

**PEER TEAM REPORT ON
Accreditation of Chaudhary Devi Lal University, Sirsa, Haryana**

Criterion I: GENERAL	Information								
1.1 Name & Address of the Institution	Chaudhary Devi Lal University, Sirsa, Haryana								
1.2 Year of Establishment	2003								
1.3 Current Academic Activities at the Institution (Numbers)	6 (UG, PG, M.Phil, Ph.D, PG Diploma, Integrated Masters)								
• Faculties/ Schools	7								
• Departments/ Centres	16								
• Programmes/ Courses offered	Regular: 55; (UG,PG, M.Phil, Ph.D and others)								
• Permanent Faculty Members	64								
• Permanent Support Staff	152								
• Students	M: 1442; F:1267; Total: 2709								
1.4 Three major features in the institutional context (As perceived by the Peer Team)	<ul style="list-style-type: none"> • A nascent university located in urban area with a good campus. • Increased the access to Higher education by offering UG to Ph.D. level programs on the campus. • Large percentage of students admitted are from rural background and 46% are girls. 								
1.5 Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure)	5 th to 8 th August of 2015.								
1.6 Composition of the Peer Team which undertook the on- site visit	<table style="width: 100%; border: none;"> <tr> <td style="width: 70%;">Prof. G.N.Qazi Vice-Chancellor Jamia Hamdard University Hamdard Nagar, New Delhi – 110062.</td> <td style="width: 30%; text-align: right;">Chairperson</td> </tr> <tr> <td>Prof. Sanjeev Sonavane Dean, Dept. of Education & Extension, Savitribai Phule Pune University, Pune-411007 Maharashtra</td> <td style="text-align: right;">Member</td> </tr> <tr> <td>Prof. Sunil Kanta Behera Professor, Department of Journalism & Mass Communication, Berhampur University Berhampur-760007 (Odisha)</td> <td style="text-align: right;">Member</td> </tr> <tr> <td>Prof. R.G.B. Bhagavath Kumar Vice-Chancellor Damodharam Sanjivayya National Law University, Visakhapatnam, A.P.</td> <td style="text-align: right;">Member</td> </tr> </table>	Prof. G.N.Qazi Vice-Chancellor Jamia Hamdard University Hamdard Nagar, New Delhi – 110062.	Chairperson	Prof. Sanjeev Sonavane Dean, Dept. of Education & Extension, Savitribai Phule Pune University, Pune-411007 Maharashtra	Member	Prof. Sunil Kanta Behera Professor, Department of Journalism & Mass Communication, Berhampur University Berhampur-760007 (Odisha)	Member	Prof. R.G.B. Bhagavath Kumar Vice-Chancellor Damodharam Sanjivayya National Law University, Visakhapatnam, A.P.	Member
Prof. G.N.Qazi Vice-Chancellor Jamia Hamdard University Hamdard Nagar, New Delhi – 110062.	Chairperson								
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	<p>Prof. A. Venkatraman Member Professor, Department of Public Administration South Gujarat University Surat-395007, Gujarat</p> <p>Prof. P Venkataramaiah Member (Former V.C., Kuvempu University) # 436, Viswamanava Double Road Kuvempunagar, Mysore-570009, Karnataka</p> <p>Dr. (Mrs) K. Rama NAAC Officer</p>
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2.1: Curricular Aspects	
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2.1.1 Curriculum Design and Development	<ul style="list-style-type: none"> • The institution has adopted the UGC model curriculum for all its programmes. • Wherever applicable the University follows the curriculum provided by the statutory regulatory bodies like BCI,NCTE etc. • Except for Curriculum of integrated programs most others do not have applied components.
2.1.2 Academic Flexibility	<ul style="list-style-type: none"> • CBCS yet to be initiated. • Integrated inter-disciplinary programmes introduced. • Extremely limited flexibility observed.
2.1.3 Curriculum Enrichment	<ul style="list-style-type: none"> • The University is yet to initiate value added programs. • As for the mandatory requirement Environmental science introduced in almost all the UG and some PG programmes.
2.1.4 Feedback System	<ul style="list-style-type: none"> • Informal feedback from stakeholders. • Structured, formal feedback system yet to be initiated. • Student feedback form needs to be streamlined.

2.2 Teaching-Learning & Evaluation	
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2.2.1 Student Enrolment and Profile	<ul style="list-style-type: none"> • Transparent admission process. • The university follows the admission and reservation policy of Haryana Government. • Majority of the students are from the same state.
2.2.2 Catering to Student Diversity	<ul style="list-style-type: none"> • Girl students constitute 46% (63% in Ph.D Programme); students from socially and economically weaker sections are represented. • Remedial coaching for slow learners is to be made comprehensive. • Reservation for girl students in certain programmes.
2.2.3 Teaching-Learning Process	<ul style="list-style-type: none"> • Semester system adopted in majority of programmes. • Traditional teaching learning methods are predominant. • ICT enabled classrooms are yet to be provided across the departments. • Academic calendar prepared and followed for

	<p>academic activities.</p> <ul style="list-style-type: none"> • Based on the course requirements case studies, field trips, project work etc. are provided. • Limited hands on experience and skills component.
2.2.4 Teacher Quality	<ul style="list-style-type: none"> • 58 out of 64 permanent faculty members are Ph.D. • Many faculty members have participated in FDPs. • Enrichment through attendance at extension lectures and participation in seminars, conferences etc. • Large number of teachers appointed on an annual contractual basis.
2.2.5 Evaluation Process and Reforms	<ul style="list-style-type: none"> • Internal evaluation through assignments, tests, seminars, debates etc. • Industrial visits and research projects are part of curriculum in some programmes. • There has been a delay in the declaration of results. • Redressal of exam related grievances in place. • Ph.D. thesis evaluation is only by examiners from India. • No plagiarism check for M.Phil and Ph.D. Thesis.
2.2.6 Student Performance and Learning Outcomes	<ul style="list-style-type: none"> • Periodic tests and assignments for continuous assessment. • On an average 80% pass percentage in different programmes. • Institution is yet to initiate the outcomes based assessment.
2.3 Research, Consultancy & Extension	
2.3.1 Promotion of Research	<ul style="list-style-type: none"> • Research committee monitors research activities. • Research Grants in the form of seed money for faculty members • Around 14 research scholars provided with University research fellowships . • Support for organizing national/international conferences/ seminars. • About 0.5 % of the total budget is allocated for research.
2.3.2 Resource Mobilization for Research	<ul style="list-style-type: none"> • Limited mobilization of funds from UGC/ CSIR/DST for major and minor projects(16 major projects ongoing and 4 completed). • The University is yet to explore and tap the potential resources for research from Industry and other funding agencies.
2.3.3 Research Facilities	<ul style="list-style-type: none"> • Well-equipped laboratories in a few departments. • Availability of e-journals and digital resources through Infilnet and EBSCO. • Initiated establishing the central computing facility. • The University is yet to establish an IPR unit and ethics committee.
2.3.4 Research Publications and Awards	<ul style="list-style-type: none"> • Three patents have been filed. • Faculty members have published research papers in peer reviewed national/international journals. • Some faculty members have received research awards.

	<ul style="list-style-type: none"> • For 2011-15 the University Scopus h-index is 2 and citation index is 10.
2.3.5 Consultancy	<ul style="list-style-type: none"> • Consultancy activities are yet to be initiated.
2.3.6 Extension activities and Institutional Social Responsibility	<ul style="list-style-type: none"> • Extension activities limited to NSS, YRC, Red Ribbon Club. • Extension and outreach programs as per course requirements in Law and Education. • Students are encouraged to participate in cultural activities and youth festivals. • The institution is yet to develop result oriented social outreach programs.
2.3.7 Collaboration	<ul style="list-style-type: none"> • The university may initiate MOUs for research and academic collaboration.
2.4 Infrastructure and Learning Resources	
2.4.1 Physical Facilities	<ul style="list-style-type: none"> • Institution located in 213 acres of eco-friendly campus. • While most of the departments have adequate infrastructure the classroom spaces need improvement. • Common facilities like multipurpose auditorium, health centre, sports fields are available. • Well maintained Boy's and Girl's Hostel with necessary infrastructure available. • Facilities for physically challenged are limited to ramps on the ground floor and one lift in one academic block..
2.4.2 Library as a Learning Resources	<ul style="list-style-type: none"> • Library with around 55,000 volumes. • Books and journals worth about Rs 54 lacs/year has been procured during the last four years. • The institution subscribes to Infilbnet and EBSCO for the e-resources • OPAC is operational.
2.4.3 IT Infrastructure	<ul style="list-style-type: none"> • The University is yet to have ICT enabled classrooms. • The University has adequate computers and campus-wide LAN/Wi-Fi connectivity under NME-ICT. • Limited budgetary provision for upgrading and maintenance of machinery and equipment.
2.4.4 Maintenance of Campus Facilities	<ul style="list-style-type: none"> • Well maintained campus. • The maintenance works of the university including civil works is done by the construction branch. • AMC for all equipment and instruments is in place. • The university has a sewerage treatment plant, water harvesting and recycling systems in place.
2.5 Student Support and Progression	
2.5.1 Student Mentoring and Support	<ul style="list-style-type: none"> • University's website and handbook provides all information relating to the student's activities. • Various types of scholarship, fee concessions, and research fellowship for students and scholars. • Support provided for organizing curricular and extra-curricular events.
2.5.2 Student Progression	<ul style="list-style-type: none"> • Coaching programmes for NET/SET, GATE and other

	<p>competitive examinations exist.</p> <ul style="list-style-type: none"> • A good number of students have succeeded in NET/SET and GATE examinations. • Summer training and campus placements need to be improved.
2.5.3 Student Participation and Activities	<ul style="list-style-type: none"> • Students are encouraged to participate in conferences and seminars. • Students participated in inter-university sports events and youth festivals and won laurels. • Students participate in University Community Radio (F.M.).
2.6 Governance and Leadership	
2.6.1 Institutional Vision and Leadership	<ul style="list-style-type: none"> • There is a clearly stated vision and mission statement. • With senior positions vacant in number of departments, academic leadership is not visible. • Expansion of programs in line with vision and mission needs to be proactively taken up.
2.6.2 Strategy Development and Deployment	<ul style="list-style-type: none"> • University need to develop a long term perspective plan. • Centralized decision making. • Need to provide academic flexibility and autonomy to departments and faculties. • Where ever necessary consider bringing changes in the statutes and ordinances as per the new developments and reforms.
2.6.3 Faculty Empowerment Strategies	<ul style="list-style-type: none"> • Faculties participate in various FDP, national and international conferences. • Seed money for research to encourage research activities. • Awards and recognition for research for Faculty Members.
2.6.4 Financial Management and Resource Mobilization	<ul style="list-style-type: none"> • Annual budget prepared and approved by statutory bodies of the University. • Internal and external audit mechanisms exist. • Resource mobilization mainly through the Government of Haryana and other funding agencies like UGC, CSIR etc.
2.6.5 Internal Quality Assurance System	<ul style="list-style-type: none"> • IQAC, established in 2010, is yet to be streamlined. • Academic audit is in process.
2.7 Innovation and Best Practices	
2.7.1 Environment Consciousness	<ul style="list-style-type: none"> • Curriculum of many courses incorporates environmental studies. • Sewerage treatment, water recycling and water conservation practices in place. • Tree plantation and greening of the campus.
2.7.2 Innovations	<ul style="list-style-type: none"> • There are no visible innovations observed in the University.

2.7.3 Best Practices	<ul style="list-style-type: none"> • Integrated programmes have provided increased access to higher education to the rural youth of the area. • The library computer center facilitates needy students with technology assistance in submitting online job applications, e-resource access etc.
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Section III: OVERALL ANALYSIS

3.1 Institutional Strengths	<ul style="list-style-type: none"> • Good physical infrastructure with adequate land for future academic growth. • Caters to the higher education needs of the rural students particularly from the disadvantaged sections of the society. • Introduction of PG, Integrated and other courses enhancing the students' employability. • Committed faculty and non-teaching staff. • Adequate funding and support from the State Government of Haryana.
3.2 Institutional Weaknesses	<ul style="list-style-type: none"> • Limited use of ICT enabled teaching-learning mechanisms. • Weak academic leadership due to limited senior faculty in most of the departments. • Large number of vacant positions at all levels • Limited research and outreach activities. • With a few exceptions students are mostly from the state of Haryana.
3.3 Institutional Opportunities	<ul style="list-style-type: none"> • Motivating rural students who are first generation graduate learners. • Designing programmes to cater to local needs. • Development of affiliated colleges that act as primary catchment area for students to pursue PG courses in the University. • Introduction of more skill-based job-oriented courses. • Resource mobilisation from different funding agencies. • ICT enabled services for both academic and administration. • Collaboration with universities and research organisations of the region and the country.
3.4 Institutional Challenges	<ul style="list-style-type: none"> • Strengthen the consultancy services. • Meeting the global challenges of higher education in contextualisation of local and regional needs. • Formulation of 20-year perspective plan for the growth and development of the university. • Strengthen the efforts to attract and retain the best faculty and students. • Ensuring student diversity with cross cultural heterogeneity from other regions of Haryana as well as other states. • Placement services for securing employment. • To enhance the academic quality and rigor in affiliated colleges.

- To strive for cooperation and support from different stakeholders, including the State Government and Alumni.

Section IV: Recommendations for Quality Enhancement of the Institution

- Soft skills and personality development programmes need to be introduced.
- Efforts to be made to introduce CBCS.
- Faculty positions need to commensurate with various academic programmes and be filled.
- Vacant regular teaching and non-teaching positions including statutory positions need to be filled up.
- Academic and administrative processes should be appropriately IT enabled.
- Time duration for conduct of examinations and declaration of results need to be minimized and streamlined.
- Faculty members need to be encouraged and motivated to take up more research projects (major and minor) and publish regularly in refereed research journals with high impact factor.
- University-Industry-Community linkage and collaboration need to be strengthened.
- Introduce need-based post-graduate, add-on and job-oriented courses especially to enhance the knowledge, skills and employability of the socially and economically disadvantaged students
- Departments need to initiate efforts for obtaining SAP, DRS from UGC, CSIR and other national and international organisations.
- Facilities for games and sports need to be upgraded.
- Career and Counselling Centre and placement cell need to function more effectively.
- Strengthening the tutor-ward system through tutorials, bridge courses and remedial coaching for slow learners.
- IQAC need to be streamlined as per the guideless of NAAC along with Academic and Administrative Audit System.
- Student feedback system and teacher self appraisal methodology need to be integrated and analyzed professionally to facilitate quality enhancement in the teaching and research.

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

Signature of the Head of the Institution
Seal of the Institution

Signatures of the Peer Team Members:

Name and Designation	Signature with date
1. Prof. G.N.Qazi Chairperson	
2. Prof. P Venkataramaiah Member	
3. Prof. Sunil Kanta Behera Member	
4. Prof. R.G.B. Bhagavath Kumar Member	
5. Prof. A. Venkatraman Member	
6. Prof. Sanjeev Sonavane Member	

Place: Sirsa, Haryana.

Date: 8th August, 2015



राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद
विश्वविद्यालय अनुदान आयोग का स्वायत्त संस्थान
NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
An Autonomous Institution of the University Grants Commission

Quality Profile

Name of the Institution : Chaudhary Devi Lal University

Place : Sirsa, Haryana

Criteria	Weightage (W_i)	Criterion-wise Weighted Grade Point (Cr WGP)	Criterion-wise Grade Point Averages (Cr WGP _i / W_i)
I. Curricular Aspects	150	230	1.53
II. Teaching-Learning and Evaluation	200	410	2.05
III. Research, Consultancy and Extension	250	560	2.24
IV. Infrastructure and Learning Resources	100	270	2.70
V. Student Support and Progression	100	300	3.00
VI. Governance, Leadership & Management	100	190	1.90
VII. Innovations and Best Practices	100	170	1.70
Total	$\sum_{i=1}^7 W_i = 1000$	$\sum_{i=1}^7 (Cr WGP_i) = 2130$	

$$\text{Institutional CGPA} = \frac{\sum_{i=1}^7 (Cr WGP_i)}{\sum_{i=1}^7 W_i} = \frac{2130}{1000} = \boxed{2.13}$$

Grade = **B**

Descriptor = **GOOD**

Date : September 14, 2015



[Signature]
Director

- This certification is valid for a period of Five years with effect from September 14, 2015
- An institutional CGPA on four point scale in the range of 3.01 - 4.00 denotes A grade (Very Good), 2.01 - 3.00 denotes B grade (Good), 1.51 - 2.00 denotes C grade (Satisfactory)
- Scores rounded off to the nearest integer