



**INSTITUTIONAL ASSESSMENT AND ACCREDITATION
(Effective from July 2017)**

Accreditation - (Cycle - 1)

**PEER TEAM REPORT ON
INSTITUTIONAL ACCREDITATION OF
DAYANANDA SAGAR UNIVERSITY
U-0856**

**Bangalore
Karnataka
562112**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
An Autonomous Institution of the University Grants Commission
P.O. Box No. 1075, Nagarbhavi, Bengaluru - 560 072, INDIA**

Section I:GENERAL INFORMATION

1.Name & Address of the institution:	DAYANANDA SAGAR UNIVERSITY Bangalore Karnataka 562112	
2.Year of Establishment	2014	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:	7	
Departments/Centres:	14	
Programmes/Course offered:	52	
Permanent Faculty Members:	514	
Permanent Support Staff:	726	
Students:	7779	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. State of art Infrastructure Facilities 2. Visionary Management 3. Conducive Environment to Teaching Learning and Research.	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 04-10-2023 To : 06-10-2023	
6.Composition of Peer Team which undertook the on site visit:		
	Name	Designation & Organisation Name
Chairperson	DR. SATPAL BISHT	Vice Chancellor,SSJ University
Member Co-ordinator:	DR. SEEMA JOSHI	Director,NORTH MAHARASHTRA UNIVERSITY
Member:	DR. GANESH NARASIMHAN	Dean,VISTAS
Member:	DR. PROF KC SUNNY	Vice Chancellor,National University of Advanced Legal Studies
Member:	DR. ANURADHA GAJJAR	Professor,L M COLLEGE OF PHARMACY
Member:	DR. PROF SANJEEV BHANAWAT	FormerProfessor,University of Rajasthan
NAAC Co - ordinator:	Dr. Jagannath Patil	

Section II: CRITERION WISE ANALYSIS

Observations (Strengths and/or Weaknesses) on each qualitative metrics of the key Indicator under the respective criterion (This will be a qualitative analysis of descriptive nature aimed at critical analysis presenting strength and weakness of HEI under each criteria)

Criterion1 - Curricular Aspects (Key Indicator and Qualitative Metrics(QIM) in Criterion1)	
1.1	Curriculum Design and Development
1.1.1 QIM	Curricula developed and implemented have relevance to the local, national, regional and global developmental needs which is reflected in Programme outcomes (POs), Programme Specific Outcomes(PSOs) and Course Outcomes(COs) of the Programmes offered by the Institution.
1.2	Academic Flexibility
1.3	Curriculum Enrichment
1.3.1 QIM	Institution integrates crosscutting issues relevant to Professional Ethics ,Gender, Human Values ,Environment and Sustainability into the Curriculum
1.4	Feedback System

Qualitative analysis of Criterion 1

1. Designed the curriculum as per the industry, alumni, and university bodies.
2. While designing the curriculum guidelines and regulations are followed with the help of Governing Bodies, Alumni, and other bodies.
3. A strong correlation between the Course Outcomes and Program Outcomes is ensured here.
4. During curricula and syllabi developments, emphasis is laid to ensure the inclusion of either a few topics or even a module in the courses, on human element, ethical practice, gender non-bias, and environmental sustainability are found in the curriculum.
5. DSU in its curriculum of summer internships, mandatory internships, and projects in industries exposes students to picking up corporate-standards behavior early in their career

Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrics(QIM) in Criterion2)	
2.1	Student Enrollment and Profile
2.2	Catering to Student Diversity
2.2.1 QIM	The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners
2.3	Teaching- Learning Process
2.3.1 QIM	Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences
2.3.2 QIM	Teachers use ICT enabled tools including online resources for effective teaching and learning process.
2.4	Teacher Profile and Quality
2.5	Evaluation Process and Reforms
2.5.3 QIM	IT integration and reforms in the examination procedures and processes (continuous internal assessment and end-semester assessment) have brought in considerable improvement in examination management system of the institution
2.6	Student Performance and Learning Outcomes
2.6.1 QIM	The institution has stated learning outcomes (generic and programme specific)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents
2.6.2 QIM	Attainment of Programme outcomes, Programme specific outcomes and course outcomes are evaluated by the institution
2.7	Student Satisfaction Survey

Qualitative analysis of Criterion 2

1. The advanced learners are made to engage in the acquisition of advanced concepts, skills, strategic thinking, and logical reasoning through 11 modules followed in DSU. Provision for Remedial classes in place.
2. The slow learners, often, are recognized to be having - limited exposure owing to factors such as backgrounds, socio-cultural upbringing problems, lack of aptitude in science and engineering domains, and hailing from poor academic environments. Lack of interest as well as motivation in studies, inclination towards sports and other fields through 11 modules followed in DSU.
3. The mentor-mentee system for slow learners needs to be improved
4. Teaching learning methodologies are not followed properly.
5. Documentation of Teaching learning techniques needs to be improved.
6. Teachers are using all ICT facilities and most of the classrooms are fitted with multimedia systems. Adequate ICT facilities are available on the campus.
7. The Office of the Control of Examination needs robustness and special reference to conduction, evaluation, and documentation.
8. To ensure the integrity of the examination, some security features special reference to the storage of question papers and answer scripts.

9. Easy access to the COE office may adversely affect the integrity. Security has to be improved in the COE Section.
10. Learning outcomes and graduated attributes are integrated and need to be publicized.
11. All the required documents should be available on the Website.
12. PO CO PSO Needs to be improved and documented for each course in all the departments.
13. File systems are to be improved in each department.

Criterion3 - Research, Innovations and Extension (Key Indicator and Qualitative Metrics(QIM) in Criterion3)

3.1	Promotion of Research and Facilities
3.1.1 QIM	The institution's Research facilities are frequently updated and there is a well defined policy for promotion of research which is uploaded on the institutional website and implemented
3.2	Resource Mobilization for Research
3.3	Innovation Ecosystem
3.3.1 QIM	Institution has created an eco system for innovations including Incubation centre and other initiatives for creation and transfer of knowledge.
3.4	Research Publications and Awards
3.5	Consultancy
3.5.1 QIM	Institution has a policy on consultancy including revenue sharing between the institution and the individual and encourages its faculty to undertake consultancy.
3.6	Extension Activities
3.6.1 QIM	Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years.
3.7	Collaboration

Qualitative analysis of Criterion 3

1. Data utilized for research outcome and information provided in the SSR are mismatched, though the quality of publications is maintained.
2. There are projects funded by various funding agencies including corporate and the government for research and development
3. HEI Needs to reframe a clear policy for the Promotion of Research and development.
4. Two innovation centers are in place
5. The ecosystem for participants is conducive.
6. Participation of teaching staff in international and national conferences is to be improved
7. More number of FDP and Workshops for students are to be conducted.

8. More number of Active MOUs and Industry Collaborations for Non-Engineering Departments.
9. It seems consultancy for various industries has started in the recent past
10. There are provisions to encourage the active participation of faculties in consultancy.
11. HEI adopted certain villages to help neighborhood villages with health hygiene in adequate numbers.
12. The number of participants in Extracurricular activities needs to be improved and more Interactive programs in the future.

Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrics(QIM) in Criterion4)

4.1	Physical Facilities
4.1.1 QIM	The institution has adequate facilities for teaching - learning. viz., classrooms, laboratories, computing equipment, etc.
4.1.2 QIM	The institution has adequate facilities for cultural activities, yoga, games and sports (indoor & outdoor); (gymnasium, yoga centre, auditorium, etc.,)
4.1.3 QIM	Availability of general campus facilities and overall ambience
4.2	Library as a Learning Resource
4.2.1 QIM	Library is automated using Integrated Library Management System (ILMS) and has digitisation facility
4.3	IT Infrastructure
4.3.2 QIM	Institution has an IT policy, makes appropriate budgetary provision and updates its IT facilities including Wi-Fi facility
4.4	Maintenance of Campus Infrastructure
4.4.2 QIM	There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

Qualitative analysis of Criterion 4

1. All the classes have adequate facilities with smart room facilities auditoriums and laboratories
2. More computers and Internet facilities are available on the campus.
3. Sports facilities are available but the auditorium facilities need to be maintained.
4. Gymnasium facilities are available on the campus.
3. Sports facilities are available but the auditorium facilities need to be maintained.
4. Gymnasium facilities are available on the campus.

5. Overall ambiance is excellent.
6. HEI needs to enrich the library in terms of the number of books, journals, and library hours.
7. Digitization facilities are appropriate on the campus.
8. IT and WiFi facilities are adequate and speed is also good.

Criterion5 - Student Support and Progression (Key Indicator and Qualitative Metrics(QIM) in Criterion5)	
5.1	Student Support
5.2	Student Progression
5.3	Student Participation and Activities
5.3.2 QIM	Presence of Student Council and its activities for institutional development and student welfare.
5.4	Alumni Engagement
5.4.1 QIM	The Alumni Association / Chapters (registered and functional) contributes significantly to the development of the institution through financial and other support services.

Qualitative analysis of Criterion 5

1. HEI needs to appoint a dean of student welfare and develop the activities of students to strengthen student activities.
2. The alumni association is registered and needs more active participation for the enrichment of the university.

Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrics(QIM) in Criterion6)	
6.1	Institutional Vision and Leadership
6.1.1 QIM	The institution has a clearly stated vision and mission which are reflected in its academic and administrative governance.
6.1.2 QIM	The effective leadership is reflected in various institutional practices such as decentralization and participative management.
6.2	Strategy Development and Deployment
6.2.1 QIM	The institutional Strategic plan is effectively deployed.
6.2.2 QIM	The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules and procedures, etc.
6.3	Faculty Empowerment Strategies
6.3.1 QIM	The institution has a performance appraisal system, promotional avenues and effective welfare measures for teaching and non-teaching staff .
6.4	Financial Management and Resource Mobilization
6.4.1 QIM	Institutional strategies for mobilisation of funds and the optimal utilisation of resources
6.4.4 QIM	Institution conducts internal and external financial audits regularly
6.5	Internal Quality Assurance System
6.5.1 QIM	Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes by constantly reviewing the teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals.
6.5.3 QIM	Incremental improvements made for the preceding five years with regard to quality (in case of first cycle), Post accreditation quality initiatives (second and subsequent cycles).

Qualitative analysis of Criterion 6

1. The administration and governance of the Institution have to be more decentralized.
2. Effective leadership is visible in terms of creating infrastructure and availability of funds.
3. Strategic plans need to be reframed.
4. Service rules and procedures need to be transparent.
5. Financial and administrative policies are available.
6. Performance appraisal for both teaching and non-teaching available and timely promotions are provided.
7. Effective funds are available and utilized properly for the institutions.
8. Audits are updated and meet up by Chartered Accounts. Both the Internal and External Audits are conducted.
9. The proactive role of IQAC is significant. The frequency of IQAC meetings and action-taken reports need

improvement.

10. Teaching and learning methodologies and learning process structures have to be improved.

11. During the assessment period measures have been adopted for the development and maintenance of academic and administrative resources.

Criterion7 - Institutional Values and Best Practices (Key Indicator and Qualitative Metrics(QIM) in Criterion7)

7.1	Institutional Values and Social Responsibilities
7.1.1 QIM	Measures initiated by the Institution for the promotion of gender equity during the last five years.
7.1.3 QIM	Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words) <ul style="list-style-type: none">• Solid waste management• Liquid waste management• Biomedical waste management• E-waste management• Waste recycling system• Hazardous chemicals and radioactive waste management
7.1.8 QIM	Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).
7.1.9 QIM	Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).
7.1.11 QIM	Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).
7.2	Best Practices
7.2.1 QIM	Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.
7.3	Institutional Distinctiveness
7.3.1 QIM	Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

Qualitative analysis of Criterion 7

1. Gender equity in place. Surplus study rooms for boys and girls are available.
2. HEI can induct women at leadership levels. Women's participation needs to be included in all levels of administration.
3. Degradable and non-degradable Management waste has been initiated recently.
4. Initiatives are effectively implemented
5. Harmony and other diversities are available on the campus.
6. Many orientation and induction programs have been conducted by HEI to ensure values, rights, and duties in the university.
7. All the national and international functions are celebrated and well documented.
8. HEI has not listed best practices prescribed by the NAAC Manual though their two best practices are gender equity and rainwater harvesting.
9. The distinctiveness of the Institution is no pending grievances cases and full proof safety of students and staff. There are provisions for interest-free loans to both teaching and non-teaching staff up to fifteen lakhs provided.

Section III: OVERALL ANALYSIS based on Institutional strengths, Weaknesses, Opportunities & Challenges (SWOC) (up to 500 words)

Overall Analysis

Strength:

1. Visionary management.
2. Good infrastructure.
3. Well Equipped Laboratories.
4. Quality Sports Facilities.
5. Well Maintained Canteen.
6. Adequate Security arrangements.
7. Rain Water Harvesting system at large scale.

Weaknesses:

1. IQAC contribution is not visible.
2. High teacher-student ratio
3. Inadequate facilities for individual practical training of the students across different institutes.
4. Insufficient library facilities for some programs like B. Voc (Design), B. Tech (Cyber Security), B. Tech (AI-ML), M. Pharm.
5. Insufficient free ships and scholarships for the students offered by the University.

6. Basic facilities such as well-ventilated classrooms (in a few departments), clean drinking water, washrooms, sanitary pad vending machines, incinerators, and internal transportation are insufficient/absent.
 7. Overall administration needs to be improved with good documentation and uniform practices across all institutes of the University.
 8. The faculty appraisal system is not robust and transparent.
9. Security measures are inadequate in the Examination section of the University

Opportunities:

1. Seek UGC 12 B certification and AICTE approval for the MBA program.
2. Better understanding and implementation of OBE across all programs of the University.
3. Quality publications in reputed journals by all faculty.
4. Functional MoUs and collaborations.
5. Establishing NSS and NCC units.
6. Improved functioning of various student clubs and implementation of extra-curricular activities for students across all programs.
7. Alumni Association can be structured and strengthened.
8. Improving demand ratio in some programs and attracting student diversity.
9. Free access to plagiarism/similarity search tools for all the students across the university.
10. Introducing PG programs in Journalism and Mass Communications, Commerce, etc.

Challenges:

1. Extending library working hours.
 2. Conducting rigorous academic audits along with other audits like green audits, energy audits, environment audits, etc.
 3. Getting trained and experienced staff in administration, finance, and examination sections.
 4. Rules and ordinances need to be in place and should be revised and accordingly robust documentation be followed.
 5. Improving industry preparedness programs by incorporating foreign language skills, behavioral skills, presentation skills, and cross-cultural training thereby improving placement across all programs.
6. Enhancing community outreach programs

Section IV: Recommendations for Quality Enhancement of the Institution

(Please limit to **ten major ones** and use telegraphic language) (It is not necessary to indicate all the ten bullets)

- Further improvement in the documentation across general administration, examination section and finance section following prescribed rules by all relevant statutory organizations can be further strengthened
- Strengthening and stream-lining IQAC functioning.
- Quality and impactful research contribution, MoUs and collaborations along with funding from various Government and non-Government organizations and consultancy across all disciplines of the University
- Further strengthening of providing basic hygienic utilities and facilities for holistic development of students across all disciplines of the University
- To provide more merit based scholarships to the students by the University
- Improving the training and placement activities across all disciplines of the University
- Regular career and health counseling is recommended.
- Industrial/ educational visits to be arranged for all students across all disciplines in the University
- The number of PhD graduates has to be improved as per the UGC Guidelines
- Regular Faculty Development Programs for various aspects of the Teaching-Learning-Evaluation process at periodic intervals and enhance the support for participation in quality national and international conferences

I have gone through the observations of the Peer Team as mentioned in this report

Signature of the Head of the Institution

Seal of the Institution

Sl.No	Name		Signature with date
1	DR. SATPAL BISHT	Chairperson	
2	DR. SEEMA JOSHI	Member Co-ordinator	
3	DR. GANESH NARASIMHAN	Member	
4	DR. PROF KC SUNNY	Member	
5	DR. ANURADHA GAJJAR	Member	
6	DR. PROF SANJEEV BHANAWAT	Member	
7	Dr. Jagannath Patil	NAAC Co - ordinator	

Place

Date