-Communication, University of Calcutta; Prof. J.V. Prabhakara Rao, Director, Centre for International Business, Andhra University; and

Prof. Manisha Sen, Head, Department of Applied Psychology, University of Mumbai as members. The Peer Team visited the university between May 16 and 18, 2002 and Dr. M.S. Shyamasundar, Assistant Advisor of NAAC co-ordinated the Peer Team visit.

Section-2: Criterion-wise Analysis

Criterion-I: Curricular Aspects

The university offers a wide range of programmes including 24 regular and 14 distance education courses. They are PG, PG diploma, UG and UG diploma courses. It has an enrolment of 1871 students including 693 undergraduates and 1,118 postgraduates. In addition, there are 96 research scholars, 19 diploma/certificate students and 925 students of self-funded courses.

There are 37 academic programme options in 15 departments in various faculties of the university. The semester system is followed. The university offers distance education programmes through accredited study centres. Almost all the programme options are job oriented with built-in flexibility to match student convenience and time.

The curricula are reviewed, updated and/or revised once every two to three years. This is done through Boards of Studies/expert committees and the Academic Council. In each Board of Studies, there is provision to associate two outside members from the industry in addition to academic experts from other institutions. A computer course is a required component in all programmes in addition to a paper on presentation and communication skills. The university takes up research and teaching programmes according to the needs of the state and the nation. It has also prepared an environmental studies report for the State of Haryana and organized various training/relief programmes for police personnel, flood victims and bank officials.

The university has made provision for the appointment of Adjunct Professor, Professor Emeritus, Visiting Professor and Visiting Fellows. It invites scholars and practitioners as guest faculty. The university has also introduced new courses such as B.Tech. (Bio-medical Engineering), B.Tech. (Printing Technology) and Master of Insurance Business. Three new academic programmes which include M.Pharm in pharmaceutical chemistry and pharmaceuticals, Bachelor of Dental Surgery and B.Sc. Physiotherapy are proposed to be started from the next academic session.

Criterion-II: Teaching – Learning and Evaluation

The institute has an effective system of teaching, learning and evaluation. Students are admitted to courses on the basis of their performance in an entrance test and their past academic record. The semester system is followed. Besides classroom teaching, project work, training and seminar discussions, with the use of audio visual aids offer opportunities for learner involvement and for practice. Training is also offered in inter-disciplinary areas. Evening coaching is offered to academically weak students. The ratio of full time teachers to part time teachers is 2:1. The ratio of teaching staff to non-teaching staff is 1:2. The university has 200 teaching days out of 284 working days. Although many faculty vacancies remain unfilled part-time teachers and guest faculty are appointed to meet the need. Students interact

with experts from academic and corporate sectors, administrators and technocrats. Evaluation is both internal and external. 50% of the papers are valued internally and 20 to 30% of marks are assigned to internal assessment in different programmes. Students have the choice to opt for revaluation and re-totalling. Student performance is also assessed through seminars, quizzes, tutorials, etc. Practical placement in the field and in-plant summer training are arranged. It is encouraging to note the curriculum matches job-requirements of students. Students are also encouraged to attend seminars/conferences/workshops as participants.

The university has qualified and experienced teachers. The performance of the faculty is evaluated through the self-appraisal method. However, a mechanism is required to acquire student feedback on teacher performance and on relevance of courses. While, in most departments national collaborations exist, some departments also have international links. Most of the teachers are actively engaged in research, attend national seminars and conferences, and update their subject expertise. Some of the faculty have been recognised for their work and have received awards from national and international bodies. It is commendable to note faculty involvement in a number of research projects and in the generation of grants from various agencies. The faculty are also encouraged to acquire computer training through various need based programmes organized by the university. The university has been able to provide more than the required infrastructure to accommodate learning and evaluation processes. It has also established an SC/ST coaching centre to prepare students for competitive exams.

Criterion-III: Research, Consultancy and Extension

Research work in the university is carried out through sponsored research projects funded by outside agencies like DST, UGC and CSIR. There are 20 ongoing major research projects funded by various agencies with a total outlay of approximately Rs. 1.5 crores. The total number of students registered for Ph.D. is nearly 100, but only very few among them get financial assistance in the form of fellowships. Nearly 200 research papers have been published in national and international journals during the last five years and an equal number of papers were presented at national and international research seminars and symposia. Besides these, quite a good number of books have been published by the teaching faculty and 20 students have been awarded the doctoral degree so far. This works out to 0.5 publications per teacher per year.

Research of good quality has led to the publication of a large number of papers especially in the Departments of Environmental Sciences and Engineering; Bio-technology; Management and Communication and Management and Technology. In the Department of Environmental Science which has 11 qualified teachers, 50 papers were published in national and international journals and 10 were presented in seminars and symposia during the last five years. Five Major Research Projects funded by different agencies with an outlay of Rs. 28 lakhs are in progress. A good number of sophisticated instruments have been

procured by departments and an active collaboration has been established with several national and international institutes. Also a good number of students have qualified for the National Eligibility Test conducted by the UGC, CSIR and DST.

In the Department of Bio-Technology, nearly 70 papers were published in journals and presented at national and international symposia during the last five years. Two research projects with a total financial support of Rs. 54 lakhs are in progress in this department. Collaboration has been established with some other national institutes and the department has received financial assistance from DST. In spite these, research leading up to Ph.D. has not yet taken off and Ph.D. is not yet awarded to any scholar. In the Department of Communication Management and Technology which has 7 qualified teachers, 25 papers and articles have been published and/or presented at national seminars. Four major research projects with a financial assistance of Rs. 12 lakhs are in progress; five students have cleared NET and links have been established with some industries and an MoU has been signed with Zee Telefilm. It has conducted 2 refresher courses. This department has been identified under the Special Assistance Programme of the UGC. The faculty of this department may be encouraged to supervise research and to publish more research papers in standard journals. The facilities available at the T.V. and radio programmes production studios should be used more efficiently.

In the Department of Business Management, which has 13 qualified teachers, twelve posts are vacant. Nearly 50 research papers were published during the last five years and there are four on-going major research projects with the financial assistance of Rs. 14.70 lakhs. The department has been identified in the category of DSA under the Special Assistance Programme of the UGC. A grant of Rs. 15.0 lakhs has also been sanctioned by UGC under the programme of decentralized computing facilities. AICTE has also sanctioned a grant of Rs. 7.0 lakhs under MODROB. Two refresher courses and two national seminars were organized by the department. Many books and research journals are stacked in the departmental library. Three students cleared the National Eligibility Test and 11 students were successfully guided to receive the doctoral degree.

In the Department of Business Economics which has 7 regular teachers, thirty research papers were published during the last five years. One seminar and one refresher course were organised by the department besides initiating collaboration with international institutes. On an average three to four students qualify for the NET each year. This department needs more books and research journals in its departmental library. In the Department of Pharmaceutical Sciences which has 15 regular teachers, there are 9 vacancies. 34 research papers and 11 books were published during the last five years. There are four ongoing research projects with the total financial assistance of Rs. 14.37 lakhs. The department has also received a special grant of Rs.7 lakhs through MODROB. One national research seminar was organised by the department. The faculty of this department should be encouraged to enroll students for the doctoral degree and to inspire students to clear the NET.

In the Department of Industrial Chemistry, seven students have cleared the NET and sixteen papers were published in journals of repute during the last three years. Two ongoing research projects with a grant of Rs. 5.36 lakhs are in progress in the department.

The Department of Food-Technology has received a central government grant of Rs. 1.2 crores. Twenty six papers were published and one national research seminar was organized. The faculty of the department need encouragement to guide research and to prepare research projects for funding by national agencies. Faculty of the Physics Department have published some good research papers and guided two students to receive the doctoral degree. The FIST programme was awarded to this department by DST.

Consultancy services have been provided by the university in the areas of applied psychology, management studies, industrial chemistry, pharmaceutical science, food-technology and environmental science. The institute has designated a person for extension activities. Industries, banks, government organizations and other departments have benefited from institutional consultancy.

Criterion-IV: Infrastructure and Learning Resources

The university has 3 teaching blocks, 4 hostels, a VIP guest house, a shopping complex, a faculty house, residential houses, administrative block and a well equipped library. It also has the facilities of a health centre, an extension counter of a nationalized bank, a post office and a canteen.

The university has developed good infrastructure and learning resources from grants received from many institutions. The university engineering division, cleaning squads and security services maintain infrastructure.

Some departments also have departmental libraries in addition to a well maintained central library. Most of the departments have moderately equipped laboratories. The university has created the internet facility at the university computer centre through V-SAT with 128 KBPS capacity. A compulsory course on computer applications has been introduced for all students of all the departments. Computer-aided learning packages and software for administration/accounts have also been developed. The university has the capacity to accommodate about 800 resident students in the two men and 2 women hostels. The university health centre has a male doctor and female doctor assisted by other qualified staff.

A proctoral board directed by the Dean, Students' Welfare redresses grievances of students. A separate grievances cell has also been constituted to attend to staff grievances. In addition, there exists a cell to deal with cases of sexual harassment of women, SC/ST cell, and a Ragging Prevention Cell. An energy park has also been developed where several non-conventional energy devices have been installed.

Criterion-V: Student Support and Progression

The university provides opportunities for knowledge-based learning and practical training to students from the same state as well as other states. While 553 students from the same state are enrolled in different courses, there are 95 students from other states. It was also observed that 227 students were sponsored by the industry so far. A prospectus is also published annually which includes information about the fee structure, faculty, scholarships, courses offered, eligibility criteria, regulations, syllabi and course content for the entrance test, reservation policy, academic calendar and other relevant information. Career guidance and counselling is provided to students throughout the period they are in the institution. The university has also a training and placement centre with two teachers from each department assisting training programmes and placement officers. About 30-40% students are employed through the placement cell with about 5 to 10% being self-employed. The alumni association of the departments obtains feedback from students. Feedback is also obtained from interaction with industry at different platforms.

Attempts are made to support weak students through tutorial classes, seminars and group discussions. Financial aid is available to students as per the UGC/DBT guidelines. National merit scholarships, freeships, national loan scholarships and scholarships for students from SC/ST/backward communities are also provided.

Recreational and leisure time facilities are available to students in the form of audiovisual facilities in hostels, yoga, meditation and cultural programmes. The university's "Earn while you Learn" scheme is quite helpful to the needy.

Criterion-VI: Organisation and Management

The organisation structure of the university consists of the Court, the Executive Council, the Academic Council and the Planning Board. Initiatives are taken by the institution for administrative staff development. Departments enjoy a good deal of functional autonomy. The process of human resource planning, recruitment, placement, promotion, evaluation and compensation has been streamlined to avoid ambiguity. The management of finance is done in a way as to ensure the accuracy and transparency of the system. There is a system of annual self-appraisal reports by teachers and annual confidential reports for the non-teaching staff. A grievances redressal cell has been constituted for the benefit of teachers and non-teaching staff. Within a few years, the institution has generated resources from the self-funded courses it offers to the extent of Rs. 60 lakhs from distance education and Rs. 30,000/- from consultancy.

Criterion-VII: Healthy Practices

The university has adopted many healthy traditional practices in the best interest of academic activities. While no conscious effort has been made to conceive any special mechanism to promote healthy

practices, one can see a healthy institutional climate everywhere. The Peer Team was impressed with the fact that there are no symptoms of any unrest among students as well as the faculty and on the contrary a discernible pervasive sense of discipline is noted in the overall institutional climate.

A few practices are recorded below:

- A number of self-funded and need based courses are offered.
- National and International collaborations have been initiated for teaching and research.
- University-Industry linkages have been established and MoUs have been signed accordingly.
- The village adoption programme for overall development including health care, improving economic conditions, afforestation, literacy and NSS activities are organised for community development.
- All the courses offered on the campus of the university are technical, job-oriented and professional in nature. The university has also taken the initiative to introduce innovative academic programmes like B.Tech. (Bio-Medical Engineering), B.Tech (Printing Technology) and Master's in Insurance Business.
- In the opinion of students, life on the campus is exciting with vibrant cultural and social events where students mix freely. Thus the campus and hostels are excellent meeting grounds for promoting interpersonal relationships and a sense of identity among peers.
- The university is sensitized to the latest managerial concepts like strategic planning, team work and computerisation.
- Educational opportunities in the university are extended to both women and men, haves and havenots without any discrimination. The reservation policy of the state government is strictly followed in admissions and recruitment.
- Teachers are held in high esteem by students for both their scholarship and for the guidance and support they extend to them by sharing their personal and emotional problems.
- Students also participate in the NSS programmes of the university.

Section-3: Overall Analysis

This university has grown considerably in the field of technical education within a very short span of time. It is a state university established to facilitate and promote studies and research in emerging areas of science and technology. The Peer Team would like to commend its healthy practices such as strategic

planning, computerisation, twinning programmes, awareness campaigns, village adoption programme, and inclusion of experts from industries in the Governing Body of the university. There are several other good practices in the university like revision and updating of curricula once in every 2 to 3 years; innovative courses like B.Tech. (Biomedical Engineering), B.Tech. (Printing Technology) and Master of Insurance Business; grievances redressal mechanism for staff and students; and regularity in conduct of examinations and declaration of results. Besides 41 ongoing research projects, 25 minor research projects are also in progress in various departments. Three departments have been identified under the Special Assistance Programme (SAP) of the UGC. The university has many young faculty taken from different parts of the country, which is a healthy practice. In most of the courses, the strength of students is limited to 20 enabling a close rapport between teachers and students.

For assuring the quality of teaching and research programmes, the university may wish to consider the following:

- Obtaining feedback from students needs special attention.
- Special care needs to be taken to avoid predictability of questions in examinations.
- Special efforts are needed to secure funding through consultancies from other governmental, public sector and private organisations.
- Research output in terms of publications, especially in reputed refereed journals, patents, products etc. need to be enhanced.
- Very special efforts are to be made to encourage teachers to guide research, write research proposals and publish their work in journals.
- Incentives for directing research effort in fundamental and frontier areas require to be re-inforced.
- Special efforts are necessary to create facilities for extra curricular activities specially for sports to promote overall personality development of students.

As a state technical institution, Guru Jambheshwar University has opened access to a large number of youth of the county through its comprehensive distance education and regular programmes. Research and publications in several disciplines including environmental science, communication technology and food science are comprehensive. Collaborative work done with the co-operation of industry and other national agencies is significant. An effort to enhance quality with rigorous monitoring of academic activity including research, examinations and publications may raise the level of performance to match that of some of the frontline universities of the country.

8. Indira Gandhi Institute of Development Research Mumbai, Maharashtra, (Deemed University) (Assessment Report for Institutional Accreditation)

Section-I: Preface

The institute's objective is to research into development from a multiple perspective in order to gain insights for development of processes which may lead to alternative policy options in development. Such an effort would be relevant to regional variations, global interdependence, international trading, economic and technical co-operation among developing countries and to planning in general. It would also relate to choice of technology and the role of innovation in Indian development. They would also explore legal, resource and environmental issues. Outside of such high performing knowledge obtained through research, the Institute envisages promotion of advocacy and action through collaboration with similar other agencies, inland and abroad, besides dissemination of its work through publication, consultation and sponsored training programmes for policy formulation.

All these objectives encompass research, advocacy and training relating to development processes and concerns in the changing economic environment of globalisation and technological change. The stated objectives specifically emphasize issues of sustainable development, and developmental implications of openness and technological change. The institution professes to adopt the interdisciplinary approach in its research work.

Although the IGIDR started functioning from 1987, the Ph.D. programme of the Institute was initiated in 1990 with affiliation to Bombay University. The Institute was conferred the Deemed-to-be-University status in 1995 and the M.Phil. and Ph.D. programmes were started in that year. Since then it has trained persons from varied backgrounds to award 37 Ph.D. and 14 M.Phil. degrees.

During the 15 years of its existence, the Institute has evolved as a Centre of Excellence and in many ways a unique high performing knowledge institution. IGIDR has made commendable contribution to both developmental research, and informed policy making on a variety of matters pertaining to sustainable development. It has also contributed to the improvement of social welfare in no small measure. It has a knowledge pool comparable to the best institutions dealing with centres of excellence in development economics anywhere in the world and therefore, has the potential to make significant contribution to the enhancement of human welfare.

The Institute has a faculty strength of 35 of whom 10 are women. 32 members of the faculty are on permanent rolls. The faculty is well qualified and all the members have doctoral degrees from some

of the best institutions within the country and abroad. All of them have made a significant contribution to knowledge in development processes and outcomes, particularly in the areas of economics, energy and environment with publications in internationally renowned journals. It is creditable that the Institute has a bright and committed community of faculty members with an average age of less than 40 years.

The Management structure of the Institute is defined in its Memorandum of Association (MOA) which was framed to conform to the requirement of the University Grants Commission (UGC) Act in order to secure the Deemed University status. Accordingly, the Institute's activities will be guided by the Board of Management, chaired by the Governor of the RBI. Besides the Director, the Board has three nominees of the Chairperson of the Board, two eminent persons in the fields relevant to the objectives of the Institute who are nominated by the RBI, one nominee of the Government of India and another nominee of the Chairman of the UGC. The faculty representation on the Board is given by including the Dean of Faculties of IGIDR and two faculty members – one at Sr. Professor/Professor level and another at Associate/Assistant Professor level based on seniority and rotation as members. The Registrar of the Institute is the Secretary of the Board. The Institute's functioning in academic and administrative matters is assisted by the Academic Council, Planning and Monitoring Board, Finance Committee and the Advisory Committee. The Director of the Institute is the chief executive and administrative and academic head of the Institute. He also chairs the meetings of the Academic Council and the Finance committee.

The Institute volunteered to be assessed by the National Assessment and Accreditation Council, Bangalore and submitted its Self Study Report. NAAC constituted the Peer Team to visit IGIDR and to validate the Self Study Report with Prof. M. Govinda Rao, Director, Institute for Social and Economic Change as the Chairman of the team and Prof. V.M. Rao, Retired Professor, Institute for Social and Economic Change, Prof. D. Narasimha Reddy, Professor of Economics and Dean, School of Social Sciences, University of Hyderabad and Prof. A.K. Sengupta, Director, Institute of development Studies, Lucknow University as Members. Dr. M.S. Shyamasundar, Deputy Advisor, NAAC coordinated the work of the Peer Team through the visit to the institution. The Peer Team visited IGIDR between August 25 and 27, 2002.

The Peer Team carefully studied the Self Study Report submitted by the IGIDR. During the visit to the Institute, the Team went through all relevant documents to substantiate its findings. It had extensive discussions with the Director, faculty members and the Registrar. It also had detailed discussions with students. It visited the library and the computer centre as well as other infrastructure facilities and had useful discussions with the Librarian and the person-in-charge of Information Technology in the Institute. The Team would like to place on record its appreciation and gratitude to the Director, the Registrar, the Dean of Faculties, faculty members, students, the Librarian and his staff and persons in charge of Information Technology in IGIDR for their co-operation and help extended to them during their visit.

The assessment of the institution under various criteria used for evaluation, its commendable features as well as the possible areas of improvements to take the institution to greater heights are presented in the following pages.

Section-2: Criterion – wise Analysis

Criterion-I: Curricular Aspects

The IGIDR is a specialised institution focused on research relating to problems pertaining to economic development, energy and environment. In addition to its research activities, the Institute offers M.Phil. and Ph.D. programmes. These research degrees involve, as a part of the requirement, course work consisting of ten advanced level compulsory courses and 4 elective courses. The objective of M.Phil./Ph.D. programmes is to provide a strong background in theoretical and empirical economics to enable candidates to take up professional positions in research, teaching and consultancy organisations. There is a regular process for the revision of curricula, based on the feed back obtained from students and faculty. Over the years, the course curricula have been periodically updated. The Board of Management is also responsible for the periodic review of the academic programme. The M.Phil./Ph.D. programmes involve both theoretical and empirical work. Students are expected to collect the required data from secondary sources or primary sources through fieldwork and carry on analysis with the help of computer facilities available in the institute. There have been inter-disciplinary interactions with other institutions and visiting faculty in designing some of the courses.

The Institute is planning to introduce an M.Sc. programme in economics in the near future. This is likely to strengthen the Ph.D. programme as well because, well trained M.Sc. students are expected to join the programme.

The important strengths of the institute in regard to curricular aspects include

- (i) Students are admitted from diverse backgrounds and yet are able to cope with the curricula. In order to enable those with science/engineering background, bridge courses in economics are organised and similarly, economics students are equipped to meet complex mathematical and statistical requirements through them.
- (ii) There are formal mechanisms to update and modernise syllabi based on the feedback obtained from students and on developments in the subject. Constant interaction of the faculty of the Institute with peers in the profession helps in this endeavour.
- (iii) Optional courses are designed by the faculty offering them and they are meant to help students specialize in specific areas in which they can carry on research later.

- (iv) Some of the optional courses offered in IGIDR are unique and are not available in other institutions. These include energy system studies, environmental policy, general equilibrium modelling. This is in keeping with the requirements of students with a diverse background.
- (v) The optional subjects designed may be profitably made relevant to contemporary and emerging policy issues. This would also enable students to pursue applied research on contemporary problems.

While admittedly, the institute is in a position to offer a strong and contemporaneous training in economics to students with diverse backgrounds, there are areas which require further strengthening. In their interaction with students, the Peer Team got the feeling that the bridge courses offered need further strengthening. For instance, it was reported that in the course on environment policy, very little of environmental economics is taught. Thus, there seems to be a gap between what the teacher wants to teach and what the students desire.

While much emphasis is laid on adopting inter-disciplinary approach to research, the courses offered do not give evidence of interdisciplinarity within social sciences. Having built a strong foundation for rigorous research, it would be useful to expand into analysing development processes and outcomes using the inter-disciplinary approach involving historical, social and political perspectives.

Criterion-II: Teaching - Learning And Evaluation

The teaching programme of the Institute is designed with the objective of capacity building in development studies that would serve as the knowledge and skill bank for institutions involved in policy analysis, formulation and implementation. Merit-based selection of faculty members and students helps in imparting rigorous training. The entire budget allocation of the institute is oriented towards production of high quality M.Phil./Ph.D. candidates who would become part of the manpower base of the development process.

Students are selected from all over the country through a competitive entrance test conducted in 16 centres. Based on the test results, the top 100 candidates are called for interview. The selection committee consists of internal faculty and two external experts. Due weight is given to past academic record and performance in both the test and the interview in the final selection.

Besides vigorous classroom teaching, students are provided with very wide avenues of learning through fieldwork, project work, seminars, internships and national and international training workshops. The institute teaches for 180 days in a year and it works for 246 days. It is in a highly enviable position relating to the ratio of teaching to non-teaching staff, which works out to 1:0.75. The courses are taught entirely by full time internal faculty or visiting faculty. They are evaluated by students as well as faculty.

There is also student evaluation of teacher performance. The examination system heavily depends on the autonomy and integrity of course teachers. The responsibility of examining students rests entirely with the faculty. Paper setting and evaluation are done by the course teachers concerned. During the last 2 years, a large number of faculty have participated in a number of national and international seminars and served as resource persons in a number of workshops. Many research students also have participated in seminars and conferences.

The Peer Team feels that while the content of the courses taught and the standard of teaching are high enough to impart rigour and relevance to research capacity, it would be more useful if the course contents were made interdisciplinary within social sciences. It would also seem relevant to lay greater emphasis on development theories in the courses taught, keeping in mind a wider perspective of development.

One of the key areas that need strengthening is the level of interaction within the faculty and between faculty and students. Discussions with students and faculty indicate that the level of interaction is not very high. In particular, there are very few faculty seminars and most students do not seem to know the research that is being done by several faculty members. More frequent seminars by the faculty will also enhance the level of academic discussion and strengthen the knowledge base of both students and faculty. There are 35 faculty members and even if each faculty member takes one seminar a year, along with some visiting academics, it is possible to organise a seminar virtually every week.

Increasing the frequency of student seminars will help monitor the progress of students better and impart to them greater knowledge as well as confidence. This will also create a healthy academic environment on the campus.

The IGIDR can also help to enhance the knowledge base and capacity of teachers and researchers from various colleges and universities by introducing refresher courses in developmental economics. This type of extension activity can enhance the quality of research and teaching. Besides making a contribution to society, such activities would help the Institute to enhance its image in the nation through the performance of its alumni.

Criterion-III: Research, Consultancy And Extension

The primary task of all the faculty members is to undertake research work which involves, besides guiding students for M.Phil./Ph.D. degrees, carrying out project research, both sponsored and independent. Presently, there are 16 on-going research projects sponsored by agencies like DFID, World Bank, United Nations, Mac Arthur Foundation, etc. The Institute has an excellent support system for carrying on research and consultancy in the field of development studies.

By all accounts, the research productivity of the faculty is quite substantial. During the last five years, 215 research papers were published in national and international journals. The faculty have brought out 29 books during this period. The Institute awarded 28 Ph.Ds in the last five years. Faculty members were honoured with various awards for their academic excellence. The Institute has been providing much sought after consultancy services in the areas of macroeconomics, money and finance, industry and trade, agriculture and rural development, energy and environment, poverty and the public distribution system.

The IGIDR has collaborated with international centres and institutions of repute through exchange programmes and collaborative ventures. Within the country, the IGIDR has worked closely with other institutions in administering the World Bank aided “Environmental Management Capacity Building Technical Assistance Project”.

On the research front, as in the case of teaching, there is scope for adopting a wider perspective on developmental issues. The institute has, in recent times, attempted to widen its horizon by bringing in institutional, legal and political perspectives on developmental issues. Nevertheless, there is scope for more inter-disciplinary work to bring in historical, social and political perspectives to the Institute’s research programmes in order to understand both policies and institutions better. Keeping this wider perspective in view, it would be relevant and useful for the Institute to promote greater interaction with institutions and researchers working on issues such as population and human development.

Closely related to the above is the need for strengthening interaction with institutions and researchers within the country and outside. While there is a lot of interaction in terms of farming out research projects and monitoring them in the World Bank project on environmental management capacity building, it may be useful to strengthen collaborative efforts in research.

Other areas that may be strengthened include, promoting greater interaction among the faculty members through more frequent faculty seminars. The IGIDR can also introduce refresher courses and extension seminars to enhance research capacity of colleges and university teachers to undertake more rigorous research into development issues.

Criterion-IV: Infrastructure And Learning Resources

The existence of strong infrastructure is the high point of the IGIDR. Perhaps no other research institution is endowed with the standards of infrastructure available in the Institute. It has a well equipped library, excellent computing facilities and wide access to internet connectivity. Besides housing in the campus, faculty and students also have excellent facilities for recreation. There is a well-maintained guest house to accommodate visiting academics and students. The sylvan surroundings in which the campus is located provides a stimulating research environment.

The IGIDR has an ambitious Master Plan to evolve itself into a full-fledged teaching and research institution with the introduction of post-graduate courses along with strengthening of training and research facilities in collaboration with institutions with similar objectives in different parts of the world. There is a strong and adequate resource backing by the Reserve Bank of India (RBI) for the purpose of building necessary infrastructure facilities in the process of realising the objectives set forth in the plan. Adequate resources are available to maintain the existing infrastructure in a fully functional form. The Institute has one of the best-focused libraries of its kind, possibly comparable to some of the best in the world. The library has 50,000 volumes related to various fields of economics and development studies. The library subscribes for 210 national and 270 international journals. It functions under the guidance of its Advisory Committee. It has computers and online service facility. There is provision for inter-library exchange and there is also a book bank. The library provides reprographic facilities, computers and internet services to students. There is a computer centre which works round the clock all through the year and is open to all research students. The Computer Centre is maintained by an outside agency. It also provides services of system analysts for those in need.

The IGIDR provides adequate healthcare facilities to faculty, staff and students. General medical check up for faculty, staff and students is compulsory. There is a daily visit by a doctor to take care of the health requirements of faculty, students and employees. In addition, the institute provides for medical reimbursement of Rs. 10,000 per annum to its employees. Health insurance and medical check-up are offered to faculty and staff. The institute has other recreation facilities like gymnasium, swimming pool, tennis court and other indoor games. It provides adequate hostel facilities and presently 45 research students are provided accommodation on the campus.

An important feature of the IGIDR is that maintenance of infrastructure facilities is mostly contracted out. Maintenance of the campus, computer facilities, canteen and catering and even transport is contracted out. This has reduced the need to have a large army of administrative personnel besides ensuring greater quality of maintenance.

The Peer Team strongly recommends that the Institute may maintain a data bank in economics. This will not only help faculty and students within the Institute but also help outside researchers. The IGIDR is in an excellent position to initiate such a service and this will help the researchers in economics in both India and abroad.

While the facilities that exist are excellent, they may not have been optimally used. The swimming pool, for example, may eventually have to be abandoned because of the erection of a multi-storeyed building in its vicinity. It appears that the tennis court is not used much. Although on-line facilities have improved the use of the excellent library services, there is much scope for researchers, if library services are extended to researches across the country. This is possible if the Institute initiates refresher programmes as suggested in the previous section.

Criterion-V: Student Support And Progression

Selection of students is purely based on merit and they come from all over the country. Presently, out of 46 students 44 are from outside the state. The percentage of students passing was 71.5 and 92 respectively in 2000 and 2001. The dropout rate in 2000 was 14% whereas it was zero in 2001. The failures are also minimal. The Institute publishes updated prospectus annually. It collects feedback from students regularly. Students have the benefit of academic and career counselling. All students admitted to M.Phil./Ph.D. programmes are provided the financial support of Rs. 5,500 per month during the first two years and Rs. 7,000 per month for the next 3 years. On an average, about 40 students get financial support every year. There are institutional arrangements to look into students' welfare and to redress their grievances.

While there is no doubt that students receive high quality training and are provided with excellent facilities to enable them to train themselves as well qualified economists, we do see some missing dimensions in the support services. Our interaction with students shows that there is a significant communication gap between students, faculty and the Management. This is mainly due to the prevailing low level interaction between faculty and students. More frequent meetings between the Director and the Registrar on the one hand, and senior administrative personnel as well as faculty and students on the other can be extremely helpful in bridging the present communication gap. The Director could have separate meetings with faculty and students as well. These meetings, besides following greater understanding, will also help to promote a sense of fraternity and belonging.

Equally important is the need to have informal systems of personal and academic counselling for students. Students come to the IGIDR from diverse backgrounds and from various places and it would be helpful if opportunities are provided to enable informal interactions between faculty and students. At present, there is also no placement service. Despite receiving fairly high scholarships, students tend to convert full time fellowship to part time fellowships after completing their mandatory requirement of three years. This might lead to their dropping out or taking an inordinately long time to complete their theses. Proper counselling and placement services can reduce the drop-out ratios and the tendency to convert from full time to part time studentships. An alumni association may be started.

Criterion-VI: Organisation And Management

The Institute is governed by the Board of Management with the Governor of the Reserve Bank of India as its Chairperson. The Governing Board provides adequate representation to the faculty. For regular monitoring of the finances there is a Finance Committee headed by the Director of the Institute. The Academic Council consisting of senior faculty also has the benefit of external experts with a distinguished record of academic achievement serving on it. The academic planning and the programmes are guided

by the Advisory Committee with its Chairman nominated by the UGC. The academic programme of the Institute is prepared by the Dean in consultation with faculty members. The academic Dean is also responsible for conducting examinations and announcing results in time. The resource position of the institute is comfortable with a substantial funding coming from the Reserve Bank of India, while the faculty consultancy also reimburses a small part of the expenditure.

One of the important features of the IGIDR has been to keep the non-academic personnel at the minimum. This has been made possible by a system of contracting out various services. This has helped the Institute to have better control over the quality of maintenance of facilities. Maintenance of the campus, various other infrastructure facilities, the office block, security, computers, transport services and running of the canteen have resulted in significant savings to the Institute besides avoiding permanent liabilities.

Criterion-VII: Healthy Practices

The institute has evolved several practices to ensure receptive administration, cost effectiveness in the maintenance of services and high quality academic activity. On administrative matters, as already mentioned, there is participatory management in terms of representation to faculty on the Board. There are also other bodies to deal with outstanding issues of academic and administrative nature.

In academic matters there are several healthy practices which can be highlighted. Flexible mechanism in curriculum updating, faculty evaluation by students, transparency in the evaluation system, regular assessment processes are some of the healthy practices in the M.Phil./Ph.D. programmes. The system of refereeing discussion papers, internal evaluation of the theses before they are sent to the external examiners, the facility to take sabbatical to develop one's scholarship further are some of the practices that help to improve research productivity. The Management of the Institute is sensitized to practices like strategic planning, teamwork and computerisation. The institute has MoUs, presently with three international institutions for carrying on research work as well as faculty and student exchanges. There is a programme of lectures by eminent Visiting Professors for the benefit of students as well as faculty. The teaching programme is very rigorous. It equips students in both theory and applications in all branches of economics with a thrust on development. There are a number of programmes which serve as centres of interdisciplinary studies like energy and development, law and economics and financial economics.

The most important feature in the research programme of the Institute is the strong theoretical foundation of the empirical works that are performed. This not only provides international class research on applied issues in economic research but also provides much better understanding of the economic problems of the country. Interactions with other institutions, and with industry are other hallmarks. The institute has become an important knowledge pool to service the growing demand from industry as well as the financial sector in the region.

Section-3: Overall Analysis

Research, advocacy and training on multidimensional and complex processes and outcomes are extremely important to India. The realm of development research has always been a matter of serious concern for the academics as well policy makers and implementers alike. Hence, the endeavour of IGIDR is surely appreciable. With the type of support from RBI and with the strong complement of faculty, the IGIDR is in an enviable position to contribute to development research and training which no other institution in the country can. In course of time, IGIDR should take up the leadership in training students from other countries of the region and help to build capacity for research in these countries.

In many ways, IGIDR as a development research institution is unique. It has the capacity to train students from diverse backgrounds. It also has the capacity to undertake research using interdisciplinary approaches. It has been laying equal emphasis on both rigour and relevance. Within the short span of its existence, it has already made significant contributions to policies. Thus, in many ways, IGIDR has made contribution to society in research, advocacy as well as training of young researchers in economics.

While there is no doubt that the IGIDR is an institution of excellence in leading research in issues relating to development, it has the potential to emerge as one of the few centres of high performing knowledge in the world. It has the complement of faculty and infrastructure and resources required to fulfil this objective. In this report, the Team suggests some steps that may be taken to achieve this cherished goal.

The major issues may be summarised here. First, the Institute could bring out a vision document from time to time to focus on research, advocacy and training keeping in view the overall objectives, and the prevailing economic environment. This will help to focus on thrust areas and adopt strategic action plans to achieve the objectives.

Second, the rigorous research that is pursued could gain greater relevance if there is a greater institutional understanding. This would also call for adopting a broader perspective in terms of inter-disciplinarity within social sciences. While not giving up the rigour, adoption of such an approach can provide much better understanding of the economy related to polity and society which it seeks to develop. The Team emphasises this issue of changing the orientation particularly because development is a complex process involving economy, polity and society.

There is also need for greater collaboration with institutions within India, particularly those involved in microlevel research using field data. This will help in harnessing the grass root level information to facilitate analysis using a rigorous analytical framework. Achieving a much greater level of extension services to cover teachers and students from colleges and universities as well may help disseminate the research done by the institute among wider audiences.

Third, within the institute some measures may be taken to enhance the level of interaction between faculty and students. Increasing frequency of faculty and student seminars is one such measure. Collaborating with other institutions of development research in order to complement the work of the faculty could help reinforce ongoing work.

Fourth, the Team understands that the Institute has initiated measures in collaboration with the EPW Research Foundation to create a data bank. It is desirable that the Institute should considerably strengthen the data bank and provide its services to researchers from India and abroad. Enabling easier access to data for researchers will be an important contribution to the growth of knowledge in economics and as the Institute is engaged in multiple studies in a variety of development issues, it is in a favourable position to undertake this task. If necessary, the data services may be priced to researchers from abroad. In any case IGIDR has the resources to carry out this important piece of academic service.

Fifth, from all accounts, consultancy and sponsored research do not seem to get much attention and, consequently, the resources generated from consultancy constituted just 6.5 percent of the total budget of the Institute. This is partly because the Institute did not find it necessary, as it was able to secure necessary funds from the RBI. Perhaps in the medium and long term, the Institute should think of generating more funds and ensure greater self-reliance. Over a longer period it may also be useful to build a corpus.

The Team would like to reiterate that all these comments do not take away the credit of the Institute. Within a short span of its existence, it has made a significant contribution and has impacted appreciably both academic and policy scenes. It would like to compliment the Institute for its performance and hope that in the years to come, it will emerge as the key High Performing Knowledge Institution to be counted among the few in the world.

Adequately funded by RBI, and well supported by infrastructure of state of the art, the IGIDR has risen to a position of eminence as an institute of Development Research with the outstanding contribution of highly competent and resourceful faculty. The programme of the institute, focused on economic development, energy and environment, emphasises theoretical and empirical studies in the disciplines. The rigorous training gives learners both comprehensive and in-depth knowledge of economic problems of the country. The output is globally acknowledged for its quality and usefulness. The Peer Team recommends greater inter-disciplinary transaction as well as mentor-learner interaction in order to make a greater institutional impact on the institutions of its kind in the world. It also stresses the need to retain senior faculty with appropriate compensation.

9. Jai Narain Vyas University Jodhpur, Rajasthan (Assessment Report for Institutional Accreditation)

Section-I: Preamble

Jai Narain Vyas University—earlier known as the University of Jodhpur—was established in 1962, with the aim of providing higher education to the western part of Rajasthan and its neighbourhood. The total land area of the university is 764.5 acres and is spread over different parts of Jodhpur city. The built up area of the university is 1,52,288 sqm. The goal envisaged is training youth to develop a selfless and single-minded devotion to the advancement of knowledge in science and humanities. This was sought to be realized by offering holistic quality education to create a trained, enlightened and rightly motivated human resource in the fields of humanities, science and technology and to sensitize youth to the need to preserve our environment for sustainable development.

Keeping these in view, the university has established 36 regular teaching and research departments. It also has affiliated colleges (govt. funded : 06; self-funded : 03), 02 Constituent Colleges, and 32 Post-Graduate Teaching Centres. There are 7 recognised Research Institutes/Centres to promote quality research along frontier areas. At present, the university offers 121 programmes to its students—UG (26), PG (39), certificate course (03), diploma (01), PG Diploma (11), M.Phil. (02) and Ph.D. (35). These courses are offered through five Faculties, namely, Engineering; Arts, Education and Social Sciences; Commerce; and Law and Science.

The university has on its rolls 17,325 students in the UG courses, 3671 in PG courses, 13 in M.Phil. and 754 in Ph.D. programmes. 75 students have been admitted to various diploma and certificate courses, while the strength of the self-funded courses is at 408. The success rate is 93 to 94% in the first batch and 84 to 90% in the second batch, while the drop-out rate is 13% in the two batches. The unit cost of education per student is to Rs. 12,640/-. Students of the university have been appearing for competitive examinations and in the last five years 118 students have passed the UGC-NET, 35 SLET, 17 GATE, 39 GRE, 107 TOFEL, 5 GMAT, 4 Central Civil Services and 19 State Level Civil Service examinations. The development in these areas is quite encouraging.

A high percentage of teachers in the university have, Ph.D. degrees and others have Master's degrees. During the last 5 years, the university has successfully completed 82 research projects, with a total outlay of Rs. 425 lacs. Currently, there are 63 on-going research projects, at a total outlay of Rs. 821.00 lacs. The Central Library of the university has 5,67,033 books and provides the INFLIBNET facility. In addition, most of the departments have their own departmental libraries. The university has its Computer Centre

and has introduced a compulsory subject in computer science in all the UG courses. It also has a well-established Academic Staff College, which regularly conducts Refresher Courses in various disciplines and provides Orientation Courses for the benefit of college and university teachers of this region and other states. The university has been encouraging students to participate in sports, both, at the state and the national levels.

The university has the regulatory authority vested in the Chancellor, the Governor of Rajasthan, the Vice Chancellor, the Registrar and Deans of Faculties. The statutory bodies of the university are the Senate, the Syndicate, the Academic Council, the Faculties, Committees on Courses and Studies, the Departmental Council, the Finance Committee, and the Planning and Evaluation Board. These bodies have representation of teachers from the university and affiliated colleges.

The Jai Narain Vyas University has come forward to get itself assessed and accredited by NAAC. It prepared its Self-Study Report with the help of a Steering Committee of academics and administrators and it was submitted to NAAC. NAAC constituted the Peer Team consisting of Prof. R.P. Kaushik, former Member of the University Grants Commission, New Delhi as Chairman; Prof. D.P.S. Verma, University of Delhi, Delhi; Prof. Nirmala Joshi, Jawaharlal Nehru University, New Delhi; Prof. K.P. Maheshwari, Devi Ahilya University, Indore and Prof. S. Ravichandra Reddy, Bangalore University, Bangalore as members. The Team visited the JNVU between October 15 and 17, 2003 (both days inclusive) and reviewed the infrastructure, facilities, support services and documents. It also interacted with various constituents of the university. Based on the evidences gathered, the Team has prepared the report and submitted it to the NAAC.

Section-2: Criterion-wise Analysis

Criterion-I: Curricular Aspects

The university runs its academic programmes according to the guidelines of the UGC with regard to updating its curricula and courses. Various departments, Humanities, Social Sciences, Law, Commerce, Management, Science and Technology as well as Engineering along with other affiliated colleges in the city of Jodhpur, have attained an appreciable level of academic standard.

The university has implemented specific programmes in teaching, education, development and sustainable exploitation of cultural, historical, natural and geographical resources of the region. This has resulted in the introduction of several innovative programmes in arts, sciences, law, commerce, management and engineering, which reflect the rich cultural heritage of the region. Care is being taken to implement several women-related academic programmes. Besides teaching, there is an excellent environment for research in almost all teaching departments of the university especially in various

branches of engineering and science subjects. An interdisciplinary approach has been adopted in its academic programmes, especially in engineering, science, law, social sciences and management studies. It is appreciable to note that the university has introduced computer science as a compulsory subject for all undergraduate students including, arts and social sciences.

Keeping pace with time, the university has introduced innovative job oriented courses such as Master of Tourism Administration, Public Administration and Master of Computer Applications. Games and sports are being promoted. The university provides equal opportunities to all sections of society, including the physically challenged, women and members of the weaker section of the society. Vocational, certificate/ diploma and short-term degree courses are also being offered by the university. In some disciplines, the minimum eligibility for admission is 45%. However, students admitted to various courses have to secure 58% and above. Some of the departments such as Engineering, Science, Commerce, Computer Science, Electronics and Communication have attracted students with a high percentage of marks. There is overall enthusiasm among students to seek admission to the university teaching departments.

Criterion-II: Teaching-learning and Evaluation

Students are admitted to B.E., M.B.A., and M.C.A. courses through the state-level entrance examination. Admission to Master of Tourism Administration, Diploma in Tourism and Hotel Management, and Master of Finance and Control, is determined by performance in the entrance test conducted by the university. Students are admitted on the basis of their academic record in the qualifying examination for the remaining courses. Wide publicity is given by publishing admission notices in national/ state level newspapers. There is transparency in all admissions to different programmes.

Most of the departments (especially in the science and the engineering faculties) have their own departmental libraries. The Central Library caters to the needs of all departments. Field training, field studies, projects, seminars, workshops, visiting lectures, study tours, on-the-job- training, etc. are part of academic programmes. Tutorials help learners to overcome their learning difficulties.

The university conducts special remedial/training programmes for the benefit of slow learners. Tests and practicals are regularly held. In some of the departments like Engineering, Business Administration, Computer Application, and M.Sc. (Chemistry), the semester system has been introduced. In other departments, the annual system of examination is followed. There is no internal assessment and no grades are awarded. There is no credit system. Paper setters are chosen at the state level for UG classes and at the national level for PG classes. Examination schedules are closely followed. Faculty are recruited according to UGC/state government norms and they are well qualified. However, there has been no recruitment for the last two years due to the ban imposed on appointments by the state government.

Faculty have opportunities to interact with the academic community in their disciplines at the national level. They are actively engaged in research and they participate in national/international seminars. Refresher courses are organized by the Academic Staff College for the faculty in their respective subjects. The services of the Computer Centre and the Internet are available to all teachers and students. The university follows the self-appraisal method to evaluate teachers. Some departments are also bringing out journals in their areas of specialization. About 12 teachers have availed themselves of study leave/sabbatical leave during the last two years. Faculty have won several prestigious awards/coronation noteworthy among them being the *Escorts Award*, “Mineral Award”, “Jewel of India”, Fellow of IUPAC, FNA, etc. Most teaching is done by well qualified permanent faculty. The evaluation process is transparent.

In addition to ‘chalk and talk’, OHP Projector, LCD and other audio-visual aids are also used.

Criterion-III: Research, Consultancy and Extension

A majority of faculty members are actively engaged in research and have been guiding M.Phil./Ph.D. scholars in their respective departments. They have been operating research projects and publishing their findings. It is commendable that presently academic/research projects carry the total research grant of Rs. 8.21 crores from different agencies.

The Departments of Physics, Botany and Chemistry are recipients of grants under the FIST Programme which helps to do quality research in mining, geology, biotechnology and psychology. Research is thus actively pursued in the faculties of Science, Engineering, Management, Psychology, and Law.

The central library subscribes to 68 overseas journals and 256 national journals. The libraries of the faculties of engineering and commerce are well equipped for research. There are about 754 full time research scholars registered with the university. About 119 of the full time research scholars receive research fellowships.

There are about 25 Postdoctoral Fellows currently working in the university and five of them are Ph.Ds of other universities. The Research Board of the university ensures the quality of research. Faculty take advantage of the existence of several pioneering research institutions in the fields of defence, wild life, oil exploration, mining, remote sensing, ground water exploration etc elsewhere in the city of Jodhpur.

The total number of research publications during last three years is 1043 and out of these 410 are published in international journals and 633 in national journals. A good number (446) of textbooks were written by the faculty of the university. During the last three years 298 Ph.Ds were awarded. There seems to be no formal mechanism to provide consultancy services. However, individuals of some departments are contacted by some agencies to provide them.

Consultancy services are provided in the fields of geo-technical engineering, high voltage engineering, computer aided design, structural engineering, geology, chemistry, zoology, wild life conservation, botany, biotechnology. Consultancy is also provided by the Departments of Economics, Psychology, Languages, Home Science, Law, and Commerce. Pioneering research work in basic sciences like botany, biotechnology, mathematics, geology, chemistry and psychology is being pursued. A sum of Rs.50 lakhs has been generated through consultancy.

The university undertakes extension activities in broader areas of community development, social work, health and hygiene, adult education, AIDS awareness, and environmental awareness. The National Service Scheme (NSS) organizes camps through different units which are operational in different faculties. Students participate in community work like tree planting, blood donation camps, clean-campus programme, etc. The NSS has been active in creating awareness among the public about dangers of deadly diseases like AIDS and different types of Hepatitis. They organised rallies/street walks to educate and create such public awareness. NSS is actively engaged in various community development programmes. The Students' Services Board organizes several co-curricular activities like debate, essay writing, poetry, cartoon making, photography, and several cultural programmes. All the three wings of the NCC viz. Air, Army, Navy are active. A cadet who represented the university, participated in the Himalayan Mountaineering camp. There is a good record of achievements in all ongoing activities.

Criterion-IV: Infrastructure and Learning Resources

The university has a vast land area of about 764 acres, out of which the total constructed area is 152288 sq.m. Funds are obtained from the state government/UGC (SAP)/DST (FIST) and other agencies for further expansion of its infrastructure. The Library Board headed by the Vice Chancellor monitors library services. There are about 2,79,543 books in the Central Library. There are well-equipped departmental libraries. The libraries of the Faculties of Engineering and Commerce have a good collection of more recent titles. The university has an MoU with INFLIBNET and will be operational shortly to provide additional support to research scholars and other students.

There is a health centre and it offers free treatment to all students, teachers, officers, administrative and support staff and their families. The Centre has one senior Medical Officer, one compounder, one nurse, one lab technician and other required staff. The Centre has laboratory test facility for clinical testing.

Good sports facilities are available. Athletic tracks, football ground, basketball court, kho-kho, kabaddi, cricket ground, indoor gymnasium, badminton court, swimming pool, tennis court and hand ball ground facilities exist. Incentives are given to students proficient in sports. Many state, regional and national level awards were won by students. The Science Instrumentation Centre provides maintenance of scientific instruments. There are 20 hostels out of which 10 are meant for the students of the engineering faculty

and 2 are reserved for women students. The other 10 are meant for students of other departments. The hostel fee is minimal and facilities provided are good; there are rooms with attached bathrooms in a couple of women's hostels. All the hostels have common facilities like mess/common room/dining space and are satisfactorily equipped. Because of the very low fee charged by the university, it finds it difficult to maintain buildings.

The grievance redressal committee consisting of HODs, Deans, and the Registrar attends to student problems related to examinations. The Proctorial Board of the university is responsible for maintaining general discipline in and around the campus.

Criterion-V: Student Support and Progression

The student body has substantial representation from other states of the country. The number of students admitted from the same state is - 21082; other states 439; NRIs - 02; Overseas - nil. The drop-out rate (37%) is quite high but this reflects the impact of migration and also mobility from one course to another. The Student Services Board and the Employment Bureau offer students academic and career counselling.

The Training and Placement Officer (TPO) arranges campus interviews for the benefit of students of engineering. Besides this, the Students Services Board also helps by getting fellowships/jobs. The State Government Employment Exchange is also located in the Jaswant Campus of the university and provides guidance and information to students. In 2001-2002, the TPO has been successful in placing 85 students in various companies through campus interviews. The trend continues to be encouraging.

The Department of Psychology gives vocational counselling to students of various faculties. Merit and merit-cum-need based scholarships are awarded by the state government to SC/ST students. University research scholarships are made available to students of various departments. It has also been noted that several students have benefited from various categories of scholarships under research projects funded by national funding agencies. Although the student feed-back is obtained in various departments, there is a formal system of evaluation of teachers by students which is quite noteworthy.

The university publishes its prospectus which gives useful information regarding admission procedures, academic programmes offered by the university, fee structure and hostel facilities.

The faculty of Law has an alumni association established at the time of the Golden Jubilee celebration. Many eminent judges and distinguished scholars of law are members of this association, including Dr. L.M. Singhvi. This association promotes academic activities and education in the field of law.

The Faculty of Engineering (formerly MBM College) has also an alumni association. One alumnus, currently in the USA, has donated 'Tandem' Compaq Computer, costing about Rs. 4 crores.

The university is yet to launch a general alumni association which can consolidate alumni effort to promote development, if it is formed.

The city being a tourist attraction as a former princely state, the university may profitably launch more tourism-related programmes.

Criterion-VI: Organisation and Management

The university is governed by various statutory bodies, including the Senate, the Syndicate, the Academic Councils, Faculties, Departmental Councils, and the Planning and Evaluation Board. Regular review meetings, with the Registrar and the Deans, are held by the Vice Chancellor to supervise the general functioning of the university. Steps have been initiated at the Syndicate, the Vice Chancellor and the Registrar levels of administration to improve the management of the university.

Many departments have been able to get financial support under the FIST/SAP/COSIST programmes. Many research projects of the engineering and the science faculties are supported by funding agencies, including UGC/DST/DBT/CSIR/ICAR/AICTE/DRDO/ICFRF. The state reservation policy has been followed in admissions.

There is a need for training the administrative staff in IT management and office procedures. No administrative staff training programmes were organized by the university.

Student study is subsidized and tuition fees are far below the actual cost of education.

Many faculty positions have been vacant, due to the imposition of the ban on appointments by the state government.

Criterion-VII: Healthy Practices

The Jai Narain Vyas University has set the objective of providing need-based education to the people of Rajasthan and its neighbourhood. Since its establishment in 1962, the university has been making efforts to introduce transparency in its operations at all levels. There has been a sustained effort to make the university people-friendly by enabling sub-systems to reach out to people's right to information and educational services. Towards achieving this objective, the university has been striving on different fronts to inculcate healthy attitudes and practices. Some of the noteworthy healthy practices are:

- adoption of UGC guidelines to provide for internal quality check in academic and administrative matters;
- introduction of computer science as a compulsory subject for undergraduates in the faculties of arts, education and social sciences, commerce, science, and engineering;

- evaluation of the performance of teachers in each department by students through appraisal forms;
- promotion of research in each department. (Several departments have received financial support to sustain their research activity and have collaborated with other universities and institutes);
- meeting educational needs of defence personnel;
- encouragement of students to participate in cultural and extra curricular activities has helped personality development of students by cultivating their hidden potential;
- providing access to its resources to all sections of society, including weaker sections, women, physically challenged individuals and the economically backward youth;
- the sustained effort to remove gender bias that has increased opportunities to women students in engineering and other science subjects;
- value based education imparted through NSS/NCC/Rover Scouts which have played a key role in organizing blood donation camps, community oriented programmes and clean environment programmes on the campus;
- the Proctorial and Student Welfare Boards contributing to the prevalence of harmony on the campus;
- support to the weaker sections of the student community to improve their learning abilities by establishing a coaching centre in the university;
- involvement of teachers in identifying talents of needy students and supporting them in professional training and in nursing the mentally challenged children by providing them the mental back up necessary to redeem their natural handicap;
- several projects of *Panchayat Raj* to encourage women and weaker sections to gain necessary training for their legal empowerment;
- heroic alumni who waged the Kargil War and have endowed scholarships to students of engineering;
- publications of *Saitu* by Students Services Board to communicate university news to people outside; and
- the overall academic ambience provided by the university. It is expected that with its sustained developmental efforts, the university can fulfil its ambition of transforming the students of Western Rajasthan, into highly educated and talented individuals fit to face challenges of life.

Section-3: Overall Analysis

The effort of the Jai Narain Vyas University to evaluate and upgrade various functions like teaching, examination, research, administration and to provide high quality services to the student community is appreciated. It has adhered to the norms of the NAAC and has prepared various documents pertaining to all the seven criteria as required by the Peer Review Process. The Peer Team of the NAAC reviewed these documents and had extensive discussions with different segments of the university. It has visited departments and reviewed all support facilities available in the university campus.

Located near the Western border of the country and in a difficult terrain the university provides need based education to the people around the area notwithstanding physical constraints. The following suggestions, however, may be considered.

- The Semester System may be followed in all UG/PG courses.
- The College Development Council may be established to co-ordinate academic programmes in affiliated colleges.
- A distance education centre may be created to provide education to students in distant areas which do not have access to higher education. That can generate additional funds.
- Efforts may be made to promote awareness among teachers of UGC – FIP and other schemes for teacher development.
- A department of physical education may be created to provide opportunity to students in this part of Rajasthan to acquire physical skills and training in sports and games as well as physical education.
- Existing teacher vacancies should be filled; CAS programmes may be implemented.
- A Director of Sports may be appointed for the regular conduct of sports activities and to offer training for national competitions.
- Efforts must be made to develop a herbal garden in the vacant land of the university for use as a source material for teaching and research and also to generate additional revenue.
- The university may take measures to reduce the delay in the issue of degree certificates to students.
- They may also introduce central evaluation for PG examinations in order to facilitate speedier declaration of results.

- Quicker and easier procedures may be followed to offer new courses without delay.
- The university may generate resources through the enhancement of fee structure in the PG courses.

The NAAC Peer Team records its gratitude to the Vice Chancellor, members of the teaching faculty and the Steering Committee for extending their cooperation and support during the review of infrastructure facilities, examinations and documents of the university. The Peer Team wishes the university success in its efforts to become a Centre of Excellence in higher education in this part of the country.

Multi-disciplinary and professional, Jai Narain Vyas University offers a curriculum relevant to modern times. The degrees and diplomas offered are job-oriented. Accordingly, pedagogic practices are skill oriented and practical. Research and consultancy are considerable in many areas, chiefly, engineering and technology. Placement services are helpful. Semesterisation, widening of access to its programmes, augmentation of resources as well as expeditious administrative and examination procedures can help the university achieve excellence.

10. Jamia Hamdard (Hamdard University) Hamdard Nagar, New Delhi (Deemed University) (Assessment Report for Institutional Accreditation)

Section-I: Preface

Originally founded in November 1962, Jamia Hamdard became a unitary type Deemed-to-be-University in May 1989. Its campus has an area of 92 acres. It has 26 academic units/departments which offer a total of 49 programmes at various levels – diploma 6, undergraduate 7, post-graduate 23, and Ph.D. 13 – in a variety of fields. Its main objective is the promotion of indigenous systems of medicine with special reference to the *Unani* system; studies and research in the history of medicine and science; and study of Islamic culture and civilisation.

The total student enrolment is 2100, which include 1413 from other states, 176 NRIs, and 82 overseas students. Of the total of 2100 students, 689 are women and 1411 are men. The faculty strength is 213, which include 157 permanent, 51 part-time, and 5 temporary teachers. The strength of the non-teaching staff is 580, which include 229 administrative staff and 351 technical assistants.

The Peer Team consisting of Dr. K. Gopalan (Chairperson), Prof. Hamida Ahmad, Prof. S.K. Kulkarni, Prof. P.R. Sudhakaran, Prof. C. Manoharachary, and Prof. B.S. Usmani visited the institution between March 2 and 5, 2003.

The Peer Team had extensive interaction with the Chancellor, the President of the Hamdard National Foundation, the Vice Chancellor, the Registrar, the Steering Committee Coordinator, faculty, staff, students, members of the Executive and the Academic Councils, alumni and others concerned. The Team also reviewed all the academic and infra-structural facilities of the institution. A whole lot of relevant documents were also examined. The outcome of this exercise is presented in the following assessment report.

Section-2: Criterion-wise Analysis

Criterion-I: Curricular Aspects

The goals and objectives of the institution are clearly defined. The programmes of teaching and learning are consistent with the goals and objectives of the institution. Feedback from academic peers and employers is used in the initiation, review and redesigning of programmes.

The curricula and syllabi of the various programmes are reviewed and updated frequently by the different Boards of Studies in consultation with industry and other agencies. The academic programmes

are also reviewed regularly at the meetings of the Deans of Faculties, Heads of Departments and faculty. While the Boards of Research Studies have 22% external members, the Boards of Studies have 25% external members. The new courses introduced during the past 5 years include M.Sc. Biotechnology, Master of Computer Applications (MCA), Master of Business Administration (MBA), M.Pharm. (Pharmacy Practice), Master of Physiotherapy, and Master of Occupational Therapy. Almost all the courses offered are professional in nature and are job-oriented.

In the last 3 years, the examination bye-laws have been modified to provide for continuous assessment of students. The institution collaborates with several national institutions and laboratories such as the AIIMS, NBRI, IARI, CDRI, JNU and the Ranbaxy Laboratories Ltd.

Criterion-II: Teaching-Learning and Evaluation

The institution has a transparent admission process. Many of the teaching and learning programmes offer academic flexibility. It promotes academic collaboration with industry and several other national level institutions, and facilitates effective running of programmes. The evaluation procedures are rigorous and at the same time fair. Faculty are selected through an efficient mechanism that ensures merit and quality. The institution has an open and effective procedure for evaluating teaching. The faculty are provided with opportunities for sustained development and professional advancement.

Students are admitted to various courses on the basis of their academic records, entrance tests, or a combination of both. Interviewing students for admission to most of the courses has been abolished in order to achieve greater objectivity and transparency in selection. Apart from classroom teaching, students are encouraged to do live projects in institutions of science and business enterprises. Students are assessed through regular sessional tests, minor and major assessments, and annual examinations. Dissertations, projects, seminars and presentations are also given due weight.

Faculty are enabled to keep themselves updated in a variety of ways. Forty-nine members of faculty have one step higher qualification than the mandatory minimum required by rules. A large number of faculty have participated in conferences/seminars/workshops at national and international levels. Several of them have also served as resource persons. Performance evaluation of teachers is done through self-appraisal and also by obtaining informal feedback from students. The institution collaborates with several national and international institutions for both teaching and research.

Criterion-III: Research, Consultancy and Extension

The institution encourages and promotes research by faculty and students, and has a vigorous and well-scrutinised publication programme. It is responsive to community needs and conducts relevant awareness programmes.

As many as 70% of the faculty are reported to be actively engaged in research. The laboratories are well equipped. The institution has 165 full-time Ph.D. students on rolls at present, while 9 scholars are engaged in post-doctoral research. The number of Ph.Ds awarded during the past 5 years is 111. The number of research papers published in national and international journals during the past 3 to 5 years is 640. At present there are 58 research projects supported by grants totalling Rs. 686.69 lakhs. Offering consultancy and testing services to industries and such other agencies on a commercial basis is yet to become significant.

Criterion-IV: Infrastructure and Learning Resources

The institution has adequate library and computer facilities with easy access to all its constituencies. There are adequate physical facilities to run the present educational programmes and to perform its administrative functions efficiently. The growth of infrastructure keeps pace with the academic growth of the institution. There are effective systems for the maintenance and optimal use of infrastructure.

The institution ensures optimum use of its infra-structure facilities through intra-faculty and inter-departmental arrangements. The library, which is open from 9.00 a.m. to 12.00 midnight, has a collection of 1,41,021 books, and subscribes for 55 national and 69 international journals. It has been computerised and provides facilities such as reprography, audio-visual cassettes, internet, CD-ROM search facilities in MEDLINE and TOXLINE database and catalogue database search facility on the INTRANET. The entire campus is networked.

Infrastructure facilities include the Majeedia Hospital, where health care facilities are provided to employees and students free of cost in allopathic and *Unani* systems of medicine. The institution offers compulsory general medical check-up and maintains health records of students and staff. Welfare programmes of the institution include medical facilities, incentives for promoting small family norms, group insurance, festival advance and house-building advance. It has a grievance redressal cell. The web site of Jamia Hamdard is updated almost on a daily basis.

Criterion-V: Student Support and Progression

The institution has sufficient and well-run support services to ensure the physical and intellectual health of all its constituencies. There is an effective mechanism to use student feedback for quality enhancement. The prospectus of the institution gives clear guidance to students and others concerned on all its functions. It offers academic counselling and placement services to students. Value education has been introduced as a subject in all the courses. Financial aid to students is fairly distributed.

The institution is doing well in keeping track of the progression of its students. The performance of its students in NET and GATE examinations is very encouraging. From the academic year 2001, the

institution has started an induction programme for its newly admitted students, which has proved to be very fruitful. The gymnasium of the institution, which is well equipped, is being used as a sports complex. The institution as a whole does not have an active alumni association. It needs to be activated to promote fruitful tie-ups with private and public sector organisations.

Criterion-VI: Organisation and Management

The institution is administered on the principles of decentralisation, participation and transparency. Academic and administrative planning go hand in hand. Modern tools and techniques of management are used for administration and academic decision making. The Standing Committee of the Academic Council meets on the first working day of every month. Deans' meetings are held every week. Weekly meetings of Assistant Registrars are held to monitor various items of work. The institution has effective resource mobilisation and management strategies, which make its functioning cost-effective.

Jamia Hamdard is a minority institution and 50% reservation is made for Muslims accordingly. Confidential reports of non-teaching staff are maintained. Staff development programmes are organised occasionally for updating the skills of non-teaching staff. To supplement Government and UGC grants, resources are generated through donations, fund-raising drives, self-funded courses, Hamdard National Foundation (HNF) and University Capital Receipts (UCR). The fees are increased every year to take care of the inflation rate and higher cost of maintenance. The institution has not allowed any grant due to it to lapse for want of adequate planning. As a matter of fact, it has been able to get additional grants. Budgeting and auditing procedures are regular and standardised.

There is scope for conducting more staff development programmes to update skills of non-teaching staff on a periodical basis. The alumni association should be properly organised and utilised to raise further resources.

Criterion-VII: Healthy Practices

The institution is sensitive to changing educational, social and market demands. It has an ambience of creativity and innovation. It runs a number of self-funded courses very successfully. It started a water harvesting project in the summer of 2001. This project has proved to be successful and has attracted a lot of national and international attention. It has established contacts with marginalised communities living in its neighbourhood. Its contribution to the cause of advancement of Muslim education in India is well recognised all over the country and also in several other countries. It has active units of NSS and NCC.

Special programmes are organised for training the newly appointed teachers. The institution has introduced the system of contractual appointment for an initial period of 5 years and the CPF-cum-

Gratuity Scheme in the place of pension. All newly appointed teachers are given contracts and are regularly counselled to complete their Ph.D. and also to publish their Ph.D. theses in leading journals. There are internal quality checks within the institution. It has a Campus Wide Information System (CWIS). E-mail accounts have been created for all the teaching staff.

Section-3: Overall Analysis

Jamia Hamdard, New Delhi is a well established institution with enormous potential for further growth. It has put its autonomy and Deemed-to-be-University status to good use by re-designing many of its courses and introducing new programmes in emerging areas. During the past 13 years of its existence as a Deemed to-be-University, it has significantly promoted higher education and contributed to national development. Through its various curricular activities, it has carved out for itself a pride of place in the academic world.

Jamia Hamdard has made a very positive approach to assure quality and standards. It amply deserves to be commended on the following aspects:-

- the well maintained campus
- the atmosphere of intellectual vigour and moral rectitude
- regular updating of academic programmes, courses, curricula and syllabi
- the magnificent Convention Centre
- introduction of several new professional and job-oriented courses
- fruitful tie-ups with various institutions and laboratories at national and international levels
- encouragement of students to do live projects in institutions of science and business enterprises
- promotion of research and research publications
- academic counselling and placement services
- induction programme for newly admitted students
- opportunities for faculty for professional advancement
- effective performance appraisal of faculty
- training of newly recruited faculty
- introduction of contractual appointment of teachers

- good maintenance and optimal utilisation of infra-structural facilities
- networking of the entire campus through its Campus-Wide Information System
- introduction of modern tools and techniques of management for efficient administration of the institution
- well-organised support services
- free health care facilities to all employees and students
- highly successful water harvesting project
- regular and standardised budgeting and auditing procedures

The Peer Team offers the following suggestions for the consideration of the institution in the context of its future growth and further development:-

- While the institution is indeed responsive to community needs, it is felt that a lot more can be done by way of extension activities.
- The institution is yet to realise its full potential in offering consultancy and testing services to industry, business and service sectors on a commercial basis. There is ample scope to raise resources through consultancy and testing services. Infrastructure may be optimally utilized to generate resources.
- The alumni association needs to be better organised and activated to promote fruitful tie-ups and to be involved in academic and developmental activities. There are possibilities to open Chapters of Jamia Hamdard Alumni Association abroad.
- It is necessary to draw up a programme of action to train all non-teaching staff on a time-bound and regular basis in order to update their skills.
- It is advisable to have a “Book Bank” in the main library.
- The institution could consider offering some of its programmes and courses through the distance mode.
- It is advisable to make all teaching-learning processes more learner-oriented.
- To foster the aims and growth of the emerging discipline of Pharmacy Practice, it is necessary to offer the M.Pharm. (Pharmacy Practice) programme by suitably integrating its teaching-learning with the clinical disciplines of medicine and pharmacology.

- The course contents of the M.Sc. and Ph.D. programmes in bio-technology need to be updated taking into account emerging trends in the field including bio-informatics.
- There is a strong case for starting post-graduate courses in nursing.
- All Ph.D.programmes should be suitably structured, monitored and assessed through properly constituted Doctoral Committees. Integrated Ph.D. programmes with multiple terminal points (M.Sc./M.Phil.) may be offered involving more than one department.
- *Unani* medical education needs to be modernized. In practising the principles of *Unani* medicine, the ICMR clinical trial guidelines may be followed.
- The Central Animal House facility has to have a full-time veterinary surgeon. Standard procedures and guidelines for carrying out animal experiments should be scrupulously followed.
- There is need to give more attention to co-curricular and extra-curricular activities (including sports and games) and make them more visible through institutional participation in various competitions and festivals at the state and national levels.

The Peer Team places on record its appreciation of the overwhelming good will and cooperation extended to it by the Vice Chancellor, the Registrar, the Standing Committee Coordinator, faculty, staff, students and others.

Jamia Hamdard has distinguished itself in curricular innovation made on the basis of the feed-back obtained from peers and stakeholders and also in the use of modern technology to make teaching-learning processes to be state of the art. Its service to the minority Muslim Community and culture is significant, the foremost being that of the preservation and promotion of *unani* medicine. The university has also excelled in both curricular and pedagogic reform, especially in the use of modern technology. Its healthy practices make it global in many aspects. Optimizing them may make its presence visible among similar other institutes of repute.

Jawaharlal Nehru Technological University Hyderabad, Andhra Pradesh (Assessment Report for Institutional Accreditation)

Section-I: Preface

Jawaharlal Nehru Technological University named after Pandit Jawaharlal Nehru, the first Prime Minister of Independent India, was established in Hyderabad on October 2, 1972, by an Act of the State Legislature. The main objective of the university is to impart quality education in engineering and technology relevant to the rural and industrial development of the country. On its formation, the Government Engineering Colleges at Anantapur, Kakinada and Hyderabad, and the Government College of Fine Arts and Architecture, Hyderabad became constituent units of the university. The amendment of the JNTU Act (1972) in 1992 has conferred on the university the power to affiliate colleges notified by the state government. In course of time it underwent substantial expansion with the affiliation of engineering, pharmacy, architectural and management colleges. At present the university has affiliated 207 colleges. It has two main campuses (old and new) built over a total area of 85 acres of land at Hyderabad, and two satellite campuses over 370 acres of land in the semi-urban areas, Kakinada and Anantapur.

During the three decades of its existence, JNTU has carried out its responsibility to provide quality technological education in the state with distinction. However in recent years, in the newly emerging scenario, arising from the economic policy of globalization and liberalization, and with the advent of the revolution in information technology, management and other technological disciplines, the university keeps pace with changing trends by instituting new professional courses, modernizing curricula and by reorganizing its structure.

Now it has seven constituent-colleges of engineering at Anantapur, Kakinada and Hyderabad; Schools of Planning and Architecture, and Information Technology; College of Fine Arts; Institute of Science and Technology (IST). In addition, it has the Oil Technological Research Institute, Anantapur, the UGC-Academic Staff College, Bureau of Industrial Consultancy Research and Development (BICARD) and the School of Continuing and Distance Education (SCDE).

In its effort to improve its quality, Jawaharlal Nehru Technological University volunteered to be assessed and accredited by the National Assessment and Accreditation Council (NAAC), Bangalore and submitted its Self-Study Report to the Council. Accordingly NAAC constituted the Peer Team with Prof. Mahesh P. Kapoor, former Director, Thapar Institute of Engineering and Technology and Thapar Centre for Industrial Research and Development, Patiala, Punjab as the Chairperson; Prof. P.B. Sharma, former Vice Chancellor, Rajiv Gandhi Technological University, Bhopal and Principal, Delhi College of Engineering,

New Delhi; Prof. Mamata Satapathy, UGC Emeritus Fellow, Department of Physics, Utkal University, Bhubaneswar; Dr. Yoginder S. Verma, Professor of Management Studies and Director of UGC-Academic Staff College, Himachal Pradesh University, Shimla; and Dr. B.S. Sharma, Dean, Faculty of Fine Arts, Banasthali Vidyapith as Members and with Dr. Latha Pillai, Advisor, NAAC as Coordinator.

The Peer Team visited the university between February 21 and 23, 2004, carefully perused and analyzed the Self-Study Report submitted by the university. During the institutional visit the Team went through all relevant documents, visited the Departments, the Schools and; reviewed infrastructure, and interacted with the Vice Chancellor, the Rector, the Registrar, faculty, non-teaching staff, students, parents and alumni. Based on the above exercise, and keeping in mind the seven criteria identified by NAAC, the Peer Team has carried out the task of assessment and accredited the university.

Section-2: Criterion – wise Analysis

Criterion-I: Curricular Aspects

The university pursues the following goals; to provide knowledge of engineering and technology, physical and social sciences and architecture and fine arts through teaching, research and experimentation; to impart education through a range of academic programmes relevant to national needs; to promote new knowledge, by designing new courses; and developing multiple skills and competencies necessary for the economic development of the country. In addition, it also aims at improving the quality of human resources by promoting human values.

The university offers a wide range of graduate, post-graduate and research degree programmes in various disciplines leading to the award of B.Tech., B.Arch., B.Pharm., B.Plan, and B.F.A. at the undergraduate level, and M.Tech., M.Arch., M.Sc., M.B.A., M.C.A., M.U.R.P., M.S.I.T., and M.S. at the postgraduate level, and M.Phil. and Ph.D. at the research level. These programmes are consistent with the realization of the university's goals and objectives. It updates the course contents every two or three years in the light of rapidly changing technologies and emerging needs of the society and on the feed-back received from its various constituencies. Laboratory work and fieldwork form the integral elements of curricula of different programmes. The component of laboratory work and fieldwork ranges from 20% to 40% of the course content of UG and PG programmes, depending upon the nature of the programme. There is significant emphasis on project work both in UG and in PG classes. In fine arts and architecture the fieldwork constitutes 40%.

The university offers 27 regular undergraduate programmes, five part-time courses, and five distance education courses, 73 regular; postgraduate programmes, 13 part-time courses, and 15 under the Sequential Summer School. Besides, it has M.Phil., Ph.D. and MS programmes. In the constituent colleges

and Schools of the university there is a total enrolment of 5997 students in undergraduate courses, out of whom 36 are from other states. In postgraduate courses there are 2604 students with only 4 from outside the state. There are no overseas or NRI students in the university. In addition to regular UG and PG students, 6 students have enrolled in M.Phil and 84 in the Ph.D. programmes. The number of students both at undergraduate and postgraduate levels in affiliated colleges is 1,24,778.

The wide range of programme options provided by the university is quite impressive. Some of the academic programmes of the university have a flexible time-frame and facilitate horizontal mobility. The curricula are designed in such a way that adequate electives and non-core options are available to students in both the UG and the PG programmes. Both semester and annual systems are followed. The annual system is followed during the first year of the undergraduate course and the semester system during the remaining two years. PG courses follow the semester system. Initiatives and decisions to review and update existing courses are taken by the Centre/Department concerned and are processed by the academic bodies of the university.

The university has a well-defined mechanism for formulating curricula through Boards of Studies (BOS), in which 40% of the members are external. The university has its Academic Committee, which coordinates teaching and research, and recommends to BOS any new programmes. The BOS review academic programmes every year and update them every two to three years. The revised syllabi are sent to the Academic Senate for approval. The Executive Council grants the final permission for implementation. It is observed that introduction and implementation of a new programme takes less than a year after it has been submitted to the BOS.

Each unit of the university has its Doctoral Committee to monitor its research activity with the Director of the unit as Chairman, Heads of the Departments, some nominated professors and a few outside experts are its members. Such committees are also functioning in the constituent colleges with the Principals as Chairmen.

The university has taken a number of steps for improving the quality of its curricula. Some of these initiatives are: designing syllabus in units, introducing IT modules, establishing Centres of Excellence and launching inter-disciplinary and multidisciplinary courses such as bio-technology, environmental geo-technology, MSIT, MS programme in VLSI Design, certificate course in bio-informatics and PG diploma in interior design, and landscape design. It has introduced inter-institutional programmes in collaboration with international universities; the MBA programme in collaboration with Central Michigan University and the MS programme with Qualcomm Technologies Ltd. USA; MSIT with Carnegie Mellon University, USA; M.Arch. with Politecnico de – Melano, Italy; MS (Geo-Env. Engg.) with Kansas State University, Faculty Exchange Programme with Jackson State University, etc. It was however noted that Industrial training for UG engineering programmes was absent in the UG curriculum. Training provides an opportunity to

students to visualize engineering in action and to observe and study the production systems. Training improves professional competence and is highly desirable. However, the university insists on undertaking relevant projects in the final semester, where the student is expected to go to the industry for the project work.

Criterion-II: Teaching-learning and Evaluation

The primary function of the university is teaching and learning, which is taken seriously by the Jawaharlal Nehru Technological University. Admission to UG courses is made on the basis of ranks obtained in the common entrance tests and to all PG courses based on the ranks obtained in entrance test conducted in the subjects concerned. Some seats are also allotted on the basis of the GATE percentile. The reservation policies of the central and state governments are strictly followed.

Apparently there is a need to provide bridge/remedial courses for new entrants who may have some deficiencies in specific areas of study. The university offers bridge/remedial courses to students who belong to socially/economically backward classes through its Programmes Interface Unit (PIU) which performs four types of activities – 1) academic audit, 2) grievance redressal Cell, 3) SC & ST welfare and 4) career advancement and resource development (CARD). The Coordinator of PIU looks after the welfare of SC/ST students of the university and affiliated colleges, and provides guidance to them for higher studies and also prepares them for competitive examinations, with the financial assistance obtained from the Social and Tribal Welfare Department of the Government of Andhra Pradesh.

The university provides a well-planned calendar of events at the beginning of the academic year for the regulation of teaching, learning and evaluation processes. Apart from the regular classroom teaching, laboratory work, projects, field training, seminars/workshops and guest lectures form a substantial part of teaching-learning processes. The subject teachers monitor student progress through unit-wise internal assessment, quizzes and laboratory work. The university has changed its evaluation methods twice during the last ten years in order to improve them.

A panel of experts sets question papers and both the door and the central valuation arrangements are followed to value answer scripts. It follows the single evaluation system with provision for moderation and re-totalling. It is commendable that JNTU has recently introduced the Electronic Distribution of Examination Papers (EDEP) system in which question papers are generated using the question bank by a computer software and then moderated by subject experts. This is a good practice. JNTU is the first university in India to start this novel method of setting a question papers. Four sets of question papers are delivered to the examination centre on CD and the password is supplied an hour before the examination both under strictly guarded encrypting and decrypting systems.

There are 348 permanent teachers, 70 temporary and 23 part-time, out of whom 111 are women. About 85% of the teaching faculty have more than the required minimum qualification. The work load for full time teachers is about 20 hours per week. In addition, on an average teachers spend about 5 hours per week on committees to transact academic and administrative business. The university functions for 270 days of which 185 days are devoted to teaching. Full-time faculty teach ninety five per cent of the classes. It is good to know that 30% of the total annual budget is allocated to academic programmes.

Teachers are selected following the statutes, rules and regulations of the university and the state government. During the last two years 87 teachers were selected from the same state. It is desirable that the university should recruit some teachers from other states so that it can get national level talent for enriching its academic activities and also to facilitate national integration.

The university is aware of the importance of Faculty Development Programmes. Faculty members are encouraged to attend conferences, seminars, workshops refresher and orientation courses, summer schools, winter schools, in order to update their knowledge and keep up with modern developments in science and technology. JNTU is the first technological university in the country where the UGC has set up an Academic Staff College for conducting orientation and refresher courses in engineering and technology disciplines, enabling teachers to upgrade their teaching competencies from time to time. Since its establishment in 2002, the ASC has organized 6 orientation and 29 refresher courses. The Sequential Summer School programme for teachers working in affiliated colleges is a unique feature of faculty development promoted by the university.

The university has adopted the self-appraisal method of evaluation of teacher performance, research and other activities. Experts of the Promotion Committee evaluate these reports. The self-appraisal report plays an important role in the promotion and placement of teachers in the higher grade. In addition to this the university gets feedback from students on a prescribed format on different aspects of teaching-learning processes. This helps a great deal to formulate and redesign curricula and to improve the quality of teaching.

Many of the faculty members have received Best Teacher Awards, awards for best paper presentations, the Young Scientist Award, etc.

Criterion-III: Research, Consultancy and Extension.

Research forms a part of the activity in most of the departments of the university. The university encourages its teachers to undertake research. There are 348 permanent teachers out of whom 130 have Ph.D., and 3 M.Phil. and the rest are postgraduates. There are 70 temporary teachers out of whom 2 have Ph.D. Out of 23 part-time teachers two have Ph.D. degree. Forty per cent of the teaching faculty

are active in research and they guide students for M.Phil. and Ph.D. degrees and are themselves working on research projects. Another 35% are working towards their Ph.D. degree. The university presently has 22 full time research scholars, out of whom 12 have registered for Ph.D. and 5 of them have research fellowships. The number of part-time scholars is as large as 1050 out of whom 12 are working for M.Phil. Two Postdoctoral Fellows are presently working at the university. The total number of research publications during the last 3 years is 542, out of which 148 are published in international and 394 in national journals and proceedings. During this period 10 books have been published; 5 patents have been obtained and 81 Ph.Ds were awarded. Ten faculty members have received recognition and awards.

The university has Doctoral Committees for Constituent Colleges and university units. The committee consists of Heads of Departments and some nominated professors and external experts as members and it is headed by the Principal/Director. The university has the provision to recognize outside institutes as research centres. Scholars from such institutes can register for their Ph.D. in the university.

The university has experts in certain branches and they provide consultancy to interested agencies. It provides consultancy services in the areas of structural engineering, soil and material testing, geo-technical engineering, environmental engineering, water resource management, air pollution, town planning, interior design, etc. It is encouraging to note that during the last three years the university has earned a sum of Rs.84.75 lakhs through its Bureau of Industrial Consultancy and Research Development (BICARD), and about Rs.147.92 lakhs through university departments and colleges by providing consultancy services. A number of organizations such as HUDA, MCH, APSRTC, APSTWC, APHB, BHEL, HAL, NTPC, ONGC, EPTRI and many government departments and private organizations have benefited from the consultancy given by the university. It is commendable that the university has generated substantial funds in conformity with the new policy of the UGC and the government, which encourages educational institutions to move towards self-sustenance.

The university and its constituent colleges have placement cells to help students to get placements. The Entrepreneurship Development Cell organizes entrepreneurship awareness camps, entrepreneurship development programmes and faculty development programmes. But these activities need to be well organized and strengthened for ensuring more fruitful interaction with industry and for empowering students with entrepreneurial skills.

Steps have been taken to promote extension activities. It undertakes various co-curricular and extramural activities for the development of the overall personality of students. Some of the activities worth mentioning are literacy programmes, blood donation camps, tree plantation, AIDS awareness programme, entrepreneurship programmes, *Janam Bhoomi*, Clean and Green, etc.

Criterion-IV: Infrastructure and Learning Resources

The JNTU is equipped with infrastructure adequate for its present academic programmes as well as its future growth and expansion. It possesses 85 acres of land in the two main campuses and a total of 370 acres of land in the satellite campuses at Anantpur and Kakinada. The total built up area at present is 1,87,00 sq. mts.

Building and other physical structures are fairly adequate for the present need of the institution. It has been able to augment different facilities with the assistance of national level funding agencies, funds generated through consultancy and self-funded courses. Its engineering cell ensures proper maintenance of buildings, furniture, equipment and other infrastructure facilities. The university has adequate space to accommodate its departments, hostels, sports grounds, canteen, workshop, etc.

The university library offers services such as reprography, audio-visuals, Internet, computers, etc. It has 18562 books and subscribes to national (70) and international (21) journals. The library is currently using SOUL software developed by the INFLIBNET. It is worth mentioning that the automation of the Library was carried out with 18 Pentiums and two servers connected with LAN network with a grant of Rs. 6 lakhs from the UGC under the INFLIBNET programme. An On-Line Public Access Catalogue (OPAC) system has been installed on which information about books, theses and periodicals are available. The specialized service to see content pages of periodicals in Science and Technology (COPSAT) is also available on it. In addition, constituent engineering colleges have separate library buildings each having 45000 text books and 100 national/international journals and periodicals, bought for Rs. 2 lakhs.

The Library Advisory Committee, with the Vice Chancellor as Chairperson and all Heads of Departments as members, ensures the proper functioning of the library. It is kept open from 10 a.m to 8 p.m. However 24 hours access to the library on all days is desirable. A new building for the library is nearly complete and this should provide a good opportunity to establish a digital library and information system to serve the needs of teachers, students and researchers.

The university provides minimal health services to its community. Its Health Centre has only one medical officer and a few supporting staff, and they offer services exclusively to outdoor patients.

The university lays emphasis on the physical fitness and personality development of students. It provides games and sports facilities to all students of the constituent colleges. The Head of the Department of Physical Education in each unit of the university is called the Physical Director who looks after all the sports activities of students. A senior Physical Director, appointed as Secretary of the University Sports Council, monitors all the games and sports activities of the university. Incentives to sportspersons are limited; only one student in each department is admitted under the sports quota. There is a need for giving more importance to the development of sports and games.

Separate hostel facilities are provided to men and women in all constituent colleges. The Principal is the Warden of all the hostels and is assisted by the Hostel Manager and the Deputy Warden. Altogether there are 9 boys' and 4 girls' hostels, which accommodate about 2150 students in the constituent units of the university. Each hostel is equipped with a common hall, a TV, periodicals, sports and games facilities, telephone, etc.. These facilities require further improvement. A major renovation of hostel rooms is very necessary.

The university has various welfare programmes for its employees such as different types of loans, LTC and encashment of earned leave as per state government rules. It has also developed a grievance redressal mechanism. The Principal or the Registrar normally addresses grievances but the Coordinator of the Programmes Interface Unit handles some specific grievances.

Criterion-V: Student Support and Progression

The formative period of the life of a person is spent in the university as student. Good campus life, enriched by the association of teachers, fellow students and the learning climate, plays a major role in shaping the character and personality of a student. The JNTU currently provides residential facility to students who obtain more than 40% in the qualifying examination.

In the current academic year the university has admitted 5961 students in UG, 2600 in PG, 6 in M.Phil. and 12 regular, and 72 part-time, Ph.D. students. Out of them only 40 are from other states. A good university should be able to attract bright students from outside the state and also from abroad. A review of the policy of the university regarding admission is required in this matter.

The university collects student feedback regarding campus environment through Student Advisors, hostel Wardens, hostel Manager and Heads of Departments. The feedback is utilized in overcoming problems and further augmenting the facilities essential for maintaining a congenial academic environment. Student feedback was also utilized to enrich course contents and to introduce new courses. Teachers are informed of the feedback regarding their teaching methodology and are allowed to undergo orientation programmes and refresher courses for improving their teaching competence. It does not have any formal mechanism for student evaluation of teacher performance. Oral complaints of students are attended to.

The university annually publishes a booklet containing information about departments, faculties, academic programmes, laboratory facilities, academic regulations, course structure, curricula, etc. In addition, it also publishes an updated university profile incorporating all new changes in its rules and regulations. A website has been created.

Financial aid is provided in the form of scholarships instituted by the state government, the central government and also by private donors. Special financial assistance by the state government is given to

SC, ST, BC and EPP students. During the last two years, 1880 students received financial support. It is very much appreciated that the AICTE has sanctioned for the first time, a block grant of 1.5 crores as stipend for the M.Tech. students who have made the required GATE score. Each student gets a monthly stipend of Rs.5,000/- from this grant. About 210 students benefited from this fund.

During the last five years 40% of the students have qualified for GATE, 35% for GRE, 25% for TOEFL and 2% for GMAT certification. About 2% of them have been successful in UGC-CSIR (NET), UGC-SLET and Civil Services examination.

Alumni associations have been functioning at the Constituent Colleges. Besides providing the much-needed healthy interaction between students and alumni, these associations render help to poor and bright students, institute prizes, and organize other social and academic activities. The Alumni Association of the JNTU College of Engineering, Kakinada and Ananatpur has collected donations for the construction of the Alumni Association Building and the construction is in progress. Interaction with the alumni reveals that much more could be done by establishing live contacts with them through the website and by mobilizing alumni support for improving academic and professional infrastructure.

The university appreciates the importance of recreational/cultural/social activities and it has provided adequate infrastructural support for these activities. Students are encouraged to participate in technical talent contests like *Pragna*, *Sthapathya* Dynamics, Fusion and Spandana and other annual activities and the college day celebrations in order to stretch their talents. Some other students have received accolades and prizes in tests at Paine, Chennai, Roorke and Jaipur.

Criterion-VI: Organisation and Management

Jawaharlal Nehru Technological University is governed by the Andhra Pradesh State Universities Act (1972). The Act has laid down its organizational structure, which consists of the Executive Council, the Academic Senate, the Planning and Monitoring Board, the Boards of Studies and the College Academic Committee with defined powers and functions. The highest executive body is the “Executive Council” which consists of the Vice Chancellor, the Rector, the Secretary to the Government dealing with the Technical Education, the Director of Technical Education, and the Finance Secretary. The Registrar of the University is the Member Secretary of the Executive Council.

The University functions with the help of several academic bodies, whose powers are well defined by the University Act. This not only ensures the effective implementation of the provision of the Act, but also creates a climate for participative democracy in the institution. The Vice Chancellor is the Chief Academic and Administrative Head of the University. Statutes, rules and regulations of the university provide a supportive and regulatory structure to organization and governance. It is significant to note

that the Vice Chancellor conducts review meetings with Principals of colleges and Directors of constituent units, at regular intervals, and reviews progress as well as identifies areas of concern, if any, in the administration of various programmes. He, with the help of the Rector and the Registrar, and through his interaction with Directors and Principals, regularly monitors academic and developmental activities of all units, and takes policy decisions for the smooth running of the university.

It is appreciated that during the last three years the university has taken a number of academic and developmental initiatives like introduction of collaborative programmes with national and international institutions; innovative PG programmes like M.Tech. and Sequential Summer School were generated; the scheme, Electronic Distribution of Examination Papers is a pioneering effort; the Entrepreneurship Development Cell was established; autonomy was granted to constituent colleges; monitoring mechanisms were devised for affiliated colleges; and a number of construction activities were undertaken.

The university prepares its Academic Calendar in consultation with various academic bodies. Academic activities are reviewed to ensure strict adherence to the Academic Calendar. The reservation policy is followed in all admissions. The programme Interface Unit looks after the welfare of SC/ST/OBC students.

The university maintains confidential reports of employees for annual review and uses them at the time of promotion or when disciplining is necessary. Administrative staff are provided opportunities to update their knowledge in office automation at the university Computer Centre. The Academic Staff College of the university conducts orientation/refresher courses for professional development of teachers engaged in technical education. The University is aware of the importance of administrative staff development programmes. The University Computer Centre regularly trains administrative staff in office-automation. They are also encouraged to participate in the orientation/refresher courses conducted for university executives by the Academic Staff College.

It is observed that during the last few years, apart from the central and state government grants, the university has generated Rs.5.0 lakhs as donation, Rs.1.5 lakhs from the Alumni Association, Rs.60.7 lakhs from consultancy and Rs.488.0 lakhs from self-funded courses. The contributions from alumni could be further enhanced if the university establishes live contacts and reaches out to them.

The good governance of the university is visible from the fact that there has been no violation of the code of conduct on the part of teaching and non-teaching staff, no serious audit objections and no lapse of grants during the last two years. Further, it may be noted that 170 court cases on academic affairs and 400 on administrative affairs were filed against the university. Out of them however, 80 academic and 350 administrative suits went in favour of the university. The university filed 4 court cases and all have gone in its favour.

A section of the Local Fund Audit is accommodated in the university and it undertakes audit in all constituent colleges and units of the university. The AG audit takes place periodically. As far as purchase procedure is concerned, the university has its Purchase Committee headed by the Director, Academic and Planning, which reviews proposals of colleges/units and sends recommendations to the university.

During the last three years various academic committees consisting of external members were appointed and they assessed the performance of the university. The Andhra Pradesh State Council of Higher Education (APSCHE) continuously monitors the monthly performance and progress of the university.

Criterion-VII: Healthy Practices

The university has many healthy practices to its credit, which enabled it to achieve its goals and objectives to a large extent. With its proactive approach, while responding to societal needs and environmental compulsions, the university has taken a number of initiatives including introduction of continuing education and distance education programmes, strengthening university-industry interaction, and launching innovative and need-based postgraduate programmes in thrust areas. The university has been updating and reviewing its courses and restructuring its academic regulations from time to time in order to ensure high standards.

The university has collaborated with a number of national and international institutions in order to provide students and scholars challenges to excel performance levels elsewhere and also to accomplish their own goals.

For fulfilling its civic responsibilities, the university inspires and involves students in various programmes such as e-community development, *Janam Bhoomi*, Clean and Green, the adult literacy programme, AIDS awareness programme, women welfare activities, etc. It has well-organized NSS units in constituent colleges which help students to be aware of social realities and problems, understand the importance of dignity of labour and to realize their social responsibilities.

Students are motivated to develop their talents and are provided opportunities to present their creativity in different festivals and competitions organized for that purpose. The university has also established the Entrepreneurship Cell for developing entrepreneurial skills among students.

It is quite imaginative on the part of the university to have started some self-funded programmes and a part-time PG programme for working people. It has also introduced the M.Tech. Sequential Summer Course for teachers working in different constituent and affiliated colleges. The examination reforms implemented in the recent past are unique. With proper implementation of the new system, the Electronic Distribution of Examination Papers, there will be greater cost effectiveness, objectivity and transparency.

Various individuals and reputed organizations have interacted with students under arrangement of the Training and Placement Cell and the Entrepreneurship Development Cell.

Teachers are provided opportunity to improve their teaching competence by attending courses at the newly established UGC-Academic Staff College, which has developed a good infrastructure and provides sound ambience for teacher development. Teachers are also encouraged to go to industry as part of their PG and Ph.D. programmes for a period of 6 months. This is a healthy practice to enhance industry-academic interaction.

Section-3: Overall Analysis

The Peer Team, after going through the Self Study Report and the visit to various academic and physical facilities, is quite impressed by the growth and progress of the university in several areas notably in the quality of teaching, research and socially oriented activities.

Commendations

The Peer Team commends the university for the following:

- wide-ranging academic programmes in science, technology, planning and architecture, fine arts, etc. covering both traditional and newly emerging areas;
- a large number of self-funded courses and generation of financial surplus;
- innovative programmes in continuing and distance education;
- introduction of the innovative Electronic Distribution of Examination Papers (EDEP) scheme, the first of its kind in India;
- offer of new programmes in collaboration with international institutions like MS in Geo-Environmental Engineering in collaboration with Kansas State University, USA; MSIT with Carnegie Mellon University, USA; and, MBA programme with Central Michigan University, USA;
- student and faculty exchange programmes with Jackson State University, USA and Aalen State University, Germany;
- MoUs with a number of national institutes, organizations and engineering colleges for advanced study and research in emerging areas;
- large number of on-going research projects in engineering departments; the Institute of Science and Technology; the School of Planning and Architecture;

- complete computerization of library services;
- good number of recognitions and awards received by the teaching faculty;
- sufficient number of generators;
- enough evidence of high technical skill and creative imagination in the College of Fine Arts and the School of Planning and Architecture;
- emphasis on building up of superior and useful infrastructure;
- automation of administrative processes;
- prevalence of good academic and administrative culture marked by the spirit of participation, cooperation, and high morale;
- cordial relationship among employees and government officials; and
- absence of student or staff unrest in the university and its constituents for the last 8 years.

While commending the university for its effort to assure the quality and standard of its academic programmes, the Peer Team offers the following suggestions for consideration.

Suggestions:

- Our country is poised to be the destination in education in South East Asia. So efforts should be made to attract NRIs and overseas students.
- The Library and Computer Centre may be kept open 24 hours to sustain a healthy academic atmosphere, and the libraries of the School of Planning and Architecture, the College of Fine Arts, and the Central Library may be enriched with more books and journals, all services may be computerized.
- Efforts may be made to provide online distance education programme.
- For an organization of such magnitude, the health care facility is inadequate. There should be a full-fledged medical unit with specialists and the provision for in-patients especially in Constituent Colleges situated in semi-urban areas.
- It will be helpful to students, if regular Yoga classes are conducted on the university campus and in colleges. This is now being practised in many overseas universities.
- Consolidated and well-planned efforts are required for updating and augmenting laboratory facilities.

- Inter-disciplinary courses may be introduced for optimum utilization of resources and expertise.
- Certain well established departments such as IST, SPR, CFR, SIT, etc. have the capacity to start research journals.
- Student amenities including sports, games, recreation facilities both on the campus and at hostels need special attention. This will develop the all-round personality of students.
- An alumni association at the university level may be started and made active.
- More interaction among the School of Fine Arts, the School of Planning and Architecture and Technology is required for more creative work and opportunities.
- A continuous system of academic and administrative audit will be required for the realization of the university's vision.

The Peer Team has observed a missionary zeal on the part of the Vice Chancellor and his team both in administration and teaching. It is of the unanimous opinion that if the momentum of growth and development of the last five years is maintained with focus on the suggestions made above JNTU holds promise to become a role model for technological education in the country.

The members of the Peer Team would like to place on record their sincere thanks to the Vice chancellor, the Rector, the Registrar, the Director (Academic & Planning), Principals/Directors of Constituent Colleges/units and the Coordinator for the support extended by them to the members of the Team in assessing the performance of the university.

In about three decades the institution has grown to be one of the premier technical centres of the country known for the breadth of curricular offerings in engineering sciences and also for the quality of its performance which is globally acknowledged in some disciplines. The courses offered are globally contextual and they contribute to enhancement of employability of trainees. The wide range of collaborations it has with some reputed technological and technical centres of the world, its optimal use of modern technology in pedagogy and its innovativeness (in examination processes, for instance) are outfits of a well-developed technological centre. The extension of its skills and programmes to a wider body of youth in the country and advancement of its research inputs as well as wider dissemination of its research outputs can make it an exemplary centre of creation and dissemination of technical and technological knowledge.

12. Rashtriya Sanskrit Vidyapeetha Triupati, Andhra Pradesh (Deemed University) (Assessment Report for Institutional Accreditation)

Section-I: Preface

The Vidyapeetha was established in 1961 by the Department of Education, Govt. of India to protect, preserve and propagate the knowledge found in the ancient shastras. The foundation stone was laid by Dr. Sarvepalli Radhakrishnan, the then Vice President of India in the year 1962. The Vidyapeetha came under the aegis of Rashtriya Sanskrit Sansthan in the year 1971 as an autonomous body under the Ministry of Education, Govt. of India and elevated to the status of Deemed-to-be-University in the year 1987.

The main objectives of the Vidyapeetha are to impart instruction in traditional *shastras* with special attention to specialised branches of *shastras*; to establish their relevance to the contemporary world; to provide intensive training in modern as well as shastric lore for teachers; and to conduct research in pedagogical aspects of Sanskrit education. Also it seeks to publish literature and develop print and non-print materials in and about Sanskrit including original texts, commentaries and translation, and to collect, preserve and publish manuscripts.

The motto of the Vidyapeetha *tamaso ma jyotirgamaya* explicitly focuses on the central aim of education, vision and idealism. The Vidyapeetha, from the beginning has been vigorously pursuing its objectives and it was recognised by the UGC in 2002 as the “Centre for Excellence in the Subject of Traditional Shastras” on the strength of its achievements. Some of the ambitious projects undertaken under the dynamic leadership of the present Vice Chancellor are: *Agama Kosha*, Sansk-Net Project, Centre of Sanskrit and Science Studies, the Alphabetical Gallery Project, Preparation of a dictionary on *Paniniganapatha* publication of a translation of the *Valmiki Ramayana* through electronic and print media, and the translation of 8 Sanskrit commentaries on *Ramayana* not only in English but also in German and in many other foreign languages for propagating the text and commentaries all over the world.

Students are admitted through a national entrance examination. Student strength increases year by year. At present there are more than 640 students. The Vidyapeetha has started recently the Directorate of Distance Education, which offers courses and degrees upto *Acharya* level in order to cope with the increasing need for Sanskrit education. Information Technology is used by faculty for teaching. Efforts were also made to tap funding agencies for grants. Some funds were given by the Tirumala Tirupati Devasthanams. The Govt. of Orissa, has created the Orissa Chair.

The university volunteered to be assessed by the National Assessment and Accreditation Council and submitted its Self-Study Report to the Council in March, 2003. The NAAC Constituted the Peer Team under the Chairmanship of Prof. Satya Deva Misra, Vice Chancellor, Rajasthan Sanskrit University, Jaipur, Rajasthan the other members being Prof. Rajeshwar Upadhyaya, Former Head and Dean, Faculty of Education, Banaras Hindu University, Varanasi and former Head, Siksha Shastra Vibhag, Sampurnanand Sanskrit University, Varanasi, Uttar Pradesh; Prof. Ramesh Chandra Chaturvedi, Professor (Acharya) and Head, Department of Sahitya, Sri Lal Bahadur Shastri, Rashtriya Sanskrit Vidyapeetha, New Delhi; and Prof. (Dr.) Keshab Chandra Dash, Head, Post-graduate Department of Nyaya Darshan, Shri Jagannath Sanskrit University, Puri, Orissa. Mr. Ganesh Hedge, Assistant Adviser, NAAC, coordinated the visit.

The Peer Team visited the university for three days between August 19 and 21, 2003. The Team carefully studied and analysed the Self Study Report submitted by the university. During the institutional visit the Team went through all the relevant documents, visited the departments and the facilities, and interacted with the various constituents of the institution. The academic, co-curricular, extra-curricular, sports and extension facilities were reviewed. The Team interacted with the members of the Karya Parishad, the Vice Chancellor, faculty, staff, students, parents and alumni. Based on the above critical analysis and the seven criteria identified by NAAC, the Peer Team assessed performance in terms of strengths and areas of concern. The assessment report on performance prepared according to the different criteria, along with commendable features as well as areas of concern, is presented below:

Section-2: Criterion-wise Analysis

Criterion-I: Curricular Aspects

The Rashtriya Sanskrit Vidyapeetha, Tirupati offers the following courses: *Prak-Shastri* (with Computers - +2 level), *Shastri* (B.A.), B.A. [(Sanskrit, Computer Science/Applications, Eng. Litt. (M.L.)], *Acharya* (M.A.), *Shiksha Shastri* (B.Ed.), *Shaiksha Acharya* (M.Ed.), *Vidyavaridhi* (Ph.D.), diploma and certificate courses in Temple Culture, P.G. Diploma in Yoga and P.G. diploma in Web Technology with specialisation in *Shastras* like *Veda Bhashya*, *Vyakarana*, *Jyotisha*, *Nyaya*, *Advaita Vedanta*, *Visistadvaita Vedanta*, *Dvaita Vedanta*, *Sahitya*.

The Self-Study Report shows that the various programmes of research and teaching developed by Rashtriya Sanskrit Vidyapeetha are compatible with the overall mission with which it was set up to carry out interdisciplinary research on traditional *Shastras*, to preserve and publish manuscripts, particularly the rare ones, to impart Sanskrit education with the combination of modern subjects, to train Sanskrit teachers, to improve the quality of Sanskrit pedagogy, to publish original texts and commentaries in Sanskrit, and to organize various programmes for the promotion of interaction between traditional scholars and modern scientists. Such compatibility is reflected specifically in the curriculum.

The Vidyapeetha provides moral and spiritual values, knowledge and guidance for students to become noble and responsible citizens of the nation. Apart from this it provides both traditional and modern undergraduate and post-graduate courses in Sanskrit.

The Peer Team feels happy to note that in terms of the basic objectives of research and research-related teaching, the Vidyapeeth has done a commendable job. All the 12 departments have pursued fruitful research in all fields. Besides research, the Vidyapeeth provides various diploma courses, a dual degree programme and certificate courses in various disciplines.

The Vidyapeeth has a notable feature of curriculum development. The curriculum provides for horizontal mobility. The curriculum is revised from time to time. It is reviewed annually, if necessary. Meetings of the Board of Studies, the Expert Committee and the National Curricular Sources Committee are held regularly. They formulate the curricular content of new programmes. Various new programmes are introduced from time to time for the upliftment of the society and the nation in general and for the students of the Vidyapeeth in particular.

Close interaction between faculty and students appears to be the major channel of feedback. These interactions are both formal and informal. Regular faculty and student seminars and regular quarterly reports of research scholars are part of the curricular transaction. The Vidyapeeth has been constantly training students in the oral tradition of the *Shastras*, by organising different seminars, *Vakyartha* training camps, symposia, workshops, etc. The university should encourage the spirit of scientific inquiry among students, appropriate steps may be taken for building such an atmosphere in the years to come.

Criterion-II: Teaching-learning and Evaluation

The report shows that the Vidyapeeth has a transparent student admission procedure for all courses. Admissions are made on the basis of special entrance tests, interviews and academic records of applicants. Departments have their own libraries.

Apart from classroom instruction, departments adopt programmes such as seminars, project work and field training at UG, PG and doctoral levels. Some special lectures are also organised from time to time on topics of interest. They serve to disseminate new ideas and to introduce new methods of learning traditional Sanskrit *Shastras*. The Vidyapeeth offers a month's training in spoken Sanskrit and spoken English to students who do not already have knowledge of Sanskrit or English.

During the years 2000-2001 and 2001-2002 the Vidyapeeth had 254 and 252 working days respectively out of which 198 and 194 were teaching days. This is more than the minimum laid down by the UGC. It is also noted that teaching is mainly done by full-time teachers and the involvement of Guest Teachers is very marginal.

A noteworthy feature of the Vidyapeeth is that it offers optimal teaching and learning opportunities to students. The medium of instruction is Sanskrit. Students interact with each other in Sanskrit. The Vidyapeetha has more than six MoUs, with international organisations. However, it is suggested that the Vidyapeetha may have more tie-ups in future.

The Peer Team feels happy to place on record that the overall performance in teaching, research and other programmes for imparting education is excellent.

Criterion-III: Research, Consultancy and Extension

The Vidyapeetha is a model Deemed-to-be-University for academic excellence and for progressive trends in traditional shastric teaching, learning and research it has 8 ongoing research projects among which “Sanskrit-Net” and “Sanskrit and Science” deserve special mention. Other projects are fine within their limited scope. Faculty members are actively involved in research, in areas of their expertise, in different areas of traditional Sanskrit, Sanskrit and computer studies, manuscriptology, sanskrit pedagogy and educational technology and Functional Sanskrit. This would reinforce research into traditional *shastras* which cover Agamic literature, Indian philosophy and other branches of Sanskrit studies. Moreover, there is a Centre for Orissan Study on Lord Jagannath, Poet Jayadev and Mahaprabhu Chaitanya and his philosophy. The university provides major facilities of research also in these areas. It is remarkable that faculty members are quite careful to promote and sustain a research culture with advanced methods and techniques. The university possesses a tradition of excellence in bringing out research output of a high order which deserves attention.

The central library of the university is well equipped with reference books and it has a rich collection of 5007 rare manuscripts of unique subjects which should be brought to the limelight through extensive research programmes in future.

The total number of research scholars currently registered for Ph.D., is 118 (full time 58, part time - 60). Two research scholars have fellowships and another is working with a post-doctoral project. There is a separate committee to facilitate minor research projects. A number of research publications made by the university and the faculty members are highly commendable. It is notable that some of the research publications have received awards.

The significant aspect of research in the university is that it not only advances knowledge but it also enlightens the Indian society. In addition to these, faculty members also render honorary consultancy services to national Sanskrit projects and such other academic projects of TTD and other Institutions.

The research publications of the university may also be considered to be an academic extension activity that benefits society. Besides, the Vidyapeetha organises Sanskrit science exhibitions. The Agama

exhibition, spoken Sanskrit camps and NSS camps and such other awareness programmes for community development.

The university has been recognized as a “Centre of Excellence in Traditional Shastras” by the University Grants Commission. It is good that the Vidyapeetha has the vision to establish an Advanced Centre for Sanskrit studies and Science to promote interdisciplinary and multidisciplinary research.

The Peer Team commends the achievement of the university in research.

Criterion-IV: Infrastructure and Learning Resources

The university has a beautiful campus with 41.48 acres of land. It is situated at the foot of Tirumala Hills on a campus 41.98 acres in extent donated by Tirumala Tirupati Devasthanams on the north eastern side of Sri Venkateswara University. The university, with its extensive infrastructure, keeps pace with academic growth with the help of the funds provided by the UGC, the Ministry of Human Resources Development, the Govt. of India and other funding agencies. The institution maintains its infrastructure from the maintenance grants given by the UGC and locally it is assisted by the Central Public Works Department. It has separate buildings for administration, academic courses, IASE, Sanskrit Net and Library. It has three hostels, two for boys and one for girls. The boys’ hostels have 19 and 26 rooms respectively with 121 and 178 students. Minimum facilities are provided in the hostel and medical facilities are also available. It provides quarters for faculty, staff and officers. Physical and infrastructure facilities are available in the Physical Education Centre and the Yoga Centre. One multipurpose gymnasium, courts for tennis, basketball, volleyball and ball badminton are also available for students. It has a well-furnished guesthouse with adequate facilities. Hostel facilities need improvement. Moreover, the university should think in terms of providing PG and research hostels separately.

The Central Library of the university has 65,580 books and 155 journals. The Library Advisory Committee helps in the smooth running of the library. It provides reprography, computers, audio and video, INFLIBNET and internet services. The university has a central computer facility with 130 computers and required learning packages and software. Computerization of books and periodicals is in progress and it will be over soon. The university makes use of the INFLIBNET/IUC facilities. The Central Library is well maintained with open access system. There are well furnished laboratories with good computer facilities. Maintenance of health records and providing compulsory health insurance for teachers and staff are good practices.

The Peer Team commends the university for the provision and maintenance of adequate infrastructure and learning resources necessary for all its programmes.

Criterion-V: Student Support and Progression

The university publishes its updated prospectus annually with details of academic programmes available to students. Academic and career counselling are provided. Students also get financial support from various sources. There is an employment cell and a Placement Officer who offers career counselling services. There is also a grievance redressal mechanism.

Students from various states study in the Vidyapeetha. They are selected with utmost care. Those who have studied earlier through non-sanskrit media are given special attention to cope with the subject. Statistics shows that more students from northern India are studying here. Computer facilities offered to students are quite good. Some students are involved in developing software in Sansk-Net and *Valmiki Ramayana* Projects. They are paid for their work. It is also notable that the university has started the “Earn While you Learn Programme” for students. It also organizes various activities for student personality development.

The Vidyapeetha has an active alumni association and many students are in prominent positions in academic fields. Many have pursued their *Vidyavaridhi*. It is noteworthy that many of them are working as language teachers. The Alumni Association has instituted a gold medal to be awarded to the best student in *Yoga Vijnan*. The alumini have also started a movement in Sanskrit language by conducting a ten day Sanskrit speaking camp at various places.

Steps should be taken to help students for getting placed in various positions in both government and private sectors. Progression to employment and further study may be taken care of. Many students have passed SLET/NET. Some have also passed the JRF exam. The Vidyapeetha has a good library for the benefit of students which is open on all days of the week. The Health Centre takes care of students by providing medical assistance. The Physical Education Department motivates students in different fields of sports. The Sports and *Yoga Vijnan* Department motivates students to take part in sports and games and also to keep themselves fit by making use of the *Yoga Vijnan*. Students are motivated not only in academics but also in sports. Many students have brought laurels to the Vidyapeetha. A separate indoor stadium is being constructed to facilitate sports activities of students.

Criterion-VI: Organisation and Management

The Vidyapeetha is governed by the Parishads namely, *Sishta Parishad, Karya Parishad, Vidwat Parishad, Vitta Samithi, Yojana evam Anusravana Mandal*. It lays stress on the development of potential human resources and encourages faculty to achieve their best. The well defined administrative and financial rules of the *Karya Parishad* have helped to streamline middle level administration to perform better. It follows the participatory management concept to involve faculty members in decision making. The institution

strictly adheres to the reservation policy pursued by the Govt. of India and the UGC. It has taken many projects in the last three years to translate its objectives. Some of them are: implementation of a Sansk-Net Project, Natural Language Processing, Sanskrit Science Project, and the Alphabet Gallery Project. It has initiated many new programmes for the benefit of students. The Vidyapeetha has generated funds from the Ministry of Human Resource Development, the Govt. of India, UGC, CSIR, ICPR and Tirumala Tirupati Devasthanams.

Separate committees are set up to co-ordinate and implement programmes. Faculty members and non-teaching staff are encouraged to attend workshops, seminars/symposia and training programmes to develop their skills.

Fees are charged according to the guidelines of the UGC and the government. They seem to be nominal. The amounts sanctioned by funding agencies are spent effectively. The university has taken utmost care to fill-up all the posts sanctioned by the government according to stipulated procedures and rules. Some of the new courses started in the Tenth Plan are Functional Sanskrit, Computer Applications and Computer Science which have been introduced at *Shastri* level. Certificate and diploma courses in Temple Culture are offered with a special grant from Tirumala Tirupati Devasthanams. The PG diploma course in *Yoga Vijnana* is now offered.

The noteworthy feature of the university is that no objections were raised by the external auditor and no cases are pending against the university.

Criterion-VII: Healthy Practices

The university has made considerable progress since its inception in devising a relevant curriculum in *Shastras* and Sanskrit pedagogy. Students are admitted on academic record at the *Prak Shastri* level and on the basis of both entrance test scores and academic record at the *Sastri* level. The Vidyapeetha also takes care of the co-curricular and extracurricular activities through these it seeks to mould students to become responsible and respected citizens of society.

Some of the noteworthy practices found at the university are:

- Upgradation of knowledge by conducting several workshops at the departmental level. Academic experts are called to deliver lectures and guest lectures are also organized.
- *Vagvardhini Parishad, Vakyaartha Sadas, Salaka Pariksha* for teachers and students.
- Max Muller Club for English enrichment.
- Discourses on moral education and values

- Computer knowledge has been stressed in the curriculum and students are trained in software development and management.
- The Vidyapeetha has produced *Avadhanis*.
- “Earn while you Learn” scheme, where students are involved in Sansk-Net and *Valmiki Ramayana* projects.
- The alumni conduct a 10-day Sanskrit speaking camp for the benefit of students.
- The Orissa Chair funded by the Govt. of Orissa to propogate *Jagannatha, Jayadeva and Chaitanya* cultures.
- The Centre for Functional Sanskrit which prepares a comprehensive curriculum.
- Recognised as one of the best centres to conduct refresher courses in specialised branches of Sanskrit.
- The *Yoga Vijnana* Centre provides practical orientation in Yoga education.
- The Centre for Sanskrit and Science studies to unearth ancient scientific literature.
- The Research and Publications Department which brings out many valuable publications of ancient and modern Sanskrit books.
- A good collection of manuscripts in the Manuscripts Section which takes care of the preservation of valuable scripts and palm leaves.
- A number of projects like *Agamakosa, Veda Sastrartha* Recording, Sanskrit Net, *Valmiki Ramayana*, etc.
- The Institute of Advanced Study in Education has a good language laboratory and a psychology laboratory for the benefit of *Shiksha Shastri* students as well as others.
- The training programmes in *Sastrartha* and other seminars and workshops are regular features.
- The cordial relationship between teacher and student makes the atmosphere of a *Gurukula* system.
- The Vidyapeetha has more than five MoUs to implement its goals and objectives.

Section-3: Overall Analysis

Based upon a study of the Self-Study Report submitted by the Vidyapeetha and also from the experiences gained by the Peer Team during the last three days the latter would like to record the various positive, commendable aspects of the institution.

The Peer Team feels that the Vidyapeetha is fast developing as a leading Sanskrit university of higher learning and research in *Vedangas* and major *Shastras*. Its curriculum has been designed on a multi-disciplinary approach. Depending on demand and need, the curriculum is reviewed every two years, and in some subjects it is reviewed also annually. New programmes are introduced from time to time. The curricula framed by the Vidyapeetha aims at developing the scientific spirit of enquiry among Sanskrit students by relating traditional knowledge to modern knowledge. There are separate departmental libraries in all the 12 major departments. In addition to the departmental libraries there is a Central Library which possesses 65,580 books. There are 5007 manuscripts in the Manuscript Section of the library.

Faculty members keep abreast of recent developments in their subject areas by attending seminars, workshops, conferences, symposia and refresher courses. They identify specific areas requiring instruction, to students and they take special classes to help them to cope with their studies. The relationship between teachers and students is very cordial.

Many former and present faculty members of the Vidyapeetha have won prestigious national and international awards, and 29 students have cleared NET/SLET in the last five years. Three students have qualified for JRF as well.

Research orientation of the Vidyapeetha is praiseworthy. It has identified under – researched and un-researched areas and has tie-ups, with many reputed national and international academic and research institutions to explore them. It is reputed for having made qualitative publications and for having brought to light over 100 important titles. The Computer Centre is well equipped and has embarked upon many innovative programmes of national importance.

The Peer Team suggests the following for further development:

- ❖ A department of Vedic Studies may be established for teaching and research.
- ❖ Inter-disciplinary and multi-disciplinary research programmes involving a large number of faculty members and students may be undertaken.
- ❖ A school of languages comprising German, Tibetan, French and Russian may be established to train students and faculty members for involvement in international tie-ups and to enable them to translate traditional Sanskrit texts into these languages.

- ❖ The Temple Culture course may be made more comprehensive with the addition of Temple *Vastu*.
- ❖ A diploma course in *Vastu Shastra* may be introduced.
- ❖ Manuscripts in transcripts other than the *Devanagari* should be transcribed in *Devanagari* to attract researchers of other universities.
- ❖ Arrangements for appointing Research Assistants and Research Associates should be made for editing and publishing the manuscripts in the possession of the university.
- ❖ Publication of popular titles for creating universal interest in Sanskrit literature should be considered.
- ❖ A long term vision document for the university should be prepared.
- ❖ Arrangements may be made for the immediate construction of a hostel for P.G. and research scholars separately.
- ❖ Telephone and computer facility should be accesible to hostelers.
- ❖ Transport facilities should be made available to both students and staff.

The Peer Team wishes to record its appreciation of the enormous amount of goodwill and co-operation extended to them by the institution during their visit. The effort of the *Karya Parishad*, the Vice Chancellor, the Registrar, faculty and staff in fostering and maintaining an academic atmosphere and culture in the university campus is well appreciated. It appreciates the dynamic and visionary leadership of the Chancellor and the Vice Chancellor and wishes that the university may make great strides in academic, research and publication work in the years ahead. May this tradition of the university catering to the shastraic literacy tradition of the country grow from strength to strength in its pursuit of excellence.

The Vidyapeetha's mission of finding, consolidating, preserving and propagating knowledge of the ancient *Shastras* is carried on with missionary zeal and success by its sustained and organized effort. The curriculum is focused and the pedagogy is scientific and modern. Its forward-looking performance is evident in its comprehensive training programmes, its effort to offer wider access to interest groups, and in its creative use of IT. This leading Sanskrit university, with its mission to popularize Sanskrit culture in the county and outside, is the gateway to reach treasures of ancient lore – the Vedas and the *Shastras* – which many a quester is after, seeking a passage to India.

13. Sri Sathya Sai Institute of Higher Learning Ananthpur, Andhra Pradesh (Deemed University) (Assessment Report for Institutional Accreditation)

Section-I: Preface

The Sri Sathya Sai Institute of Higher Learning was founded on November 22, 1981, by Bhagawan Sri Sathya Sai Baba. The Ministry of Education, (now MHRD) the Government of India and the University Grants Commission (UGC) declared it as a Deemed-to-be-University (vide their notification no. F9-11/81-0.3 dated November 10, 1981). The Institute is a member of the Association of Indian Universities (vide their letter no. Meet/Reg./memb/86/97596 dated April 20, 1986). The Institute which grew out of the colleges founded earlier by Bhagawan Sri Sathya Sai Baba at Ananthapur (AP), Whitefield (near Bangalore, Karnataka) and at Prashanthi Nilayam (AP), and it aims at imparting Integral Education, development of character being its primary objective. The programmes offered by the Institute seek to combine the best of both ancient Indian traditions, and modern advancements. While the foundations are the eternal Indian values, the superstructure relates to today's society. The Institute subscribes wholly to the concept and practice of national integration and has adopted an open admission policy, based on merit, encouraging the enrolment of boys and girls throughout the world. In order to effectively mould the student's personality, hostel living has been made compulsory and patterned in the ancient *Guru Kula* style.

Bhagawan Baba is its Revered Chancellor. Extremely dear to Bhagawan Baba are the eternal principles of *Sathya, Dharma, Shanti, Prema* and *Ahimsa*. All aspects of the Institute seek to reflect these noble ideals.

On the occasion of the inauguration of the institute as a Deemed-to-be-University, its Chancellor, Bhagawan Baba pronounced:

“This University has not been established just to prepare you for earning degrees. The main purpose is to cultivate self-knowledge and self-realisation.

Teaching the university curricula, preparing you for the examinations and awarding university degrees are only the means employed for the end, namely, spiritual uplift, self-discovery and social service through love and detachment.”

The Institute's objectives and activities are guided by the above vision.

The Sri Sathya Sai Institute of Higher Learning volunteered to be assessed by the National Assessment and Accreditation Council, Bangalore (NAAC). The Peer Team was constituted by NAAC to visit the

institution and validate its Self-Study Report with Prof. S.K. Khanna (Chairperson), former Chairman, AICTE and former Vice Chairman, UGC; Prof. P.L.Chaturvedi (Co-chairperson), former Vice Chancellor, Maharshi Dayanand Saraswathi University, Ajmer; Dr.Yoginder Verma (Member), Professor of Management Studies and Director of Academic Staff College, Himachal University; Dr. Naresh Chandra (Member), former Pro-Vice Chancellor, University of Mumbai and Principal, Birla College, Kalyan; Dr. R.A. Sridhari Das (Member), Principal, Smt. V.H.D. Institute of Home Science, Bangalore. The Team visited the institution between December 2 and 4, 2002.

The salient features of the *Integral Education System* evolved and followed by the institute are: free education at all levels; open admission policy without any discrimination; blend of the secular and the spiritual, and practical skills and universal human values; religious tolerance; and cohesive harmony of the one learning community amidst its diversity. The Institute integrates the most modern pursuits in the areas of science, management, arts and social sciences with cultural and traditional values.

The departments of the Institute are encouraged to be proactive and innovative in regularly reviewing and upgrading the curricula. Experts of eminence from many countries and from different disciplines, interact with students and faculty, facilitating global understanding and outlook.

As stated before, the Institute has a satellite campus at Ananthapur and another at Whitefield, Bangalore. The built up area at Prasanthi Nilayam is 6708 Sq.m. of academic complex with a library of 5018 sq.m. and green house of 2155 sq.m., an administrative block of 4025 sq.m. and a planetarium with a 25m-diameter dome. The built up area of the Ananthapur Campus is 20018 sq.m. and that of the Brindavan Campus is 29784 sqm. The Institute has its headquarters at Prasanthi Nilayam in the rural setting located 80 km. from Ananthapur and 145 km. from Bangalore in a hardcore drought prone area. Necessarily the social infrastructure is below average and has complete rural surroundings.

The Institute has various statutory bodies for its governance. These are the Governing Body, the Academic Council, the Boards of Studies and the Finance Committee.

Academic programmes include UG (10), PG Diploma (1), PG (8), MBA, MFM, M. Tech., and B.Ed., besides doctoral programmes. There are 88 permanent, 19 temporary and 7 part-time teachers. The student strength is 1087. In the last five years, the number of students who have qualified the UGC-CSIR Test and GATE is 46. The academic calendar provides for 190 days of teaching, and the university works for 300 days. The library resource centre has 92000 books and 320 current journals and periodicals. The Institute actively participates in the library resources of the INFLIBNET programme of the UGC.

As we assess the academic programmes of the Institute, it would be significantly essential to know the mission and vision of the Chancellor about them. He said while inaugurating the Institute,

“... Our hope is that by your lives you will be shining examples of spiritual awareness and its beneficial consequences to the individual and society”.

In the present context, when we witness reviewing conflicts all over the globe, there is a need for the role of higher education, in shaping character by inculcating higher principles and values in individuals. Education in human values is imperative for rebuilding the fabric of society and ushering in harmony and all-round peace. The integral education system of this Institute is a tested model designed to provide a balanced combination of academic excellence and social awareness among students, with beneficial consequences to both the individual and the society. The Institute stands out as a model of bold innovation made with self-trust. It is worthy of emulation by other institutions of higher learning in the country and elsewhere.

Section-2: Criterion-wise Analysis

Criterion-I: Curricular Aspects

Sri Sathya Sai Institute of Higher Learning has adopted the Integral System of Education from the beginning. It is a practical, tested and workable expression of the role of the university as spelt out by the Chancellor of the University. It contains more of latent and invisible curriculum than the formal contents that are delivered to students through multiple tangible activities and this hidden curriculum seeks to discipline life with the objective of producing a balanced personality.

As stated above, the Integral System of Education followed in the Institute lays as much emphasis on character building and personality development as on academic inputs and acquisition of professional skills. The running theme embracing all programmes of the Institute is: *“Education is for life and not for a mere living”.*

There is a comprehensive coverage of the fundamentals and essentials of the various subjects taught in the under-graduate and post-graduate programmes, with considerable exposure to practical aspects of business, industry, commerce, the rural sector, the infrastructure and services sectors, information technology, ecology, environment, etc. It also offers thorough hands-on experience in computer applications in chosen areas of specialization. Close attention is also paid to the development of qualitative and analytical skills. Practice workshops and laboratory and project assignments are duly structured with focus on aspects of current relevance to local, state and national level issues in various segments of the economy.

While ensuring that academic inputs have a high degree of practical orientation, there is also a consistent emphasis on character building, personality development, human values and leadership qualities and, as a result, students emerge as self-confident and responsible citizens, equipped to take up managerial

or executive jobs in a wide range of organizations, including banks and other financial institutions, scientific laboratories, public sector undertakings, technical institutions, universities and other educational institutions.

Sri Sathya Sai Institute of Higher Learning offers ten under-graduate (eight are Honours courses), and eight post-graduate courses, twelve Ph.D. programmes and one PG diploma programme in each discipline. These courses have been designed to suit the social and spiritual goals of the institute and they seek to provide a holistic education. Over and above the dissemination of scientific knowledge the Institute simultaneously focuses on character building based on eternal human values of righteous conduct, truth, love, peace and non-violence. Some courses are integrative in nature with facility for vertical mobility up to the PG level and horizontal mobility between degrees and professional courses at the PG levels.

Thus the academic programmes of the Institute have the following features:

- simultaneous focus on character building and personality development along with acquisition of skills and academic proficiency
- recognition of social and environmental implications, with relevant moral and ethical overtones
- exposure to practical aspects of business, industry, commerce, rural sector, service sectors, ecology, environment, etc.
- inter-disciplinary collaboration
- practice workshops/project work/assignments with focus on contemporary issues

The curriculum of the Institute is designed with the objective of developing all the facets of student personality. There is equal emphasis on spiritual, moral, ethical and academic aspects. The contents ensure absorption of knowledge, accumulation of wisdom and an appreciation of the experience of human values. Knowledge and skills are imparted in an atmosphere of tenderness and intense love. The academic contents of each programme are not merely text book oriented. They are enriched for the moral development of learners as there are awareness classes with 2 credits in each semester for all programmes. In most of the courses, there is sufficient stress on practical and career orientation incorporating exposure to rural settings, various aspects of business, environment, globalization, etc. The MBA programme has core inputs in rural development and rural finance. The Department of Computer Science and Management could provide solutions to Sri Sathya Sai Institute of Higher Medical Sciences and Sri Sathya Sai Trust for managing their technical and managerial problems. Hands-on and simulation exercises in certain courses enable students to imbibe living skills. Practicals, extension activities, assignments, project work, quizzes and workshops have special focus on the issues pertinent to national, state and local concerns. This helps students to develop analytical, decision-making, interpersonal and leadership skills. It also promotes patriotism. Fieldwork involving environmental studies, taxonomic studies, plant

pathological studies, and biochemical studies are taken in good measure by the Bioscience and Chemistry Departments. Through social work and extension programmes, students learn to help the needy and become aware of, and sensitive to, problems of the people living around them in society.

The Institute offers five-year integrated courses in most of the disciplines leading to the award of the postgraduate degree. The curricula of all the integrated courses contain networked modules. The curriculum is reviewed and revised at regular intervals, based on the feedback received from students and visiting academics, faculty members, and on decisions of Departmental Committees. National level institutions such as UGC, AICTE and NCTE have also contributed to the changes. The proposed changes are discussed and examined by Boards of Studies and are put up to the Academic Council for final approval. The Institute has the provision of involving external members in different bodies of the Institute such as Boards of Studies and the Academic Council. The entire process of review and revision takes less than a year from its initiation. There is constant updating of knowledge.

Keeping in mind the demand in the market for computer orientation in different fields, the Institute has introduced computer modules in a large number of courses. It also encourages inter-disciplinary and collaborative research studies. Some collaborations exist between the Chemistry and Bioscience Departments, and between Business Management and Economics Departments.

The review and revision of the programme structure and course contents is spontaneously undertaken as and when the need for it is felt. This may be the outcome of:

- informal feedback from students, which is a continuous and active process
- initiatives of members of the department
- interaction with visiting faculty

The following are the key aspects of the curriculum:

- Integral system of education is followed.
- Students have flexibility in horizontal mobility through elective and non-core options.
- The existing curricula are reviewed and updated at regular intervals.
- Boards of studies and national curricular sources help initiating and implementing curricular changes.
- It takes one year to introduce a new programme of study after it has been conceptualized.
- 50% of the members of the Board of Studies are external.
- Inter-disciplinary and modular approaches to curriculum design are adopted.

Criterion-II: Teaching-Learning and Evaluation

Since all students stay in hostels, classroom attendance is nearly 100%. Most of the teachers stay on campus; living together helps students to enrich the learning process.

The teaching plan is, prepared by teachers in advance. Audio-visual aids are used, for supplementing classroom teaching. Students at all levels are exposed to computer literacy programmes. There are bridge courses for students who come from different streams to study interdisciplinary courses. The overall success rate of students is high.

The Institute has adopted the semester system as the temporal plan of academic work. It provides substantial services for effective academic activities. With 190 teaching days and 300 working days, it follows a strict schedule for implementing the academic calendar.

The Institute utilizes about Rs. 372 lakhs i.e. more than 90% of its annual budget for academic programmes, which is creditable.

The Institute has adopted teaching methodology with a special emphasis on learner- transformation. The distinct feature of teaching at the Institute is personal attention and care bestowed upon students by teachers. Needy students are given remedial teaching, academic guidance and career counselling. Some of the teaching techniques utilized in the educational process are project work/dissertation, simulation, workshop, case discussions, seminars, field training, etc. In MBA, students from non-commerce streams are given an orientation course in finance and cost accounts, and in Information Technology to those who come from commerce and accounting streams.

The Institute has adopted a rigorous and fair method of evaluation during the last two decades. It follows Continuous Internal Evaluation (CIE) along with End Semester Examinations (ESE). The weightage given for CIE and ESE is 30 and 70% for first and second year degree classes respectively and 40 and 60% for third year degree classes of the undergraduate programmes. For postgraduate and professional courses, the weightage is 50% each for CIE and ESE. Student performance is evaluated with the marking method and on the basis of a conversion table. The marks are converted into grades. The grade sheet shows the details of the grades obtained in CIE and ESE. It also contains Grade Point Average indicated by a letter grade along with its numerical equivalence. The weightage of each subject is indicated by credits allotted to it. The Cumulative Grade Point Average (CGPA) indicates the students' achievement for the programme as a whole.

Question papers of CIE assessments are set by the teacher who offers the course. For the ESE the papers are set by teachers who have a minimum experience of 3-5 years and some papers are set by external examiners. The syllabus is drafted with unit-wise details. Each question paper consists of three

sections, viz., section-A objective type, section-B short answer questions and section-C long answer questions. There is no global choice for questions, but whatever choice is given is internal.

The Institute follows double evaluation for all postgraduate and professional courses. There is no system for re-evaluation but re-totalling is permitted on the request of students. The Institute is known for regularity in conducting examinations and declaring results in time. In the past two decades not even once were examinations postponed or advanced.

Every care is taken to design question papers so as to ensure high standards, balanced coverage of syllabus and clarity of questions. For this a Board of Moderation consisting of reputed academics is appointed for each Department wherever necessary. The Sri Sathya Sai Institute of Higher Learning has implemented the recommendations of the Examination Reforms Committee of the UGC for more than a decade. Evaluation is based on credit system, which most universities have abandoned for one reason or the other in spite of its merits.

Teachers update their knowledge by attending workshops, accessing more recent books and publications through the INFLIBNET and journals subscribed by the Institute. The Institute has a formal procedure for self-appraisal by each faculty member. In addition there is a non-formal process of obtaining views of peers and student groups concerned. The monthly departmental meetings also take due note and advise the members concerned.

The faculty keeps abreast of recent developments in their subject areas by

- i. attending internal and external workshops
- ii. keeping in touch with the latest trends and research through national and international journals, internet etc.
- iii. keeping in touch with latest books and publications available in other university libraries in the country through the INFLIBNET, etc.
- iv. interaction of faculty with eminent visiting faculty from India and abroad.

Following are some of the highlights of Teaching-Learning and Evaluation aspects:

- Over 90% of the total budget is allotted to academic programmes
- Students are admitted to various courses through special entrance tests, interviews, and their academic record.
- There are bridge courses for students who come from different streams to study interdisciplinary courses.

- The university is known for its regularity in conducting examinations and announcing results.
- The faculty keeps abreast of recent developments by attending workshops/seminars/refresher courses.
- The Boards of Studies continuously work on academic content, innovation and upgradation through interaction with the academia, industry and society.
- The Institute follows the self-appraisal method to evaluate teachers on teaching, research and work satisfaction.
- The Institute continuously receives a large number of senior and eminent faculty from India and abroad as visiting faculty to offer fresh academic inputs to students, scholars and faculty.
- The education process includes, formal teaching-learning, project work, dissertation, learner workshops, seminars, field training, etc.

Criterion-III: Research, Consultancy and Extension

The current research projects are in the Departments of Physics, Botany and Mathematics and Computer Sciences. DRDO, DST, DBT and UGC fund these ongoing research projects. As a matter of policy, the Institute does not look upon research and consultancy as a source of revenue. It does not believe in patenting its research output rather, it makes them available to any one on asking.

Research work at the Institute has always been marked by its practical and local orientation. In tune with the mission of the Institute and its pronounced orientation towards projects of local relevance, it does not go about undertaking consultancy projects of a conventional nature. The talent and strength of the Institute is made available to the Sri Sathya Sai Institute of Higher Medical Sciences in specialized areas of diagnosis, image processing, data analysis and to the planetarium. The Rs.400 crore Rural Water Supply Project which covers the whole of the most drought prone district of Ananthapur has a close interface with the Institute. The research projects undertaken in the Departments of Chemistry, Bio-Sciences, Physics etc. have pronounced local orientation. While the Institute does not intend to earn revenues out of consultancy projects, its academic talents and strength are made available to sister institutions and are dedicated to the service of the community. These serve the purpose of orienting the activities of the Institute towards meaningful extension and research.

Notwithstanding the tight work schedule, many teachers are able to effectively utilize dissertation supervision and project work of students to generate research papers of high quality for publication in reputed journals. Each department has thus been able to publish a fair number of research papers in reputed journals. Over the last three years, the total number of such papers adds up to about 93. In addition, some faculty members have also written/ edited about 10 books or monographs.

A team headed by the Principal of the Prasanthi Nilayam Campus with the Heads of the Departments as members, has been monitoring the extent and quality of research and publication initiatives.

Yet, in spite of the locational constraint, with inadequate connectivity to on-line access to current developments in the frontier areas of knowledge, the faculty have been able to take up academically challenging and socially relevant research and extension projects and make useful contributions. To mention a few, they include:

- provision of an image processing tool box to the Ophthalmology Department of Sri Sathya Sai Institute of Higher Medical Sciences;
- development of interactive application of Gamma Camera for analysis of kidney retention function data;
- design of Nuclear Data Sheets, recognized by Brookhaven National Laboratory, New York, USA as a source paper for all calculations of levels and configurations in the 20th Century 250 Md.
- isolation, characterisation, modification and synthesis of pharmacologically active compounds.
- development of efficient defluoridation techniques for communities living in fluoride – ridden areas of Ananthapur District.
- development of Mycorrhizal beads for enhancing yield of groundnut crops; a great help to farmers in the region.
- mushroom cultivation and vermiculture
- similar research efforts are in progress in areas of nuclear structure studies, fibre optics, helographic spectroscopy and non-linear optics and food and nutrition.

Since the Institute's policy does not approve of commercialization of knowledge, the research outcomes have not been developed and patented. They have been published for public benefit and the Institute is willing to share knowledge, free of cost. In many cases, the relevant papers have been presented in national seminars and workshops.

Some of the highlights of research and consultancy aspects are as under:

- Research facilities in the Departments of Physics, Botany and Mathematics and Computer Science are of very high order. Likewise, the resource persons and research material available with the Department of Management studies are also of very high order.
- 32% of the faculty members are actively involved in research.
- The number of research students currently registered for full-time Ph.D. is 10 and part-time is 4.

- UGC/CSIR/JRF awardees are six.
- The Research Committee facilitates and monitors research.
- 93 research papers were published in international and national journals during the last 3 years.
- 10 books were published during the last ten years.
- The broad areas of consultancy services provided by the university during the last three years are image processing, software development, crop improvement and afforestation, vermiculture and value-based education.

Extension Activities

The Institute seeks to shape students who are sensitive to, and aware of, problems of the people living around them in society. Through its social work and extension programmes, students learn to help the poor, the unfortunate, the disabled and the sick.

The focus of the Institute's activities is practical relevance of whatever is learnt. It is in this direction that a very unique type of social service is organized under the benign guidance of the Chancellor from the year 2000. Captioned as 'Grama Seva', the programme envisages serving delicious food to lakhs of people and distributing clothes to hundreds of villagers in the District of Aanthapur.

The entire exercise is a great essay in spirituality, social work and management. While the tasks involved are numerous and complex, they are planned and executed with precision and thoroughness applying sound principles of management. All activities are undertaken in a spirit of worship. Each one of the students gets the opportunity to visit a large number of villages and to get sensitized to rural life. The Chancellor was emphatic that the food should be distributed right at the doorsteps of the people, as a gesture of love. The impact of the experience is profound and lasting for both the giver and the recipient. Feelings of empathy have elevated the exercise to a spiritual level, as an exercise in practical *Vedanta*.

The programme is generally organized in October/November when the Institute is closed for vacation. Students gladly forego their holidays and stay back to take part in the 'Grama Seva'.

Criterion-IV: Infrastructure and Learning Resources

Despite location constraints of unreliable power supply and maintenance support and scarcity of skilled manpower for services and inadequate connectivity to current developments in the frontier areas of knowledge, the Institute has been paying continuous and special attention to augmentation, updating and maintenance of infrastructure and learning resources as evidenced by the provision and maintenance of the following facilities:

- a well equipped computer centre to support work in advanced areas such as neural network, artificial intelligence and image processing
- membership in INFLIBNET facilitating resource sharing through networking of libraries
- institutional membership of libraries of IIM, Bangalore, and IISc. Bangalore, providing access to a wide range of national and international journals, current books and publications, bibliographically annotated abstracts, etc.
- a very modern Planetarium – SPITZ 512 space system designed as an effective educational aid and multimedia facility
- high power laser and photo detector systems, analyzer system, etc.
- well established animal house to undertake metabolic studies
- psychology lab for the Department of Education
- green house
- good range of video and computer based management games
- spacious auditorium, Conference Room and Audio Visual Room
- gymnasium and a large stadium and spacious ground with a cricket pitch conforming to international standards (an international cricket match between India XI and International XI was organized here)

considerable part of the resources for augmenting and maintaining infrastructure comes from the Institute's own internal funds.

It is worth noting the observation made by the Expert Committee of the Ministry of Human Resources Development, which visited the Institute in January, 2000 :

“It may also be mentioned in this connection that the infrastructure of the Institute, in terms of building, laboratories, hostels, and other facilities required by the students and teachers is very impressive. The management and maintenance of infrastructure is of the highest standard found anywhere in the country. This is a reflection of the discipline and values which are an integral part of all activities at the campus”.

Some of the highlights of infrastructure and learning resources are:

- Equipment are maintained largely by the Institute's own funds.
- Heads of Departments maintain a log book of the use of equipment and ensure their optimal use.

- Inter-library exchange facility is available.
- Book Bank facility is provided.
- The library is being fully computerized.
- The Central Library has 60,000 books and 210 journals (national 149, international 61).
- There are 32,000 books and 110 journals (78 national, 32 international) in the satellite campus.
- The library provides reprographic facilities, computers, audio and video cassettes and internet.
- The university provides free medical services to all staff and students.
- The Institute has a large playground, gymnasium and stadium which can conduct matches in cricket, foot ball, basket ball, tennis, badminton, volley ball, weight lifting, acrobatics, indoor games, etc.
- The university has a non-formal grievance redressal cell.

Criterion-V: Student Support and Progression

The Institute has a wide range of student support services, including academic and sports facilities, healthcare and hostels. Emphasis is laid on character building and personality development of students as on academic inputs and acquisition of professional skills. The Institute provides opportunities for experiential learning through well designed practice workshops, well chosen assignments and project work.

Students and in some cases, faculty have a fully packed daily schedule, with prayers, physical exercises, sports and games, self-reliance duties involving hostels, mess services, practice in music, dramatics and public speaking, etc. The annual sports and cultural meet is organized on January 11, every year, with full participation from all students, promoting the spirit of adventure, coordination, team effort and healthy competition.

With the philosophy of the Institute being: “Education is for life, not for mere living”, the Institute does not promote special arrangements for campus recruitment, placement and career counselling. Continuous counseling is undertaken by teachers and those involved in hostel administration on all aspects including academic performance and development of wholesome personality. The Institute has a Placement Officer who responds to inquiries from potential employer organizations. Students have created a very good impression among organizations by their sense of loyalty, hard work and dedication. Alumni in urban centres are actively engaged in organizing medical camps, adult literacy programmes and similar seva activities, building on the exposure they have had to rural life and the country’s cultural ethos. The alumni, in their own diverse ways, generously give their time and resources for the cause of their less

fortunate fellow beings. In every region throughout the globe, alumni come together to render social service.

Attempts to increase this (international enrolment) will help in spreading the message of the integral system of Higher Education. The dropout rate is very low which reflects the successful impact of the teaching-learning process.

Criterion-VI: Organisation and Management

The Chancellor takes active and personal interest, on a day to day basis, in leading teachers and students along the path of attainment of self-knowledge and self-realisation.

He has envisioned students to be shining examples of spiritual awareness and social service, and as agents of transformation in organizations and the setting in which they function. Academic excellence has high priority and most of the students pass out with A and O grades.

The Governing Body, the Academic Council and the Boards of Studies are active in ensuring adherence to the high principles set by the Chancellor.

The administrative set up is well organised with the Vice Chancellor, the Registrar, the Controller of Examinations, the Finance Officer, the Principals of three campuses, the Heads of Departments all of whom are committed to the goals and programmes of the institution. The communication system across various levels is effective. A special committee prepares the Academic and Administrative Audit Report every year, reviewing the functioning of departments, and in particular, research and publication efforts.

The academic schedule of the Institute works with clock-work precision, with no deviations from the academic calendar. The Departmental Committees meet every month and review progress. Academic regulations are reviewed and updated. All staff members are computer-literate and they use software packages relevant to their needs. The Institute relies mainly on its own resources to meet expenses with marginal supplementary support from the UGC and other project grants. The Institute's accounts are subject to internal audit and the external auditors have had no objections to raise with reference thereto.

Close interaction across different levels is a unique feature of the Institute. The Vice-Chancellor, the administrative officials, faculty members and students participate every day in the daily morning prayers conducted in the Institute's premises and also in the afternoon assembly in the Ashram where they get an opportunity to interact with the Revered Chancellor.

The UGC committee which visited the Institute in March, 1997 observed:

“The Committee was also impressed by the fact that the Institute is able to meet the major part of its expenditure on running the campus on its own resources. The University Grants Commission's grants, in the

total scheme of expenditure, are quite marginal. It shows what can be achieved with limited resources but with leadership and vision brought to bear upon the educational enterprise”.

It is an exceptional, commendable feature of the Institute that education is given free of cost to all students – irrespective of caste, creed, religion or region.

Criterion-VII: Healthy Practices

The following practices merit mention:

- the Integral Education System with value inculcation as its centre piece, with emphasis on character building and personality development
- curricular and course structure blending inquiry with intuition, modern advancements with exalting traditions and science with spirituality. All subjects are taught with appropriate emphasis on relevant moral implications.
- dormitory type hostel life for students, promoting tolerance, adaptability, team spirit, mutual trust and spirit of sacrifice
- a good number of faculty members fully resident in the hostel providing full time support and guidance to students and serving as role models.
- active involvement of students and teachers in social work, extension programmes and *Grama Seva* programmes making them sensitive to, and aware of, problems of the poor, the unfortunate, the disabled and the sick.
- research in areas of advanced applications such as image processing, image mosaicing, nuclear structure studies, fibre optics are among those which are relevant to super speciality hospitals, defence sciences, etc. Biosciences’ research efforts have focused on agricultural improvement and environmental conservation in the state and the neighbourhood.
- computerisation of all facets of the Institute’s functioning including academic wings, libraries, examination wing, as well as administrative offices
- discipline is the hall mark; it is pithily stated “Discipline is the medium of instruction in the Institute; the first, second and third languages are love, service and *sadhana*”.
- all campuses are completely free from unrest of any sort.

Though the Institute has three campuses, all efforts are taken to ensure that uniform and high standards are consistently maintained. Its faculty acted as resource persons at the national level meeting on “Value Based Education”.

The National Institute of Educational Planning and Administration (NIEPA) has brought out a publication on Best Practices in Higher Education detailing the Integral Education System of the Institute.

The Institute has also been identified as the Regional Resource Centre for organizing workshops and seminars on Value Education for in-service and pre-service teachers, in Andhra Pradesh and Tamil Nadu states.

The innovative concept of Total Education, actively practised in the Institute, has great educational potential.

Section-3: Overall Analysis

The Sri Sathya Sai Institute of Higher Learning was established in November, 1981, as a Deemed University. The Peer Team reiterates here the definition of the Institute and its mission pronounced by Bhagawan Sai, the Chancellor of the Institute:

“Teaching the university curricula, preparing you for the examinations and awarding university degrees are only means employed for the end, namely, spiritual uplift, self-discovery and social service through love and detachment”.

The Integral Education System, which the Institute has adopted from its inception, is a practical, tested and workable expression of this mission. The system is designed to develop dedicated, dynamic, professionally competent individuals with character, attitudes and noble values and who are academically sound, spiritually aware, and balanced.

An analysis of student academic progression from admission to graduation confirms the greater proportion of success that progressively accompanies it as students moved through the course to the end. At the admission stage, most of the students are in the bandwidth of 70% - 80% in B and C categories and almost zero per cent at the highest level of O category, whereas on concluding the sixth semester O level bandwidth covers 30 to 40% of the students and the remaining are between 4 – 12% at C and failed category. The student academic performance profile is therefore suggestive that there is a total transformation from 10+2 admission stage to 10+2+3 completion stage. This confirms the success of the education process adopted and practised at the Institute.

Education, at all levels, is totally free. All programmes are fully residential. The open admission policy provides scope for entry irrespective of caste, creed, religion or nationality. Academic rigour is strictly maintained. Hostel life forms a very important phase of the student’s personality development, where the schedule is carefully structured to instil the practices of community living, cohesive functioning, learning to care and share, cultivating the spirit of tolerance and mutual trust.

The courses and the syllabi get regularly reviewed and revised, incorporating current developments and contemporary needs. The system facilitates active and close interaction between students and teachers, with a good number of teachers being fully resident in the hostel. Students are provided with ample opportunities for developing skills in communication and in team work through special workshop sessions or seminar presentations, group discussions, etc., which form part of the programme structure. Most of the courses offered at the Institute are “Integrated courses” – the undergraduate and postgraduate courses being integrated.

The Peer Team met students of the Institute separately to understand the overall impact of the education process on them and it placed the following issues before the student group to respond:

- Is the education that you receive here at par with other leading Institutes in India, in your opinion?
- Is it necessary to place equal, if not greater, emphasis on the cultivation of human values, in other words, is the approach to integral education appropriate?
- How competently would you face the world of reality? Will you not be hurt when the society/profession is distorted at large?
- Can you succeed in your effort to act as a lamp post of the mission of the Institute?

The Peer Team without hesitation records here that this meeting with students was refreshing and illuminating and at the same time satisfying to see each of them being fully charged with a zeal for mission to translate all thoughts and training into action on entering the world of work.

Faculty members have undertaken a variety of research work, with focus on local/regional/national needs including water purification, environment, psychology, crop improvement, software development, image processing, rural development, etc. A good number of research papers have been published and/or presented in conferences. A group, comprising the Heads of the Departments, is regularly over-seeing the initiatives in research and publications and is active in enhancing the intensity and quality of research.

Very special efforts are taken to update and maintain infrastructure and learning resources. The high standards and the state-of-the-art status in this regard had come for special mention and appreciation by the Expert Committee of the Ministry of Human Resource Development, which visited the Institute in January, 2000.

The Institute provides the full range of comprehensive support services including central library (with INFLIBNET facility), computer centre, sports and games facilities. Students are given ample opportunity to develop their individual talents, in areas of music, dramatics, public speaking, sports and cultural events, etc.

The alumni of the Institute are well placed and a good number of them have pursued higher studies in India and abroad. Discussion was held with one former student, pursuing his Ph.D. programme in Switzerland who mentioned that his “total education” has placed him much ahead of his batchmates. Quite a few of the employer organizations, which are impressed by the performance of past students, employed with them, come here, seeking information about students who have passed out of the Institute.

The Institute has a well laid out governance structure with effective checks and balances and close interaction between various authorities.

The issue regarding the introduction of new courses in emerging areas, the student enrolment etc. were also considered in depth. In this connection, the Peer Team examined the financial support of the Institute because the launching of new programmes would possibly depend on the availability of funds to develop infrastructure facilities including hostels.

Out of the total income, the financial assistance made available from the funding agencies of the Government of India is less than Rs.3 crores over a five year period. The rest of the funding comes from the Central Trust and from the Institute. So in the event of the introduction of new courses the Institute will have hardship to provide full residential and free education according to its policy. The Peer Team, under this perspective felt that it would be appropriate for the Institute and its authorities to review this matter as and when it is considered appropriate.

The Peer Team puts on record its appreciation of NAAC to provide the members of the Team the opportunity to spend time with faculty and students of the Institute to gain an insight into the higher education process of the Sri Sathya Sai Institute of Higher Learning, particularly the Integral Higher Education the benefits of which are evident in its products. This made the Team realize that there is a way to correct our already degrading university education system in India, if we decide to do so. The UGC/MHRD and the state governments are burdened with huge expenditure on account of our massive higher education system, the products of which largely are not upto the mark, with some exceptions.

The Peer Team felt that it would be appropriate for NAAC, which is responsible for quality assurance in higher education, to disseminate information about the Institute and also to commend the university system to the UGC and MHRD and they may consider establishing a National Academic Staff College on Integral Education at this Institute which can act, as a nursery of innovative higher education and transfer its influence to many other institutions of higher education in the country.

Sri Sathya Sai Institute of Higher Learning has accomplished the unique task of modeling an educational effort that is relevant to both the nation and the world which are in need of values. The high points of Indian tradition and values preserved in its spirituality and tolerance as well as the Western values

embodied in science and technology, visible in its day to day practice, are salient features of the effort. The attempt to formalize an education “for life rather than for living” has been successful if one were to assess it on the strength of the benign impact it has made on the neighborhood community through its graduates. The practical pedagogy which emulates that of the *guru–shishya* model of ancient times is noteworthy. The comprehensive and substantial service rendered by the institute to the villagers around and the ideal of making all education, lodging and boarding free to all the learners from all parts of the country are unique practices. While this is praiseworthy, it may, perhaps, deter future expansion on a large scale, according to the Peer Team. Nevertheless the soundness of the model, if not its replication, is widely acknowledged in educational circles.

14. University of Kashmir Srinagar, Jammu and Kashmir (Assessment Report for Institutional Accreditation)

Section-I: Preface

The University of Jammu and Kashmir was established in 1948, as an affiliating university with its jurisdiction over the entire state of Jammu and Kashmir, primarily as an affiliating and examining body. It aims at sustaining and enriching the ancient tradition of learning in Kashmir.

On the recommendation of the Jammu and Kashmir Commission of Inquiry under the chairmanship of Dr. Gagendragadkhar the University of Jammu and Kashmir was replaced by two separate full-fledged universities, one at Srinagar and the other at Jammu. The University of Kashmir came into existence on September 5, 1969, as a centre of higher education with jurisdiction over Kashmir including Kargil and Ladakh. The university is situated at Hazratbal, on the western side of Dal Lake of Srinagar in an area of 263 acres of lush green land with three adjacent campuses at Amarsingh Bagh, Naseem Bagh and Mirza Bagh.

The university started teaching in 1956 with three postgraduate departments: the Departments of Economics and Geology at Jammu and the Department of English at Srinagar. In 1958, the Departments of Mathematics, Urdu and Hindi were opened at Srinagar.

The University of Kashmir became an independent institution with the Faculties of Arts (five departments), Science (five departments), Social sciences (three departments), Commerce and Education in 1969.

Apart from the fifteen departments the university had five Constituent Colleges in the Faculties of Medicine, Engineering, Agriculture, *Unani* Medicine and Education. There were twelve affiliated colleges, besides six other Institutes recognized by the university to teach oriental and modern Indian languages. After it began functioning as an independent university in 1969, student enrolment increased substantially to 23,915 in undergraduate and 3000 in postgraduate courses and research. The faculty strength grew substantially from 128 to 243.

At present it has 59 affiliated colleges with a student enrolment of 27,140 with 36 postgraduate departments, 7 centres for extension and 6 centres for service facilities. Major expansion took place after the university had received UGC recognition in 1956. The affiliating functions of the university cover institutes imparting undergraduate and postgraduate courses in general and professional streams in 9 faculties. It conducts 62 examinations and sets 3472 sets of question papers covering a student population of about 27,140 within time-bound schedules in the valley and it is no easy achievement.

The vision, aims and objectives of the university are stated at the beginning of the Self Study Report and they are lofty and comprehensive. Although knowledge and skill development would enable students to earn their livelihood, they are supposed to imbibe and inherit true nationalism in a country like ours where social, economic, linguistic, religious, cultural and technological diversity is immense. In this context the university has successfully pursued its objectives through progressive measures.

The Valley of Kashmir known for its ethnic diversity, flora and fauna and natural scenic beauty, has always been the fountainhead and cradle of different cultures, civilizations and religions of the world. With its charming surroundings, picturesque vistas, it has always provided wide ranging opportunities to lovers of sports, a great wealth of flora and fauna to botanists and zoologists; a variety of dialects of different branches of language families to linguists; interesting varieties of soil and rocks to geologists; and numerous monuments of different ages to archaeologists. The Government of Jammu and Kashmir enacted the Kashmir and Jammu University Act, 1969 paving the way for the establishment of the university. In a span of over five decades it has contributed to the people of Kashmir in particular, and to society in general, benefits of higher education imparted with the motto “from darkness to light”.

In the interest of acquiring self-awareness of its strengths and weaknesses, the university volunteered to be assessed and accredited by NAAC and submitted its Self-Study Report to the Council. Accordingly NAAC constituted the Peer Team consisting of Prof. A.M. Pathan, former Vice Chancellor, Karnatak University, Dharwad, (Chairman); Prof. Yoginder Verma, Director, Academic Staff College, H.P. University, Shimla; Prof. K.K. Deka, Registrar, Dibrugarh University, Dibrugarh; Prof. Mansura Haidar, Dean, Faculty of Social Sciences, Aligarh Muslim University, Aligarh; Prof. T.A.V. Murthy, Director, INFLIBNET (UGC) Ahmedabad; Prof. R.K. Bandyopadhyay, Registrar, Jadavpur University, Kolkata and Prof. Nilima Rajurkar, University of Pune, Pune as members.

The Peer Team visited the university between September 12 and 14, 2002 and held discussions with the Vice Chancellor, the Registrar, the Controller of Examinations, the University Council, representatives of the Principals, teachers, students and employees. The Team also visited various departments, centres, central facilities like library, computer centres, USIC, health centre, administrative offices, etc., Analysis of the data compiled in the Self-Study Report submitted by the university and detailed discussion were the bases on which the Peer Team made its assessment.

Criterion-I: Curricular Aspects

The university offers a wide range of programmes; M.A., M.Sc., M.Lib., M.Com., M.B.A., LL.M., M.Phil., Ph.D., postgraduate diplomas, various undergraduate courses and certificate courses under the faculties of science, social sciences, commerce and management studies, education and law. Thirty six Master’s courses, seven postgraduate diploma courses, six undergraduate courses, M.Phil. and 29 Ph.D. programmes

are offered on the main campus of the university. In addition, the university proposes to introduce five new courses.

The University of Kashmir deserves appreciation for offering a good number of career-oriented courses. Introduction of courses in some important emerging areas like bio-chemistry, bio-technology, electronics and instrumentation technology, geology and geophysics, computer application, cost accountancy, dietetics, journalism and mass communication. The success of these courses has encouraged the university to introduce other courses such as tourism and travel management, sericulture, electronic equipment, pharmaceutical sciences, library and information science, and law. These graduate programmes serve regional and local needs.

The university offers courses in about ten languages at different levels ranging from certificate to Ph.D. courses such as Islamic studies, central Asian studies, linguistics, geography and regional development, media research education have provided opportunities to students and research scholars to cultivate their interests in these areas. There are many courses in the university to take care of student aspirations as well as the cultural heritage of the region. The institution of the Sheikh-ul-Alam Chair has encouraged study of the socio-economic development of the region.

The university has been introducing innovative and need-based courses like M.Sc./M.Tech. in embedded technology, remote sensing and GIS, diploma in instrumentation, PG diploma in bio-informatics and postgraduate diploma in multi-media production.

The courses aim at imparting knowledge, skills and training all together, keeping in mind the needs of society, industry, and different professions as well. The existing curricula are reviewed and updated every three years. University bodies, the UGC and national institutions of higher learning work together in the formation of the curricula.

Laboratory training forms an integral part of education for the attainment of professional skills. The university has introduced lab-oriented courses in the science faculty to encourage creativity and innovation in experimental work. This is helpful to enhance the analytical and presentation skills of students of science in particular, besides giving them mastery of experimental techniques. Field work, project work, assignment-based work and field observations are other elements of the course curriculum of some-departments of the university. This would definitely help students to understand and tackle real life problems to some extent, a benefit that conventional courses and methods cannot give.

In the backdrop of the rapidly changing global scenario inter/multi-disciplinary courses have become necessary. The university, in addition to existing courses, has introduced some multi-disciplinary postgraduate programmes which ensure the healthy growth of academics leading to attain excellence. Some existing syllabi are also inter-disciplinary.

There is a standardized procedure to evaluate the effectiveness of the curriculum. The curriculum is first discussed by faculty members before they are reviewed and evaluated by external members of Boards of Studies and those of other academic bodies such as the Academic Council.

The concept of academic partnership needs special mention. Each university is unique and, at the same time, it needs partners for sharing experiences and expertise. Keeping this in view the university has introduced a scheme called “Faculty Talent Promotion Programme”. which promotes partnership with outside talent. This programme usually functions during the long winter vacation. Such collaborative research programmes are essential for achieving academic excellence.

Criterion-II: Teaching-Learning and Evaluation

Faculty development programmes of the university facilitate cultivation of individual interests, attitudes and potential for academic leadership. This, it is believed, would improve teaching and training of students besides enhancing institutional quality.

Students seeking admission to the post-graduate courses for M.A., M.Com and M.Sc. (except in biotechnology) must obtain a minimum of 45% marks in the first degree examination. For M.B.A. the minimum marks to be obtained in the first degree level is 50%, whereas for M.C.A., M.Sc. in biotechnology and postgraduate diploma in computer application it is 55%. A relaxation of 5% marks is made to candidates who belong to reserved categories.

An entrance test is centrally conducted with multiple choice objective questions to screen candidates for admission to courses of study. Students are selected through a dual entrance test (preliminary and main) and group discussion for MBA and MA (mass communication and journalism) courses. There is a provision for payment seats not to exceed 15% of the total intake in each discipline. Candidates under this category must also appear for the entrance test and admissions are made only on merit.

Apart from class room interaction students are involved in laboratory work, field work, project work, seminar/tutorials/group discussions, assignment-based work, training in industry, study tour/specimen collection trips, field observation, education tour, etc. wherever possible. However, it was felt that regular seminars and group discussions are not compulsory because they are not an academic requirement under existing regulations.

There is no provision for bridge courses for students who come from different streams to study inter-disciplinary courses. This may be a handicap to students, at least in some courses.

The university at present follows the semester system only in M.B.A., LL.B., LL.M. and M.C.A. courses. In all the others the annual system is followed. However, it has made provision for continuous assessment

for 20% in each paper. Students become eligible to appear for the annual examination only after qualifying in the internal assessment. Although there is an effort to develop a mixed scheme, yet the university should try to implement the semester system in all courses. Question papers are set by internal or external examiners and units of each course are equally weighted. Question papers are scrutinized by Heads of the Departments or teachers concerned. The university is advised to carry out the scrutiny (moderation) by a Board of Professors or Moderators for each subject. It follows the double valuation system only for M.Phil., and proposes to extend it to PG courses also. There is no practice of allowing re-valuation at present but it proposes to implement it at the postgraduate level in future. The university is advised to follow re-valuation practice to ensure fairness to students. It generally announces results within two and a half months after examinations are over, and is taking steps to ensure speedier evaluation for declaring results within two months. This is a welcome measure.

The scheme of assessment of teacher performance by using an appraisal proforma has been introduced by the university since 1985 in order to ensure accountability, punctuality and academic excellence. Teachers are very active and apart from classroom teaching, they are also involved in research, workshops, seminars, orientation programmes and, refresher courses. Almost all teachers have published either research papers or manuscripts or books. The quality of research conducted at M.Phil. and Ph.D. levels is being monitored by experts in the respective fields of specialization. The number of teachers who have attended seminars/conferences/workshops as participants/resource persons in the last two years is quite high and it indicates the eagerness/participation of teachers to improve the standard of teaching and research. Teachers are also encouraged by the university to interact with specialized centres abroad for up-gradation of knowledge, particularly in emerging areas. Many teachers have also won recognition in their respective fields for academic excellence. All these achievements are considered while extending additional benefits and privileges to teachers. The Faculty Development Programme is compatible with an education system where the goals and missions of educational institutes are redefined to improve teaching-learning processes. The job profiles of teachers enhance the effectiveness and productivity of the delivery system of the university.

Therefore the university has very recently introduced the Teacher Evaluation System. Feedback from students is obtained for further improvement of the present teaching system, research programmes and other academic activities. The university also encourages faculty members to utilize the winter vacation to visit Centres of Excellence, libraries and experts across the country in order to enable them interact with leading scholars or work in advanced and well reputed laboratories and centres. This approach to faculty development contributes to the growth of professionalism among faculty through well-thought about and pre-arranged visits and training. The university strictly follows the guidelines prescribed by the UGC, for appointment of teachers.

In some departments innovative methods of teaching such as case study, moot court, etc. are used. It is suggested that modern teaching methods should form an integral part of the education system. The interactive methods of computer aided instruction in addition to movies, audio and video tapes may make the learning process more meaningful, interesting and student-friendly, instead of simply being teacher-oriented as in the traditional classroom. This aspect needs special attention in order to upgrade teaching and training of students to accept the future challenges of the competitive world.

The departments were not able to adhere to the 180 days of teaching schedule during 2000-01, which is required by the UGC. In most departments the number of teaching days varied between 150 to 165 days which is understandable, considering the abnormal situations prevailing in the valley. Teachers are devoted to their duties and they make every effort to complete doing the entire syllabus as far as practicable by taking classes even on Sundays and holidays and also during the winter vacation. The performance of students in NET/SLET/CAT/GATE deserves mention.

The University of Kashmir has an exchange programme between its Dept. of Physics and IUCAA (UGC) located in the Pune University and the University of Cambridge. The university encourages teachers to interact with specialized centres of the world. During the last three years five teachers were granted study leave and four teachers sabbatical leave to pursue research.

The university has already signed an agreement with the Taraz State University, Khazakistan to carry-out research on the scholarly contributions of Mirza Haidar Dughlat, a 16th century historian. The university is also trying to collaborate with the University of Paris.

It is commendable that three teachers of the university have won Sahitya Akademy Awards and one former teacher the Padma Bhusan Award and another the Vijayashree Award. The university had several eminent academics/luminaries who excelled as Vice Chancellors and Professors of some other universities, Secretaries and high officials of the central govt. etc. The university faculty have also served in the Executive Committees of ICHR/Sahatiya Akademy.

Criterion-III: Research, Consultancy and Extension

Research and Development are integral functions of institutions. of higher learning. The university is actively involved in research and development. A large number of teachers are actively involved in independent research and their findings are regularly published in journals of national and international repute. The university may invest in special infrastructure facility for their benefit.

The following contribute to development of research (i) admission of students to Ph.D. programme, (ii) encouragement of teachers to avail themselves of study leave, (iii) deputation of teachers under cultural exchange programmes (a good number of teachers have been deputed to U.K. Hungary, Italy, USA,

Canada, etc.), (iv) introduction of the Faculty Talent Promotion Scheme, (v) grant of support to research, (vi) allocation of budget funds for research journals, (vii) deputation of teachers to research methodology courses outside the state, (viii) grant of research fellowships, (ix) university policy for motivating faculty to undertake research projects, etc. The increase in research activities is reflected in the increase in the number of research scholars from only 27 in 1972-73 to 54 in 1999-2000, 156 in 2000-2001 and as many as 421 (408 full-time and 13 part-time) in 2001-2002. 65 (sixty five) per cent of faculty members have already been recognized to guide M.Phil., and Ph.D. programmes. The number of ongoing research projects funded by UGC, DST, and other agencies is about 40 with an outlay of Rs.1.79 crores (approx.). In the current year 38 more projects have been planned.

The university has provided research fellowships to 62 full-time scholars which has helped to attract more research scholars. Six research students have received UGC/CSIR Junior Research Fellowships. One research student has received the state govt. research fellowship and three others have been awarded other fellowships including the Nahjulbalagha Society Fellowship. Two students are working for post-doctoral research. In the last six years the university has produced a total of 94 Ph.D.s and 114 M.Phil.s. The Board of Research Studies is in charge of research matters and it monitors all existing research activities. Meetings of the Board of Research Studies are held only once or twice a year

The University of Kashmir has established eleven Research Centres, a few of them being oriented to extension activities as well. These Centres are engaged in both interdisciplinary and multidisciplinary research. They have completed many research projects and made a considerable number of publications. Some of the widely recognized centres are the Centre for Central Asian Studies, the Centre of Research and Development, the State Resource Centre, the Population Research Centre and the Centre for Distance Education.

Sixty five per cent of the teachers are actively engaged in various research programmes. The total number of publications made by the faculty in various research journals is quite good. The thoughtful formation of the Board of Research is a good measure to facilitate research and to improve its quality. The university provides consultancy services in different areas though the total income generated from them is very low. Teachers are, in general, not involved in sponsored research and consultancy activity. In most departments this activity is only nominal with only a few teachers involved. However, the geographical location of the university in an industrially less developed region and prevailing disturbances may have resulted in low access to sponsoring agencies and industries. The university should explore other areas where experts can provide consultancy services. The university has already moved a step forward in this direction by forming the Public Relations Centre which notifies through the press the availability of specialization.

Continuing Education has made a great impact on society and most development activities can be strengthened through well designed continuing education programmes. In fact, the Centre for Adult, Continuing and Extension Education has been organising various object-oriented programmes and some instructional programmes in some far-flung areas of Kashmir. Most of the programmes are specific, need-based and designed particularly for educated unemployed youth, women and the general public who otherwise are not able to get the benefit of formal education. Professional experts in the university in specialized fields should be encouraged to organize various programmes through continuing education to update and upgrade knowledge and skills of professionals working in industries. The State Resource Centre, the Student Welfare Organization and the National Service Scheme of the university are also very active in other extension activities of social relevance to achieve object-oriented goals. The Department of Distance Education plays a key role in providing higher educational opportunities to neglected sections of society. The State Resource Centre has also been engaged in creating awareness programmes and preparation of basic study materials for uneducated general masses. However, a collective effort is necessary to bridge the gap between educational objectives and social needs which still exists in some of the Centres of the university.

To encourage cultural and emotional integration the Dean of Students' Welfare organizes various programmes like debates, symposia, seminars, essay and painting competitions among school/college/university students. A cultural club has also been founded in the university.

To inculcate civic responsibilities in students and to create a sense of self-help the university introduced the National Service Scheme in 1970. Under the NSS the university conducts several programmes on health, hygiene and welfare.

One creditable contribution made by the university is that as many as 182 books on different topics of science, commerce, management, law, social sciences, literature, information and library science, etc. have been authored by members of faculties.

Criterion-IV: Infrastructure and Learning Resources

The university has three campuses. Various physical facilities like playground, guest-house, administrative block and residential quarters exist on the main campus. Different sections and divisions of the university have been given the responsibility of looking after the maintenance of its physical and other infrastructure. It is an effective mechanism for maintenance and optimal use of the facilities. By and large, the university ensures the optimal use of its infrastructural facilities through its decentralization policy.

The university library system is an integral part and an essential pre-requisite for the successful implementation of higher educational programmes. The Central Library of the university, known as Allama Iqbal Library, has a total collection of around 3.75 lakh references of Indian and foreign languages, rare

manuscripts, govt. records and reports, periodicals and journals. The Library has maintained the special collections under classified headings: Rare Books and Manuscripts, Non-Book Material, Kashmir Collection, Osmania Collection, Islamic Student Collection, Collection for Schedule Caste & Schedule Tribe Students and Career Collection. The library provides references, data base specialized services through INFLIBNET and other networks, bibliographical services, internet services, inter library loan services, etc. Internet facilities are available for faculties and others.

The University Library System is the largest in the state. It caters to the academic needs of a large number of the community of teachers, scholars and students of the university. Almost all modern facilities are available in the library. The library is fully computerized. It is totally involved in its extension activities like organization of book exhibitions, seminars, lectures, workshops, etc. and this is really commendable.

The university is seriously considering infra-structural development as an integral part of academic development and growth. It has recently constructed its University Town as residential campus with the support of HUDCO. Experience of the University of Kashmir in the effort of developing its residential infrastructure with support from an agency like HUDCO may be very useful to many fund-starved state universities of the country.

The university has established the Computer Centre with good infrastructure facilities which may be utilized for imparting training, development of software for its in-house requirement, etc. However, a concerted effort is necessary for proper utilization of the facilities of this Centre, particularly, for the balanced academic growth of the university.

The University Science and Instrumentation Centre (USIC) extends its facilities to other departments. Strengthening of the workforce and training may enhance the capabilities of the Centre.

The University has a full-fledged Health Centre on the campus which maintains health records of students, teachers and staff. By and large, the facilities available in the campus for performing different academic and administrative duties are satisfactory.

There is an independent Directorate of Physical Education with one Director, two sports coaches and twelve ground staff. The university has football, cricket, tennis, basket ball and volley ball courts and a cricket pitch and also adequate sports equipment. Several sports activities have taken place during the last three years. Students of the university have participated in inter-university tournament in judo, volley ball, hockey, kho-kho, kabaddi, and other adventure sports and water sports. Sports persons are given incentives. 2% seats are reserved for them in postgraduate and other courses.

The university has the Teachers' Welfare Fund created according to the requirement of the statutes of the university. Other prominent welfare programmes of the university include LTC, residential quarters,

health centre, employee's co-operative society, leave encashment facility, study leave for higher education, sabbatical leave, festival advance, uniforms to Class IV employees and security staff, medical reimbursement facility, conveyance loan, housing loan, etc.

There are only three hostels for men and one hostel for women with an approximate capacity of around 600 in all of them. There, however, appears to be a need for more residential facilities for students on the campus.

The university has established a separate Grievance Redressal Cell. Separate Redressal Committees are also constituted.

Criterion-V: Student Support and Progression

The main objective of the university is to enrich students with updated knowledge and information, to develop their personalities and to enable them compete at national and international levels for higher studies and employment. The total number of students admitted to various courses on the campus is around four thousand with the drop-out rate of about 8-10 % and the passing percentage is around 54 %. Due to disturbed conditions, there are no admissions from other states and there are no NRIs and overseas students.

The university publishes updated prospectus every year which includes details of academic programmes offered, facilities, admission procedures, fee structure and a profile of the university. Regular academic and career counseling is provided to students and it is also remarkable that students can meet faculty and get guidance before taking the entrance test for a desired course. The Public Relations Centre also provides information and guidance. Once the student is admitted he is trained through laboratory courses and theory courses, depending on the chosen faculty. Some departments arrange field visits and project work. Apart from Central Allama Iqbal Library, there are departmental libraries which also cater to needs of students for text books, and reference books. Addition of some overseas journals to at least the Central Library will help research students and guides to update their knowledge in the respective fields. Internet facility is available and addition of more terminals can help almost all students. The physical education department organizes various sports, indoor and outdoor games. It is interesting to note that students participate in inter-university tournaments also. The gymnasium under construction can enhance sports activity. Financial aid in the form of fellowships and scholarships are made available to students with merit, 10% students benefit from them every year. The Public Relations Centre and the Dean of Students Welfare Centre offer placement counselling and employment information to students. The Department of Management Studies has established a placement cell. If similar types of placement cells are also established in other departments, campus interviews can be organised and students would get better opportunities of placement according to their specialization.

The Alumni Association was established last year. It seems to be active and can definitely help in the progress of the university. Many medals are instituted by alumni to encourage merit. It is appreciable that some of the alumni of this university hold prominent positions in private and public sectors.

Regular feedback from students and analysis of outcome are a unique step taken by the university. Also the idea of having an “Internal Quality Assurance Cell” is good not only for further improvement, but also for achievement of a high standard of performance. Apparently academic counselling, for choosing courses, materials and methods and dissemination of information are helpful to students.

Criterion-VI: Organization and Management

The principal authority of university is the University Council under the chairmanship of the Chancellor (Governor of Jammu & Kashmir). The other important governing bodies are: the Syndicate, under the chairmanship of the Vice Chancellor, the Academic Council; the Faculties; Boards of Studies; the Board of Research Studies; and the Board of Inspection.

The Governor of the State is the ex-officio Chancellor of the university and presides over the meeting of the University Council and the Convocation of the University. The Chief Minister of the State is the ex-officio Pro-Chancellor of the university and Chancellor, he presides over the meetings of the University Council and Convocation in the absence of the Chancellor. The Vice Chancellor is the principal executive and academic head of the university and he exercises general control over all academic and administrative affairs. The University Council is the supreme authority of the university and has the power to make regulations, statutes and amendments to the same in consultation with the Syndicate. The Syndicate is the executive authority except in matters falling within the powers of the University Council. The Academic Council is concerned with regulations, academic standards, teaching and examinations and with approval of courses of study. The University has eleven different faculties and they are subject to the control of the Academic Council. Each faculty is concerned with the organization of teaching and research work as well as suggestion of new courses of study. Each Board of Study is required to make suggestions to the faculty regarding syllabus while the Board of Research Studies is empowered to consider and grant applications for registration for research degrees and appoint supervisors. The Board of Inspection deals with recognition and affiliation of colleges. The Registrar is the custodian of records and the common seal of the university and he is empowered to realize and receive all moneys of the university and sign and grant receipts for the same. The overall organization of the university is controlled by the University Act and functions well with a total manpower of 1520 among which 243 are faculty members. Placements to various posts follow statutory selection processes.

The clause empowering the Vice Chancellor to appoint teachers in an emergency, is good as it ensures the smooth continuation of academic programmes. The examination system and financial operations have

been fully computerized which have increased overall efficiency. The examination unit has made commendable progress in the automation of examination related activities such as tabulation, transit-evaluation, secrecy-cum-confidentiality, conduct of examinations: (undergraduate; postgraduate; professionals); setting question papers; registration of students and issue of digitalized degree certificates. This ensures security and speedier functioning of the Centre which is a unique practice.

Self-appraisal of teachers is made every year. This is used for providing incentives for the development of teachers. Assessment of teacher performance by students, updating knowledge, and interaction will help improve teaching. The university may institute Best Teacher Awards to recognize successful efforts and achievements of teachers. It encourages teachers to participate in conferences/workshops and refresher courses. It is necessary to orient them to new perspectives in teaching and research. Similarly, training programmes for non-teaching staff may be organized systematically in order to improve their efficiency.

There are only a few cases of violation of the Code of Conduct which is a positive sign and this trend should be maintained. The academic calendar and the unflinching adherence to it are indeed commendable. It is commendable that the university makes time-bound admissions. The fact that KUTA had played a role in streamlining admission processes is really appreciated. The implementation of the reservation policy is complete.

Grants were not allowed to lapse during the past two years. An internal audit system exists and the multi-tiered auditing system has been adopted. No major adverse comments have been made by the external auditor.

It is important to note that the university has academic unions viz. KUTA, KUOA and KUMSA which have significantly contributed to the welfare of employees and growth of the university. Residential quarters to the staff, LTC facility, medical reimbursement, housing loan are some commendable practices adopted by the university authorities.

Criterion-VII: Healthy Practices

The University adopts many healthy practices which include:

- a wide range of academic programmes and entrance tests for admissions and continuous assessment of students in most departments
- encouragement of interdisciplinary courses
- allocation of substantial funds for academic and developmental programmes
- Faculty Talent Promotions Scheme and self assessment of teaching and non-teaching staff.

- support to thirteen research, extension service facility centres
- publication of periodicals, journals and books
- Students Council and Career Guidance for students
- group insurance scheme for staff
- formation of departmental committees
- mechanism for internal quality checks
- grievance redressal mechanism
- innovative pedagogic methods such as Case Study, Moot Court, etc.
- preservation of endangered species
- High Altitude Gulmarg Field Station in operation since 1950 with facilities for studies of atmospheric studies of electricity
- few cases of mal-practices in examinations
- good inter-departmental cooperation and coordination
- publication of journals/periodicals by all academic departments
- well-equipped departmental libraries

Section-3: Overall Analysis

The University of Kashmir situated at Hazratbal area on the eastern side of the fabulous Dal Lake in Srinagar is a unique combination of lakes and mountains. The impressive calm and serene ambience provides a highly congenial academic atmosphere. The university was established in the year 1948 on a Campus of 263 acres of lush green land. The growth and development of academic programmes, courses, teaching standards in the departments, and Centres of Excellence have been carefully inspected. The infrastructure facilities, research endeavours, publications, projects etc. have also been properly assessed by the Peer Team during the last three days. The university certainly deserves appreciation for its extraordinary achievements particularly during the short duration of less than two decades (as most of its departments were established only a few years ago) and that all the successful attempts have been made in the face of acute tensions in extreme stressful conditions and continued disturbances.

Commendations

- The new policy launched by the University of Kashmir has strengthened academic programmes to achieve the goal of excellence through totally and partially self-funded courses.
- The establishment of Jammu and Kashmir Academy of Science is a novel effort with objectives of dissemination, scientific and technical advancement of the scholars in a unique manner.
- The idea of having IQAC is a welcome sign of accelerating the academic tempo.
- All the journals of the university mirror the research and academic activities of the university. *Gulala* is a student magazine depicting co-curricular activities and cultural achievements of students which reflect their creativity
- There are quite a few Centres which are performing exceedingly well viz., the Centre for Central Asian Studies; AVRC; MERC, Adult and Continuing Education; Sheikh-ul-Alam Research Centre; Allama Iqbal Institute; Centre for Research for Development; Gulmarg High Altitude Research Centre for Astrophysics and Medicinal Plants; Centre for Plant Taxonomy and Herbarium; Regional Research Institute of Unani Medicine.
- The university has succeeded in generating resources internally and has ventured to construct the Distance Education Block at a cost of Rs. 1.71 crores, to extend the hostel at a cost of Rs. 60 lakhs and construct an independent Science Block at a cost of Rs. 2.40 crores.
- The Persian Language Lab, the Central Asian Museum, Water Mountaineering and Snow Sports are also unique features.
- Every department is adequately supported with a large number of books, journals with sufficient reading space.
- The Health Care Centre is well equipped with twenty beds and has also an operation theatre facility. It provides free medical check up
- Work carried out in the examination cell is appreciated. The total automation right from paper setting, evaluation, tabulation, announcement of results and issue of degree certificates is under digitized security.

Recommendations

The following recommendations are made, keeping in mind the potential of the university.

- Disturbed conditions in the Valley prevailing through the past several years have increased the sensitivity of the university to its social conscience. Hence, an immediate need for setting up

a Social Work Cell in the Department of Sociology to pursue studies in depth in areas of contentious issues.

- While appreciating the remarkable work done by CCAS it is felt that there should be some additional spheres of research also for its over all development. There did exist a continuous spiritual link with Kashmir and the lands beyond the Hindukush. Not only Buddhism but an upsurge of mysticism and its impact upon Bhakti need to be studied. The need for a Centre/unit for Buddhist studies is keenly felt by scholars. Since Kashmir is just few hundred kilometers from Centres of Buddhism like Khutan, Aqsu, Kashshar, etc. and since expertise in Mongolian and Persian languages, the basic requisites of the studies, is already available, the work may progress better here than in other places.
- The Central Asian people were more attracted towards the Tantric side of Buddhism due to similarities existing between Shamanism and Yogic practices – and the teaching of Tara. Under the present scenario there is an urgent need to revive studies relating to the silk route which could pave the way for effective trade and culture. Expeditions could also be undertaken under this programme. It is also recommended that effective coordination be developed between similar institutions across the country.
- The Department of History has a galaxy of talented historians who have done distinguished work. At present there is a need for a translation bureau which should be attached to the department with the exclusive responsibility of translating the valuable classis and manuscripts available in various Centres of the university relating to ancient and medieval periods. There are valuable manuscripts in Sharda and Sanskrit languages in the Kashmir Department and collection of untapped sources in Persian, Arabic and Pashtun languages which need immediate attention.
- There are a few symbols of synthesis and emblems of composite culture which need to be emphasized. One of these is Shaivite philosophy, the study of which is significant for understanding the common points of our mutual heritage. Since the region had very active relations in the spiritual sphere starting from Buddhism to other philosophies like shaivaites, the study of Shaivaite philosophy should also be undertaken.
- There is a need for the establishment of a few new departments, such as Psychology, Philosophy, Centre for Women Studies.
- There do exist two separate museums of the Department of History and the Centre of for Central Asian Studies. It is advisable that the history museum be strengthened.
- The Department of Kashmiri has a rich collection of manuscripts in Arabic, Persian and Sanaskrit languages with a good collection of Sharda documents. Some financial assistance should be

provided to them to ensure better preservation of these valuable collections. It will be desirable to get these precious materials digitalized for the archival purposes in order to preserve the rich cultural heritage.

- Wild Life Studies may be established and a unit could be attached to the Department of Zoology.
- The university must have a separate coaching and guidance centre to provide coaching for national competitive examinations such as NET, IFS, IAS, PCS and bank examinations. A separate examination centre may be established for the NET examination at the university in Srinagar to save the bright but poor students from of travelling to Jammu for this purpose.
- With regard to the Physical Education Department where some good work is being done it is recommended that some more facilities be provided by way of strengthening necessary advanced facilities for aquatic sports, etc.
- AVRC, MERC and SRC are performing well and their mutual collaboration in various activities may produce better results with closer co-ordination. This may be soon attended to.
- Departmental journals are substantial in content. However, a wider circulation is desirable in order to acquaint outsiders with the progressive development of scholarship in the region.
- There is need to establish a data bank for medicinal plants available in the valley by the Department of Botany in coordination with other departments namely viz., Chemistry, CORD, *Unani* Medicine and Biochemistry.
- Since the Kashmiris are more favourably inclined towards *Unani* medicine, effort may be made to strengthen the out-patient departments i.e. the Clinic and Health Care Unit. Besides, the study of tropical and sub-tropical medicinal plants in the campus may be encouraged by developing a herbarium with tissue culture facilities
- The university may seriously consider the establishment of the Regional Centre and Field offices of INFLIBNET (UGC) at the university for effective coordination of the growing IT related academic activities.
- Effective coordination and academic collaboration are necessary among the departments of Bioinformatics, Computer Science and Electronics.
- Since some valuable work is being done by the departments of Pharmaceutical studies, Physics, Kashmiri, Biotechnology and Library and Information Science, they may be provided better accommodation with additional facilities.

- Several departments in the faculty of science, social sciences are required immediately to identify and strengthen tie-ups with industry, public sector and other governmental departments for the extension of their activities.
- Enhancement of hostel and transport facilities to meet student needs requires immediate attention.
- It has been noticed that a guest room in the women's hostel is a necessity.
- The Department of Sanskrit which was closed about 10 years ago, has been reopened which is a welcome sign and needs to be strengthened in terms of offering courses starting from Certificate to Ph.D.
- The excellent audio lab facilities available in the ELT section of the Department of English, and the Departments of Foreign Languages and Arabic may be offered also to other language departments.
- The Department of Education may introduce the B.Ed. programme in addition to the other degrees being offered by them.
- The KUAA and KUTA play a unique role. They offer scholarships by raising funds from alumni, students and faculty.
- The Gardening and Horticulture Department which is doing commendable work may be strengthened by clubbing related activities such as landscaping, lighting and laying of better roads on the campus.
- Postgraduate Centres should be established in some selected colleges where infrastructure facilities are available.
- The university should grant autonomy to some of the well-established departments/centres and also to affiliated colleges which get accredited by NAAC.

The Peer Team expresses its appreciation of the Vice Chancellor, a dynamic and energetic personality with academic foresight and administrative insight and who has directed the present exercise successfully to its end.

In this process, all his academic colleagues including Deans, Professors, Readers, Lecturers, Instructors and Technicians, besides the Registrar, the Controller of Examinations and all others have worked hard in bringing out exhaustive reports, with updated figures and factual information. The Team appreciates their work. The contribution made by the university staff, coordinating agencies and officials

of Jammu and Kashmir and the overall insight of His Excellency Shri G. C. Saxena, the Governor of the Jammu and Kashmir State are acknowledged.

At the end, the Team also expresses its gratitude to the Vice Chancellor and his team for having facilitated the process of assessment, and for the hospitality they have bestowed on the members. The Team also enjoyed the discussions it had with faculty, students, alumni and other well wishers of the community.

Strategically and yet precariously located in a much disturbed valley, Kashmir university is the only powerful social weapon to inspire and defend the battered people of the region with its varied services, of which education is the foremost. The university has risen to the occasion to build their hope. Within a short span of time it has offered an education that is intellectually satisfying, socially relevant and regionally helpful to foster tradition and local culture. The curriculum is a blend of traditional courses and modern programmes. The latter include a wide range of vocational programmes in many disciplines. Teaching methodology makes use of modern IT tools. The faculty are academically competent and their merit is attested by the distinguished honours and awards they have received. The facilities, especially learning resources, are state of the art. Research and publications match and excel the support the university has given them. Promotion of historical and cultural inquiry into the regional traditions of the past, environmental care of local flora and fauna, atmospheric studies and the development of *unani* medicine are some of the highlights of the pursuits of the university. The sensitivity of the university to the problems of the valley, the revival of ancient studies in Tantric Buddhism, Shamanism, yogic practices, women studies and preservation of ancient manuscripts are on the agenda among many other studies.

15. University of Rajasthan Jaipur, Rajasthan (Assessment Report for Institutional Accreditation)

Section-I: Preface

The University of Rajasthan was established under the name “the University of Rajputana” in January 1947. It had its jurisdiction all over the state. In 1956, the university was renamed as the University of Rajasthan. Later with the setting up of few other affiliating universities, the jurisdiction of the university of Rajasthan was delimited to its immediate neighbourhood comprising districts of Jaipur. Presently, the University of Rajasthan has 37 university departments, 305 affiliating colleges, 6 constituent colleges, and 10 recognized research and extension centres. It has a campus spread over 285.50 acres of land. It has sufficient infrastructure with 782 class rooms in 23 buildings which accommodate constituent colleges, the library, computer centre, health centre, sports facilities, printing press, instrumentation workshop, hostels, guest house, residential housing, canteen, welfare schemes, grievance redressal cell, non – resident centre, banks and post offices. The university’s constituent colleges are situated on 149.53 acres of land.

The university recognized under 2f and 12b of UGC Act since its renaming as University of Rajasthan in 1956. It has, over the years, consolidated its teaching and research programmes totaling 189 which include postgraduate, undergraduate, certificate, diploma and postgraduate diploma courses besides M.Phil. and Ph.D. programmes. It also offers postdoctoral programmes. The student strength in undergraduate courses is 18,413 in constituent colleges, and 180150 in affiliating colleges. Similarly, there are 3676 students in postgraduate courses in the university campus and 52,567 in the affiliated colleges including medicine and engineering, 249 students in M.Phil., 247 students in diploma and certificate courses and 1135 in Ph.D. programmes. A good number of teachers have Ph.D. and M.Phil. degrees. There are 1631 administrative staff and 429 technical staff who support the teaching activities of both university departments and constituent and affiliating colleges. Women students are 2136 out of 5332 (40.06%) in PG courses and 6043 out of the total strength of 18413 (32.8%). Students from the reserved categories (SC, ST) are nearly 4583 out of 16371 (28%) in UG courses and 1029 out of 3676 (28%) in PG courses.

The University of Rajasthan has a unique pattern of the constituent college system. The constituent colleges form the integral part of the university wherein teachers from university departments teach in both constituent colleges and university departments. There is no separate teaching cadre for the constituent colleges. There is a Principal for each of the constituent colleges appointed at the discretion of the Vice Chancellor from among the senior teachers of the university departments on the basis of rotation. The main function of the Principal of the college is to coordinate the teaching and learning

programmes, and oversee the administration and finances of the colleges on behalf the Management of the university. There are 360 teachers against the sanctioned strength of 899 under the categories of Professor, Associate Professor and Assistant Professor. 539 vacant positions (60%) cause much hardship, as those among the last cadre constitute the largest number (387 against the sanctioned 703).

The university has six Faculties: namely Sciences; Social Sciences; Arts; Management and Commerce; Medicine, Engineering and Law; and Education and Fine Arts. It volunteered to be assessed by the National Assessment and Accreditation Council (NAAC), Bangalore and submitted its Self-Study Report on April 6, 2004. NAAC constituted the Peer Team to visit and assess the university with Prof. N Natarajan, Vice Chancellor, Hemavathi Nandan Bhahuguna Garhwal University, Garhwal, Uttaranchal, (Chairman); Prof. D Sundaram, former Dean and Senior Professor and Head, Department of Sociology, University of Madras, Chennai; Prof K.K Panda, former Registrar and Director, International Centre for Peace and Development, New Delhi; Prof. D.P.S Verma, Professor Department of Commerce, University of Delhi, Delhi; Prof C Manoharachary, Dean, UGC, and Development Affairs and Professor, Department of Botany, Osmania University, Hyderabad; Prof. Gulshan Rai Kataria, former Dean, Faculty of Languages and presently Professor, Department of English and Director of Sports, Punjabi University, Patiala, Panjab as Members. The Peer Team visit was coordinated by Dr. Latha Pillai, Advisor, NAAC. The Team visited the university between April 28 and May 1, 2004.

The Peer Team carefully studied and analyzed the Self-Study Report submitted by the University of Rajasthan. During its visit to the university, the Peer Team perused all the relevant documents, visited the Departments/Centres and the facilities; and interacted with various constituents of the university. The academic, co-curricular, extra-curricular, sports and extension facilities of the university were reviewed. The Team interacted with members of the Syndicate, the Vice Chancellor, faculty members, staff and students, alumni and parents of students of the university. Based on the above exercise, and keeping in mind the seven criteria identified by NAAC, the Peer Team assessed the performance of the university as presented in the Self-Study-Report. The assessment made under various criteria, and the strengths as well as areas which need further improvement are presented below:

Section-2: Criterion-wise Analysis

Criterion-I: Curricular Aspects

Faculty Of Science

The University of Rajasthan, as the pioneer of science education, has sought to achieve excellence in teaching and research through hard work in the science faculty. There are twelve departments, including Botany, Chemistry, Geography, Geology, Mathematics, Physics, Statistics and zoology in the science faculty.

However, imparting science education through departments like the Centre for Development of Physics Education, Home Science, Institute of Information and Instrumentation and Psychology is a unique feature.

A total of 700 students are in the PG courses in the science faculty. Home science is offered at B.A./B.Sc. and M.Sc. levels (300 students). M.A./M.Sc. psychology has 65 students. The Centre for Development of Physics Education offers M.C.A and M.Sc. (I.T.) courses. The Department of Botany also offers a course in M.Sc. biotechnology. M.Phil. is offered by the Centre for Development of Physics Education, and the Departments of Geography, Mathematics, Psychology and Statistics. The curricula in all science subjects are regularly updated and revised through periodical meetings of statutory bodies. The Board of Studies in each subject is represented by a sufficient number of its teachers and external members. Lab work in the faculty of sciences is considerably weighted. All the curricula have been revised as per X Plan guidelines.

The Centre for the Development of Physics Education and the Institute of Information and Instrumentation have separate curricula have been formulated under the guidance of external subject experts for the courses they offer. The science faculty has 310 teachers, who have the Ph.D. degree. The workload is distributed among teachers according to UGC norms.

Suitable steps are taken to make courses socially relevant and job oriented. Computer application has been made compulsory at the UG level. Vocational courses in biotechnology, microbiology and biochemistry are introduced at the UG level. Three year degree courses like B.C.A and B.Sc. with biotechnology and microbiology have also been introduced. The Department of Botany also offers a PG course in biotechnology to 90 students. The Centre for Development of Physics Education is a National Centre established for strengthening physics education. There is a separate centre for non-conventional resources with an R and D wing. This has enhanced student options for job-oriented and interdisciplinary courses, at both UG and PG levels. Curricula are updated regularly and they are innovative.

Faculty Of Social Sciences

The seven departments in the Faculty of Social Sciences have academic programmes leading to M.Phil. and Ph.D. degrees in their respective disciplines. The Department of History of Indian Culture offers a job oriented diploma programme in addition to the course on Indian Culture. All the seven departments have curricula designed by the university's Boards of Studies. Periodical intra-departmental review of curricula by the faculty is a helpful academic feature. Such interactions enable inter-departmental cooperation besides making courses relevant. They also give an opportunity to deliberate on feed-back obtained from academic peers and also from that on trends in the employment market. Research degree programmes of these departments have a similar concern and the intra-departmental interactions help to review the focus of research although student and supervisor choices/preferences do matter. All the

departments under the Faculty of Social Sciences have redesigned the curriculum of their courses based on the philosophy and spirit of the recently designed UGC model syllabi. The goals of the university are: to impart quality education with social relevance; to prepare students as good citizens; and to keep abreast of current trends in the academic field. These are kept in focus through the interaction. They influence decisions of Boards of Studies.

Faculty Of Arts

The Faculty of Arts consists of 7 departments which include English, Hindi, Modern European Languages, Sanskrit, Urdu and Persian. There is also the Department of Modern European Languages which includes German and French.

The Department of English offers postgraduate courses and teachers teach English also to undergraduates in constituent colleges. The department offers a certificate course in higher proficiency in English, spoken English, and remedial English at the B.A. level. Some of the short term courses have been abandoned because of shortage of teachers. Teachers update knowledge by attending national seminars and international conferences besides refresher courses. They also offer refresher courses to others. The departmental library has around 5000 books. The late Prof. R.K. Kaul's personal library has been a valuable addition. The department has produced 24 Ph.Ds during the last two years, which is quite creditable.

The Department of Hindi established in 1961, offers postgraduate, undergraduate and postgraduate diploma courses. Teachers have teaching workload as per the UGC norms and follow the revised syllabi of the UGC. Modern European languages are also taught: German and French languages are taught in undergraduate, postgraduate and PG Diploma courses. Short term certificate courses are also offered.

The Department of Sanskrit was established in 1962 and it offers undergraduate, postgraduate and also diploma courses. By updating the syllabi to make them more socially relevant and less difficult, the Sanskrit Department offers diplomas in *Jyotish and Karamkand*. It also collaborates with the Department of Philosophy for the mutual enrichment of their syllabi mutually. It has also undertaken research in Jaipur's *Pothikhanas*. The Department of Urdu and Persian came into existence in 1973 and it has been offering institutions to students of undergraduate, postgraduate, diploma and certificate courses. The Central Library of the university has adequate number of books which cater to the needs of language students.

Syllabi in all these language departments are periodically updated as per university norms through feed-back obtained from teachers of languages.

Faculty Of Fine Arts

The faculty of fine arts has four departments, viz., Fine Arts, Drawing and Painting, Dramatics and Music which are doing commendable work. They prepare curricula with the help of Boards of Studies which have outside experts. Courses of this faculty require practice and training in creativity and skills of performance. Hence curricula lay greater emphasis on rigorous training in practice and skill development besides teaching basic concepts and theories. The faculty ensures preservation of national/regional heritage and at the same time promotes job-oriented courses. This is commendable because these strategies have generated market-friendly and applied courses in fine arts.

Faculties Of Education And Law

Under these faculties there are four departments, Education, Library Science, Physical Education and Law. It is understood that the NCTE Committee is yet to visit the Education Department according to the NAAC-NCTE MoU and the department will be accredited separately.

The Departments of Library Science, Physical Education and Law are the other three Departments which also give importance to skill and practice. The curricular aspects of these faculties are taken care of by conventional Boards of Studies with two external experts drawn from respective areas on each. Adequate care is taken to obtain feed-back from external agencies, students and other organizations related to this field of education.

The Faculties of Commerce And Management

The Podar Institute of Management runs under the Faculty of Management. Although the curricular aspects of the management courses of this department are under the supervision of the Management Education section of the AICTE, this Institute gives adequate attention to the incorporation of local aspects of Management Education in its curriculum.

The Faculties of Commerce and Management offer courses in accountancy and business statistics, business administration, economic administration and financial management, and managements studies. The UGC syllabus is followed in the commerce courses and the AICTE syllabus/UGC revised curricula are followed for courses in business management.

Taking into consideration the analysis above, the Peer Team has come across the following quality practices:

- Curricular and related aspects are under constant review.
- Career-oriented inputs are given attention.

- Options for horizontal mobility are available.
- Foreign languages are offered as non-core options through certificate and diploma programmes.
- The Boards of Studies of the respective disciplines have two experts each from outside the university to guide syllabus preparation.
- There is a committee to review curricular aspects for making innovations and job oriented, interdisciplinary and multi disciplinary courses.
- This committee on curricular aspects is different from the conventional Boards of Studies in that it has adequate representation of stakeholders.
- The laboratory, field work and the hands-on experience, indispensable to professional sciences and multi-disciplinary courses have been made available to students.
- Some courses like journalism and mass communication and library science have project work as a required component.

The Peer Team has noted that all the faculties of this university have taken adequate care to incorporate knowledge of Rajasthani Culture, art and history - in most courses offered by the respective disciplines. Science departments, such as the Department of Geography and Extension Centres have also taken adequate care to emphasise local issues and problems related to research and pedagogy.

Modular approach is followed in a limited way for multidisciplinary courses. The Peer Team has also noted the introduction of value added courses. This is an innovative quality practice in the curricular aspects adopted in the last few years.

Criterion-II: Teaching, Learning and Evaluation

Faculty Of Science

Admission of students to various courses follows transparent procedures such as performance in entrance tests and merit ensured by established cut-off threshold marks in the qualifying examination.

Out of 310 teachers, fifty are Professors while other faculty members are younger and they possess potential for the future development of the insituation. About 30% of teachers have advanced qualifications acquired through postdoctoral training abroad. Many have attended refresher courses, conferences, workshops and seminars. Science faculty members have attended about 130 national and 115 international conferences and the participation has helped them to generate new courses and teaching methods.

There are 240 computers distributed among science departments. The science faculty utilize this facility in teaching and learning processes along with the Internet. Each science department has audio-visual aids and LCD projector facilities. Since Science labs are fully equipped with basic and advanced equipment, suitable to impart practical skills and training in advanced techniques to students, they have the unique opportunity to acquire creative and professional skills.

The Institute of Informatics and Instrumentation is the only centre which has part-time and guest faculty to run teaching programmes. Effective pedagogy through the lecture method, projects, seminars, discussions, dissertations, and lectures given by experts is a useful additional input.

The well-equipped library goes a long way to contribute to knowledge empowerment of students. Each Science department has its own seminar library; and the 13 science departments have a total of 40,000 books. 152 science journals and periodicals are subscribed to by the university and they benefit teachers and students in the advancement of their knowledge of science and they are thus able to keep abreast of modern trends.

The university has provided computer and Internet facilities to students and teachers of sciences. On account of the Ethical Committee's prohibition of the use of animals in dissection, the Department of Zoology has implemented computer assisted learning (CAL) programme instead; it provides software to affiliated colleges. The Centre for Development of Physics Education has used its equipment for training programmes sponsored by ICTP, Italy, Tanzania, Nigeria, Zimbabwe, etc. The Couple Oscillator fabricated by CDPE was awarded the first prize at the international competition for physics apparatus held in 1972 in the USA.

Different science departments are actively involved in organizing refresher courses in their respective subjects in collaboration with the Academic Staff College. From time to time the science faculty has developed teaching materials and practical manuals for the guidance of students. Many members of the teaching faculty have visited different countries under cultural exchange programmes as part of the teaching-learning process. Teachers have received advanced training in several countries abroad which has helped them to be innovative in teaching.

Evaluation of student performance is made objective with the help of subject experts who act as examiners. The science faculty adheres to the academic calendar and results are declared within a month after the last examination.

Study leave is available to teachers to improve their qualification or to acquire advanced knowledge.

Feed-back from students on teacher performance is obtained every year besides the self-appraisal reports from teachers.

Faculty Of Social Sciences

The departments under the Faculty of Social Sciences follow regulations and procedures prescribed by the university for admitting students to courses of study. The university has prescribed well-established procedures to hold entrance tests and interviews. While relying on performance of students in these tests and interviews, the performance in the qualifying examination is also considered for admission. Adequate care is taken to adhere to the policies of the state and central governments.

Teachers are reported to help slow learners informally to overcome their difficulties in study. Except the Departments of the Political Science, Public Administration and Sociology all the other claim to do so. The Peer Team recommends that this informal practice should be better organized more formally as part of a prescriptive pedagogic policy to govern all departments. Remedial and bridge courses must be organized more rigorously according to well defined syllabi.

The university has worked more than the required number of days. Full time faculty handle classes. The Mass Communication Department has only one teacher and it is badly understaffed.

In spite of handicaps, however, the university has held exams and evaluated answer- scripts in time. Question papers are set under strict supervision and according to announced syllabi and patterns. The departments under the Faculty of Social Sciences offer traditional courses and follow the conventional “door evaluation” system. Confidentiality is maintained and results are regularly published.

Teachers have research degrees and they publish in reputed journals. Many prestigious teaching awards were received by members of faculties. They also participate in international (28) and national (62) seminars/conferences. The Peer Team recommends that teachers and the university Management should evolve a transparent evaluation mechanism to assess teacher performance and their research potential as well as their commitment to advancement of knowledge in many fields of study.

Faculty Of Arts

The Department of Sanskrit, offers UG, PG and Ph.D. programmes. It also offers a course in spoken Sanskrit. It works with the Department of Jain Studies which has done pioneering work by undertaking the task of procuring about 20 lac manuscripts. Many manuscripts have been studied by using modern technology courses in Urdu and persian are also taught.

The Department of English has an intake of 66 students at the PG level. The faculty has 17 teachers against a total sanctioned strength of 24.

The department organises lectures by experts; and arranges student discussion groups to keep abreast of modern developments. Students are evaluated through the university examination system and the success rate is about 90%. The department has its own library of 5000 books and some journals.

The Department of Hindi has 11 teachers. It has conducted 2 refresher courses. Two European languages, German and French, are offered to students of certificate courses in constituent colleges.

Faculties Of Commerce, Management, Education And Law

The Departments of Commerce and Management, Library Science, Physical Science, Physical Education and Law offer courses which combine class-room learning and lab practice. Teachers of these departments have Ph.D. degrees and almost all of them have attended the required orientation and refresher courses. Management and business administration courses use IT-enabled teaching-learning methods. They may introduce student assessment of teacher performance.

Annual and semester examinations are regularly held; they follow suitable instruments of assessment to make evaluation objective.

Students are admitted to all courses through entrance tests. Admission to some job oriented courses, is made through personal interviews as well. A minimum threshold level of academic attainment is prescribed for entry to these courses. All departments have departmental libraries which have collections of departmental projects and Ph.D. reports. Instruction is supplemented by project work, internship, field trips, seminars and guest lectures. Infonet, a UGC sponsored facility, is available. It is hoped that this facility will initiate IT - enabled teaching.

Self-appraisal of teachers is not practised. This practice is restricted to promotions alone. Neither does student assessment of teaching exist. International tie-ups are many. Many teachers have received awards. The Peer Team has noted that the teaching-learning programmes of the university have been successful to bring to students many career opportunities.

Criterion-III: Research, Consultancy And Extension

Faculty Of Science

The seven departments under the Faculty of Social Sciences are actively involved in research. Out of the total number of 104 teachers only 3 have Master's degrees. 98 have Ph.D. degrees while the rest have M.Phil. Degrees. Four research projects were completed and there are ten more projects in progress. All these projects have an outlay of more than ten lacs of rupees. 80% of the faculty in anthropology, 53 % of those in economics, 90% in history and Indian culture, 100% in mass communication, 31% in

political science, 1% each in the Departments of Public administration and Sociology are engaged in active research. All these departments, except the departments of History and Indian Culture have more than 165 students enrolled for their Ph.D. degrees. There are 13 postdoctoral scholars. 47 scholars have cleared NET and SLET programmes. There are 181 research publications in journals and books during the last five years.

The Department of Social Science has no separate extension centre because the university has one for all. So it has no specific extension programme of its own. But there is scope for extension services particularly in anthropology, sociology, economics, political science and public administration departments. The university has ten extension centres and they are involved in projects of social relevance such as adult and continuing education, non-conventional energy resources, environment, human ecology, population and women studies, local governance, Gandhian and Jain studies and area studies such as Rajasthan and South Asian studies may be dealt with by the Social Science Research Centre by way of combining theory and practice. However, these do not belong to extension proper, unless the neighbourhood is brought under the university's concern for social transformation through education.

The Science faculty is involved in both qualitative teaching and active research. The institution is rated high as the faculty have rich potential for research.

There are 935 research scholars, 24 Post-Doctoral Fellows, and 32 NET qualified scholars are working for their Ph.D. 1900 research papers were published in peer-reviewed national and international journals during the last three years. 700 research scholars have obtained their Ph.D degree in the last 5 yrs. Research work has been documented by the faculty and they have built up the image of the department.

Sixty research projects funded by different R and D organizations such as UGC, DBT, DST, CSIR, and ICAR have a total outlay of Rs.12 crores.

The departments of Botany, Chemistry, Geology, Physics and Zoology have received sufficient funds under SAP/COSIST/FIST programmes recognized and selected by UGC/DST. National and international tie-ups in research exist. Teachers of the Botany Department have received Fulbright, Von Humboldt, Commonwealth, Rocke Feller Foundations, British Council and European Commission awards, Visiting post-doctoral and national fellowships are also enjoyed by many. Several teachers are members of national academic bodies.

The Centre for Development of Physics Education has won the first prize three times in national level competitions in the All India Teaching Contests for the years 1990, 1991 and 1992 besides receiving the Best Participating Team Award at the Science and Technology Exhibition organized during the Indian Science Congress held at Jaipur.

The Department of Geography is recognized by the Ministry of Environment, UGC, ICSSR, and the Space Application Centre as an important centre for remote sensing. The department has been publishing a journal called *Studies in Geography* and 19 volumes have been published so far. The department has a well-equipped cartography lab and computer a laboratory.

The Department of Home Science has provided nutrition assessment data of East Rajasthan to the Govt. of Rajasthan. It has provided expertise to various organizations under the Prime Minister's Scheme, *Gramodaya Yojana*. The department is involved in the movement to eradicate iron deficiency and anemia among people. The annual news letter, *Prayas* has been published since 2000. Currently the department is involved in conducting research on "The prospective urban-rural epidermiology", an internationally linked project with Ottawa, Canada.

The Institute of Informatics and Instrumentation has a well-established computer centre with 150 computers. It offers training to participants in refresher courses, and to other teachers and research students free of cost.

Some faculty members of the Department of Mathematics have received national and International honours. One of them received the Alexander Van Humboldt Fellowship, and two others got INSA Visiting Fellowships.

Prof. S.S. Nathawat of the Department of Psychology has been editing the prestigious "*Indian Journal of Clinical Psychology*" for the last 7 years and was elected President of the Indian Association of Clinical Psychology in January 2004. His work on suicide was published by WHO. The Department of Zoology has been regularly organizing Prof. L.S. Ramaswami Memorial Lectures. Seminars, quiz programmes, project work, science exhibitions, and discussion sessions are regularly organized by the science departments to benefit students. The data provided by the Science Faculty indicate that there is academic eminence and a rich research culture in the university.

Faculty Of Arts

The Faculty of Arts has been doing well in research. The Department of English has guided 24 Ph.D. students and published 60 research papers, besides organizing four national seminars during the last 3 years. Four faculty members of the department have received funding under the UGC for Minor Research Projects. The Department of English has 2 NET/SLET qualified candidates.

The Department of Hindi has organized three national seminars. Members of the faculty have attended national conferences. The Department has guided 21 Ph.D. scholars in the last two years. The rate of publication has been slow- it is about only 20 in the last 5 years.

There are two faculty members in Modern European Languages who are actively involved in research and they have participated in conferences.

Members of the Sanskrit Department have also attended seminars and presented papers. It has also received UGC grants for research projects. During the last two years, around 50 Ph.D. scholars were guided.

The Centre of Jain Studies has supervised the Ph.D. work of 175 scholars who have done commendable work in the field of Jain Heritage in Rajasthan. It aspires to become a Research Centre in Jain Architecture and among others, to work on Jani manuscripts.

Members of the Department of Urdu and Persian have attended 3 national conferences and have received funds for a Minor Research Project.

The teachers in the Faculty of Arts have received 12 national awards during the last 3 years.

Faculty Of Commerce, Management

The Department of Accounting and Business Statistics has six research projects, 50 Ph.D. scholars, 01 international tie-up, and 3 Post-Doctoral Research Fellows. Similarly the Department of Business Administration has 33 Ph.D. scholars and has made 80 research publications. The Department of Economic Administration and Financial Management has 21 Ph.D. scholars, 4 research publications, and 01 national tie-up. The department has also research projects with external funding agencies. The Podar Institute of Management has three ongoing research projects. There are 7 Ph.D. scholars, 15 research projects and one Post-Doctoral Fellow.

Faculty Of Education, Law And Fine Arts

The departments under these faculties have integrated theory and practice in both research and teaching. The Departments of Law and Library Science have made many research publications with 80 in Law and 7 in Library Science. The Law and Library Science Departments have 8 candidates each, with NET qualifications.

Under the Faculty of Fine Arts, the Department of Drawing and Painting has 30 students in the Ph.D. programme. The Dramatics Department has 4 students and many publications.

There are many research projects under these faculties. However, the Team suggests improvement of the quality of research.

The activities of the Centre for Development of Physics Education are commendable. The Research and Development (R and D) programme, which the Centre operates with the help of the Centre for Non-Conventional Energy Resources is noteworthy.

The number of books published in the university is quite large. Most of them are relevant to local issues and interests.

Criterion-IV: Infrastructure And Learning Resources

The university has very good, fully equipped spacious lecture halls and laboratories. It has adequate library and computer facilities accessible to all its constituents. It has created maintenance, strengthening and renovation funds (MSR) (Rs.2.0 crore per annum), which ensure regular maintenance. The main library is provided with the Book Bank facility, computers, Internet, CDNET/CDROM database. 3,33,979 books and 372 journals are available in the University Library. It offers reprographic facilities. Very good facilities for sports and games are provided. The Grievance Redressal Committee functions to look into the grievances of teachers, non-teaching staff and students. The UGC has sanctioned the INFONET project to the university.

The university has the USIC which maintains the instruments purchased by science departments and it is headed by a professor.

A swimming pool, athletic tracks of 9 lanes, an indoor gymnasium and football grounds of international standard are provided for sports and games. Several students received medals/prizes at national and inter-university competitions. Cultural youth wings, NSS and NCC units are also quite good and their performance has been excellent.

The Central Library works on all working days except on national holidays. The proportion of books issued to number of students is 8:1. The library has the LIBSYS software, print-out facility for document delivery service, access to catalogue services, etc. Besides the Central Library, some of the departments have their own smaller libraries with good collections of books and journals. The Central Library subscribes for 372 journals and periodicals. The Library works from 8.00 a.m. to 8.00 p.m.

The UGC, INFONET Centre (UIC) which has 2 Mbps leased line connectivity provided by the UGC (under ERNET) and also value-added services like e-journals from INFLIBNET are in process and will be effective next week onwards. The university has provided Rs.36 lac of support from MSR funds to create network access. There are 700 computers distributed among departments and in the administrative offices. However 150 computers are located in the Department of Informatics and Instrumentation, which offers MCA and M.Sc. (IT). Computer facilities are made available to students, research scholars and faculty. The Institute of Management Studies has 62 computers which cater to the needs of teachers and students of that particular faculty. The university, one of the five selected for point of presence of 'ERNET backbone' is at par with IITs and a few other institutes.

One international standard swimming pool, diving and water polo swimming with flood lights, two international basketball courts and four national level volley ball courts exist on the campus. There is a flood light and indoor gymnasium and also facilities for volley ball/basket ball, wrestling, table tennis, badminton, judo, weight lifting, yoga, pistol/rifle shooting, etc. There are two standard tennis courts, football courts and one national standard squash court.

There is a health centre which has all essential medicines and it periodically organizes check-up camps for students, research scholars, teachers and non-teaching staff besides looking after the day-to-day needs of students and employees of the university. The Health Centre is located in the main campus in a separate building with two allopathy doctors, one homoeopathy doctor and one ayurveda doctor with necessary support staff.

Hostels have spacious rooms, dining halls, visitor's rooms, reading rooms, etc. There are seven women's hostels, two working women's hostels to accommodate about 1000 students. There are 9 boys' hostels which have a capacity to accommodate 1100 students. Separate hostels are located in two of the constituent colleges. The university has received a grant of Rs.5.5 crores for construction of two more hostels for SC boys and SC girls with 45% of its cost met by the Ministry of Social Justice and Empowerment. The university has also one nursery and primary school, a crèche, a meditation centre, banks, post office, shopping complex, Gandhi Bhawan, community hall, press, a fully equipped guest house, and residential quarters both for teaching and non-teaching staff.

On the whole the infrastructure and learning resources of the university are sound and provide all the necessary facilities to cater to the needs of a large section of students, research scholars, teachers and non-teaching staff.

The university has the University Science and Instrumentation Centre (USIC) which maintains instruments purchased for science departments and others a professor heads it. All the above facilities are effectively put to optimal use and they are maintained by the respective committees appointed by the Vice Chancellor. The university has an area of about 285.5 acres with a satellite campus. With the addition of new courses, the university has taken care to provide additional infrastructure to accommodate them. It is important to mention that the university has all facilities at par with national standards.

Criterion-V: Student Support And Progression

The faculties are actively involved in the academic counselling of students so as to enable them to perform better in regular academic activities including examinations. Over the years, The Centre for Development of Physics Education has developed more than 100 experiments and has supplied physics equipment to many affiliated colleges and universities. The Department of Home Science has been actively involved in formulating modules for creating awareness regarding anemia and its prevention among adolescent girls and the community outside. Entrepreneurial skills of students are developed.

Good computer facilities and training programmes are provided to students by the Institute of Informatics and Instrumentation.

Many postgraduates have qualified for NET/SLET/BARC/JEST examinations. Some of them were selected by various R and D organizations, national banks and for, IAS, RAS and other services.

The pass percentage is between 80-90 which indicates the efficiency and quality of teaching by faculty members. There is provision for scholarships like JRF, Project Fellowships, SC/ST/OBC scholarships, etc. About 172 NET/SLET qualified candidates received Fellowships during the last three years. The university has the Student Welfare Fund which is spent judiciously for student support and progression activities. Cash awards are given to toppers in various examinations besides gold medals. The Student Advisory Bureau provides placement counselling. Placement cells are available at the Podar Institute of Management, SAB, Indira Gandhi Centre for HEEPS, Department of Chemistry and Physics. The Government Employment Exchange office is located in the university campus. Career Counselling cells exist in constituent colleges.

The university publishes an updated prospectus annually. The Student Advisory Bureau has provided student support for more than 30 years. The university has proposed to establish a nodal agency to facilitate self-employment for outgoing students. It has an alumni association which interacts periodically with the university administration. There are recreational and leisure facilities such as the sports complex, common rooms, reading rooms, facilities for cultural activities NRSC, etc. Facilities are offered to overseas students. The university maintains an office to look after the needs of international students in their socio-cultural activities. It is important to mention that the Student Advisory Bureau has provided help to about 5000 students in the year 2003-2004.

Sports/Games

During 2000-2004, a large number of students have participated at the inter-university level and national level matches and competitions. One of the students participated in pistol shooting at the international competition held in Malaysia. 12 gold medals, 6 silver medals and 8 bronze medals were won by the university in events like athletics, boxing, weight lifting, chess, archery, shooting and wrestling in the previous years.

NSS

Since 1982 four units have been established. At present the university along with all its constituent colleges, has 24 NSS units with a strength of 2400 volunteers. Each unit is headed by the Programme Coordinator. Regular NSS camps, special annual camps of 10 days each, have enabled cleaning of the campus, providing HIV awareness programmes, literacy programmes, blood donation camps, and other activities on a regular basis. The NSS volunteers have developed 10000 sq. meters of the Indira Priyadarshni Park.

Youth Cultural Activities

Every year the Dean of Student Welfare organizes the Rajasthan university students' union international youth festival named "Ghoomar". This is an important activity in which dance, debate, *Kavya Path*, vocal and instrumental music competitions are organized. Constituent colleges organize Cultural Weeks every year in which students and faculty members actively participate. The inmates of various hostels organize farewell day and annual day and other activities every year. Inter-Hostel Youth Festival is organized by the Chief Warden of the university. Each constituent college unit organizes a blood donation camp annually.

NCC ACTIVITIES

- 4 NCC units exist in Constituent Colleges
- a Naval Wing of NCC was started in Maharaja's College and another at Rajasthan College.
- a cadet represented the university at the NCC Cultural Exchange Programme held in Vietnam.
- a cadet received a silver medal for Air Rifle Shooting Championship and a bronze medal in national shooting championship
- 5 cadets took part in the Army and Navy Camps in Delhi during 2002-03
- 2 students took part in the national integration camp at Rajkot 2002-03
- One cadet won the gold medal in judo at the NCC inter-college tournament and stood first in table tennis at the NCC inter-college tournament.
- One cadet viewed the Republic Day Parade from the Prime Minister's box on the basis of her outstanding academic performance.
- One cadet represented the Indian Team to participate in the International Rover Scout and Guide Meet in Australia. The Indian team won the first position in cultural and co-curricular activities (2001-2002)

Criterion-VI: Organisational Management

The State Government pays salaries and developmental funds to the university. The University Grants Commissions' Plan grants are spent on overall growth of the university. All the departments are governed by the rules and regulations of the university. Heads of Departments, Deans and others concerned take care to promote a participatory and transparent administration. Academic planning is done in advance and administrative staff look after its effective implementation. All the executive bodies such as the

University Syndicate, Academic Council, Finance Committee, Faculty Councils and various committees meet periodically and make decisions for the efficient functioning of the institution. The university has its Disciplinary Committee, Admission Committee, Grievance committee, House Allotment Committee, Examination Monitoring Committee and other relevant welfare schemes are implemented and looked after properly by these Committees. The Finance Committee has developed a mechanism of effective and proper utilization of funds. Budgeting and auditing procedures adopted by the university are as per state government norms. The university has necessary funds which have been received not only from the state government but also from the UGC and other funding agencies. The university has worked out specifications for work disposal to ensure accountability.

The university with a large body of students however, faces financial crunch. Generation of funds is necessary to overcome such constraints. It has evolved a suitable management system to meet crises. It generates a considerable amount of finance through examination fees, development fees, hostel fees, for auxiliary services, state Non-Plan Grant and other resources which are effectively utilized for developmental activities, payment of salaries and to meet other needs of students. In the last four years there has been no change in the tuition fee and other related fees. This indicates the university's concern for the welfare of students who come from tribal/backward areas and from weaker sections of society.

Criterion-VII: Healthy Practices

1. The university has a well-qualified and committed faculty of high calibre to impart higher education.
2. It maintains high a profile of research culture as documented through a number of excellent theses, research publications, and project work.
3. It has exhibited transparency in the admission process.
4. There is a healthy relationship among students, teachers and non-teaching staff. All issues involving the university administration are resolved through efficient democratic committees.
5. Many members of the faculty are represented on different national committees. They have received many national and state awards.
6. The R and D programmes offered through the Centre for Development of Physics Education and the Centre for Non-Conventional Energy Resources are highly commendable.
7. Infrastructure and student-support facilities are excellent.
8. The university always expresses readiness to respond to changing trends in educational, social and market demands.

9. It keeps abreast of modern trends through diversified academic programmes and upgradation facilities.
10. It has introduced a number of new courses in the frontier areas like microbiology, biotechnology, biochemistry, information technology, finance and control. Master of Fine Arts, Journalism and Mass Communication, MBA (e-commerce), BCA, BBA, and BFA are some modern courses offered to students.
11. The UGC Infonet Centre has been established to provide internet access.
12. The mechanism of pre and post - examination processing system through OMR technology has helped in streamlining the examination system.
13. The academic calendar has been well planned and it is being implemented effectively.
14. It encourages retired teachers, Emeritus Professors and other learned academics to offer their suggestions and guidance to achieve academic excellence.
15. The university has proposed to start several Centres of Excellence, namely, the Centre for Disaster Management, the Centre for Theoretical Studies in Physics, the Centre for Human Rights and Social Justice, the Centre for Environmental Science and Technology, the Centre for Paleobiology, the Centre for Biotechnology and the Centre for Microbiology.
16. The prevailing academic and social environment both in the men's and women's hostels is healthy and commendable.

Overall Observations

The Peer Team, in general, commends the university for their overall performance and desires to make the following specific observations:

- establishing quality practices in higher education
- incorporating greater objectivity through scientific principles in the annual examination system.
- multidisciplinary and interdisciplinary approaches in the curriculum with scope for flexibility in students choices,
- Periodical revision of curricula and a planned system of extension centres to link theory and practice.
- Cordial academic environment, committed teachers with sustained interest in teaching and promotion of research for augmenting opportunities to students

- Well-equipped laboratory facilities and library services with computer-aided facilities for experimentation, research and learning,
- pursuit of quality practices in the centralized evaluation of the student performance in the university examinations, system of SFS courses, and declaration of results within a specified period after the conduct of examinations,
- an impressive number of students qualifying in UGC-CSIR NET and SET,
- an impressive record of student progression to higher education and placement in other reputed institutions,
- a highly competent faculty with a good number of them holding higher research degrees,
- The faculty updating themselves with the latest developments in their areas of specialization as is evident from the national and international tie-ups in their research endeavor,
- a good record of publications—books, research papers and other publications,
- National and state level awards, honours, recognition, other awards, fellowships and medals won by teachers.
- A significant number of sponsored projects with a substantial financial outlay from national and international organizations,
- Dynamic leadership in achieving about overall development of the university

Recommendations

The NAAC Peer Team records its appreciation of the university's significant achievements pertaining to overall development, academic growth, research culture and image built up in imparting higher education to all the constituents in the state of Rajasthan. However the Peer Team makes the following recommendations for sustained quality improvement and overall development. While the Peer Team is highly appreciative of the quality consciousness of the institution in providing education of high standards, it suggests that the university may consider the following:

- To take immediate steps to fill up existing teaching and non-teaching vacancies on most immediate priority. The long delay so far has already dampened the zeal and productivity of the university in spite of its sustained efforts
- Regularization of *ad hoc* appointments of teachers,

- Adequate measures to implement the long pending promotion of teachers under career advancement schemes,
- Capacity utilization of existing sports facilities in order to win laurels as in the past.
- To ensure timely publication of various departmental journals
- To attain inter-national visibility by earning academic reputation,
- To establish a university, industry and community interaction cell for providing consultancy services,
- To strengthen its student feed-back mechanism and implement student assessment of faculty performance and also assessment of their work through self-appraisal.
- To motivate younger faculty to focus their research efforts on topics relevant to society.
- To expand extension activities especially by transferring scientific skills of students for development through science departments, besides doing the same through NSS and NCC.
- To implement automation to strengthen library services,
- To strengthen alumni association by increasing interaction with them periodically.
- To establish a science museum of national standard as a national facility in the university campus,
- Audio Video Research centre needs to be re-organized for regular use in academic activities.
- Efforts may be initiated to establish a Centre for Advanced Studies in the Department of Chemistry so that the ongoing pace of research and specialization can be sustained.
- M. Pharmacy course may be planned.
- Appropriate amendments to ordinances arising out of the directions/decisions of the apex court may be expedited.

In conclusion, the Peer Team appreciates the excellent contribution of the university to committed teaching and quality research. The Peer Team places on record its appreciation of the sincerity with which the university has provided all the information as required by it. It expresses its gratitude for the warm hospitality provided to the Team by the university.

The university of Rajasthan has organized its academic activity under well defined and separate Faculties. The programmes of each one of them are contemporary and vocational besides being

academically sound. Information, home science, psychology, computer science, biotechnology, microbiology and biochemistry are among other modern sciences in addition to a wide range of classical sciences offered alongside them. Modern European Languages, English and Sanskrit are offered under the Faculty of Arts. Education, Law, Commerce and management are well represented by courses and modules which are helpful for employment. Teaching methodology is technology oriented. Research and a large number of publications mark the work of most science disciplines. Many of the publications in refereed journals have invited overseas collaborative work with the faculties of the university and many teachers were honoured with distinguished awards. Student progression is remarkable: vertical mobility into higher studies and research, competence in clearing difficult competitive examinations, overseas assignments and entrepreneurial achievements of students and scholars are commendable indeed. Equally impressive are the achievements of NCC, NSS and other extension units in co-curricular and social work done by students who have, therefore, represented the university in many countries outside India. The vibrant and successful university, however, is badly understaffed and insufficiently funded. Inter-Faculty co-operation, augmentation of consultancy earnings and more self-funded programmes may, and can, come to its rescue.

Universities Accredited by NAAC

(as on November 04, 2004)

Sl No.	Name of the Institution	Grade
Andhra Pradesh		
1.	Andhra University, Visakhapatnam	A
2.	Central Institute of English and Foreign Languages, Hyderabad (Deemed University)	Five star
3.	Jawaharlal Nehru Technological University, Hyderabad	A
4.	Kakatiya University, Warangal	B+
5.	Nagarjuna University, Nagarjuna Nagar, Guntur Dist.	B++
6.	Osmania University, Hyderabad	Five star
7.	Rashtreeya Sanskrit Vidyapeetha, Tirupati (Deemed University)	A+
8.	Sri Krishnadevaraya University, Anantapur	Four star
9.	Sri Padmavathi Mahila Visvavidyalayam, Tirupati	Four star
10.	Sri Sathya Sai Institute of Higher Learning, Vidyagiri, Ananthapur (Deemed University)	A++
11.	Sri Venkateswara University, Tirupati	Four star
12.	University of Hyderabad, Hyderabad	Five star
Arunachal Pradesh		
1.	Arunachal University, Rono Hills, Itanagar	B
Assam		
1.	Dibrugarh University, Dibrugarh	B
2.	Gauhati University, Guwahati	Four star
Bihar		
1.	Tilka Manjhi Bhagalpur University, Bhagalpur	C++
Chandigarh		
1.	Panjab University, Chandigarh	Five star
Chhattisgarh		
1.	Guru Ghasidas University, Bilaspur	B+
2.	Pt. Ravishankar Shukla University, Raipur	B+

SI No.	Name of the Institution	Grade
Goa		
1.	Goa University, Goa	Four star
Gujarat		
1.	Sardar Patel University, Vallabh Vidyanagar	Four star
2.	Saurashtra University, Rajkot	Four star
3.	The Maharaja Sayajirao University of Baroda, Vadodara	Four star
4.	Veer Narmad South Gujarat University, Surat	B++
Haryana		
1.	Guru Jambheshwar University, Hisar, Haryana	A
2.	Kurukshehra University, Kurukshehra	Four star
3.	Maharshi Dayanand University, Rohtak, Haryana	B++
Himachal Pradesh		
1.	Himachal Pradesh University, Shimla	B++
Jammu and Kashmir		
1.	University of Jammu, Jammu	Four star
2.	University of Kashmir, Hazratbal, Srinagar	A
Jharkhand		
1.	Birla Institute of Technology, Ranchi (Deemed University)	B+
Karnataka		
1.	Bangalore University, Bangalore	Five star
2.	Gulbarga University, Gulbarga	Four star
3.	Kannada University, Hampi, Vidyaranya	B++
4.	Karnatak University, Dharwad	Five star
5.	Kuvempu University, Shankaraghatta	Three star
6.	Mangalore University, Mangalore	Four star
7.	Manipal Academy of Higher Education, Madhav Nagar, Manipal (Deemed University)	B+
8.	University of Mysore, Mysore	Five star

SI No.	Name of the Institution	Grade
Kerala		
1.	Cochin University of Science and Technology, Kochi	Three star
2.	Mahatma Gandhi University, Kottayam	B+
3.	University of Calicut, Calicut	Three star
4.	University of Kerala, Thiruvananthapuram	B++
Maharashtra		
1.	Amravati University, Amravati	B
2.	Bharati Vidyapeeth, Pune (Deemed University)	A
3.	Deccan College Post-Graduate & Research Institute, Pune (Deemed University)	B++
4.	Dr. Babasaheb Ambedkar Marathwada University, Aurangabad	B+
5.	Gokhale Institute of Politics & Economics, Pune (Deemed University)	A+
6.	Indira Gandhi Institute of Development Research, Goregaon (East) Mumbai (Deemed University)	A++
7.	Nagpur University, Nagpur	Four star
8.	North Maharashtra University, Jalgaon	Four star
9.	S.N.D.T. Women's University, Mumbai	Five star
10.	Shivaji University, Vidyanagar, Kolhapur	B+
11.	Swami Ramananda Teerth Marathwada University, Nanded	Two star
12.	Tata Institute of Social Sciences, Mumbai (Deemed University)	Five star
13.	Tilak Maharashtra Vidyapeeth, Vidyapeeth Bhavan, Pune (Deemed University)	B+
14.	University of Mumbai, Mumbai	Five star
15.	University of Pune, Pune	Five star
Madhya Pradesh		
1.	Awadhesh Pratap Singh University, Rewa	C++
2.	Barkatullah Vishwavidyalaya, Bhopal	B
3.	Devi Ahilya Vishwavidyalaya, Indore	Four star
4.	Dr. Harisingh Gour University, Sagar	Four star
5.	Jiwaji University, Gwalior	Four star
6.	Rani Durgavati Vishwavidyalaya, Jabalpur	B++
7.	Vikram University, Ujjain	Four star

SI No.	Name of the Institution	Grade
Manipur		
1.	Manipur University, Canchipur, Imphal	B
Meghalaya		
1.	North Eastern Hill University, Shillong	Four star
Nagaland		
1.	Nagaland University, Lumami, Kohima	C++
New Delhi		
1.	Jamia Hamdard, New Delhi (Deemed University)	A
Orissa		
1.	Berhampur University, Bhanja Bihar, Berhampur	B+
2.	Sambalpur University, Jyoti Vihar, Sambalpur	B+
3.	Utkal University, Vani Vihar, Bhubaneswar	B++
Pondicherry		
1.	Pondicherry University, Pondicherry	Four star
Punjab		
1.	Guru Nanak Dev University, Amritsar	Five star
2.	Punjabi University, Patiala	Five star
3.	Thapar Institute of Engineering & Technology, Patiala (Deemed University)	B++
Rajasthan		
1.	Banasthali Vidyapith, Banasthali (Deemed University)	A
2.	Birla Institute of Technology & Science, Pilani (Deemed University)	Five star
3.	Jai Narain Vyas University, Residency Road, Jodhpur	A
4.	Jain Vishva Bharati Institute, Ladnun (Deemed University)	B+
5.	Maharshi Dayanand Saraswati University, Ajmeer	B++
6.	Mohanlal Sukhadia University, Udaipur	B++
7.	University of Rajasthan, Jaipur	A+

SI No.	Name of the Institution	Grade
Tamil Nadu		
1.	Anna University, Chennai	Five star
2.	Annamalai University, Annamalainagar	Four star
3.	Avinashilingam Institute of Home Science and Higher Education for Women, Coimbatore (Deemed University)	Four star
4.	Bharathiar University, Coimbatore	A
5.	Bharathidasan University, Tiruchirappalli	A
6.	Gandhigram Rural Institute, Gandhigram, Dindigul District (Deemed University)	Five star
7.	Madurai Kamaraj University, Madurai	Four star
8.	Manonmaniam Sundaranar University, Abishekapatti, Tirunelveli	B++
9.	Shanmugha Arts, Science, Technology & Research Academy (SASTRA), Tirumalaisamudram, Tanjavur (Deemed University)	B+
10.	University of Madras, Chennai	Five star
11.	Vellore Institute of Technology, Vellore (Deemed University)	B+
Tripura		
1.	Tripura University, Suryamaninagar, Tripura (West)	C+
Uttaranchal		
1.	Gurukula Kangri Vishwavidyalaya, Haridwar (Deemed University)	Four star
2.	Hemawati Nandan Bahuguna Garhwal University, Srinagar (Garhwal)	B++
3.	Kumaun University, Nainital	Four star
4.	University of Roorkee, (renamed as Indian Institute of Technology) Roorkee	Five star
Uttar Pradesh		
1.	Bundelkhand University, Jhansi	B++
2.	Central Institute of Higher Tibetan Studies, Sarnath, Varanasi (Deemed University)	Five star
3.	Ch. Charan Singh University, Meerut	B+
4.	Mahatma Gandhi Kashi Vidyapith, Varanasi	B+
5.	University of Allahabad, Senate House, Allahabad	B++
6.	University of Lucknow, Lucknow	Four star
7.	V. B. S. Purvanchal University, Jaunpur	B

SI No.	Name of the Institution	Grade
West Bengal		
1.	Jadavpur University, Kolkata	Five Star
2.	Rabindra Bharati University, Kolkata	Four star
3.	The University of Burdwan, Burdwan	Four star
4.	University of Calcutta, Kolkata	Five star
5.	University of Kalyani, Kalyani	Three star
6.	University of North Bengal, Darjeeling	Three star
7.	Vidyasagar University, Midnapore	Three star

For Communication with NAAC

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