



PRESIDENCY UNIVERSITY

2019

ACADEMIC AUDIT REPORT



PARADIGM CONSULTANTS

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University Profile

Presidency University's vision is to be a world-class University. It believes in nurturing talent amongst all those who enter their portals. By developing the knowledge and skills of each student, the University aims to make them successful professionals and responsible citizens. PU aims to accomplish all these through excellence in teaching, deploying best pedagogical tools benchmarked from across the world, an efficient research and development center, and service and community development in focus. The University commitment is towards shaping lives of students through scholarly exposure, pedagogy and learning which contributes in making youth future ready and globally employable.

Presidency University offers several programmes in higher education segment spanning across disciplines of engineering, business, law and design. Highly qualified faculty members with a proven record in prestigious institutions share their knowledge, research and deep domain expertise with the students. The green verdant campus spread over sixty acres provides all the necessary infrastructure to make student life an enriching experience.



BACKGROUND



Background

Higher Education in India, is one among the top three areas of development undergoing a tremendous change. The country is becoming a global hub of educational activities and a feeder of talent which needs growing man power needs of the world. However, along with this growth, there is also a concern to provide quality education with standard curriculum and globally acceptable system of education. This has become all the more important now that India has become signatory to Washington Accord. This implies that our accreditation system should be on par with other global systems.

The National Assessment and Accreditation Council of India has evolved certain benchmarks for ascertaining and ensuring quality at different levels of Higher Education and for its continued sustenance. Over the last few years, Universities in India have taken serious note of these emerging demands of updated curriculum, design new programs which meet current demands of industry and offer outstanding student experience. By establishing Internal Quality Assurance Cells (IQAC) and conducting External Quality Assurance checks it is possible for a university to enable itself for a higher grade in accreditation process.

All Higher Educational Institutions in India are expected to go through stringent quality assessment procedure by an external peer review, and series of accreditation based on a set of predetermined academic and administrative audit criteria. The monitoring and evaluation of the institutional processes require a carefully structured system of internal and external introspection.

The NAAC expects the Universities to undertake continuous Academic and Administrative Audits by external peers, after every Assessment and Accreditation. This is an important step to evaluate independently as to how well the improvement processes are taking place and what more needs to be done. Not many Universities are prepared to undertake this step mainly due to their reluctance to expose their weaknesses. However, Presidency University in quest of attaining excellence has taken a bold step at this juncture of their evolution to go in for an external academic and administrative audit.

For assuring quality and excellence in higher education, Presidency University has also taken steps to monitor its progress and evaluate the systems performances by establishing not only the Internal Quality Assurance Cells and but also through Academic and Administrative Audit (AAA) conducted by external experts. In this context, Paradigm Consultants which comprise of outstanding veterans of Indian higher education have been engaged to conduct the AAA.



NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL, BENGALURU

**Academic and Administrative Audit (AAA)
A brief advisory note**

Context:

The **National Assessment and Accreditation Council (NAAC)** has evolved tools and guidelines for improving quality for different levels of Higher Education Institutions (HEIs) and for its sustenance. By establishing Internal Quality Assurance Cell (IQAC) and undergoing External Quality Assurance process it's possible to continuously strive for excellence.

The monitoring and evaluation of the institutional processes require a carefully structured system of internal and external review. The NAAC expects the Institutions to undertake continuous Academic and Administrative Audits (AAA). This brief note is intended to serve as advisory to all accredited HEIs who volunteer to undertake AAA.

About Academic and Administrative Audit (AAA):

Academic and Administrative Audit (AAA), are very essential for the excellence in Higher Education. These are interrelated concepts. Thus in order to have a quality oriented academic, there should be a strong administrative background.

Academic Audit: - Academic audit can be understood as a scientific and systematic method of reviewing the quality of academic process in the institution. It is related with the quality assurance and enhancing the quality of academic activities in HEIs.

Administrative Audit: - It can be defined as a process of evaluating the efficiency and effectiveness of the administrative procedure. It includes assessment of policies, strategies & functions of the various administrative departments, control of the overall administrative system etc.

Major objectives of AAA:

1. To understand the existing system and assess the strengths and weaknesses of the Departments and Administrative Units and to suggest the methods for improvement and for overcoming the weaknesses.
2. To identify the bottlenecks in the existing administrative mechanisms and to identify the opportunities for academic reforms, administrative reforms and examination reforms etc.
3. To evaluate the optimum utilization of financial and other resources.
4. To suggest the methods for continuous improvement of quality keeping in mind criteria and reports by NAAC and other bodies.

Approach towards AAA: - World class Universities or institutions of eminence cannot be built overnight or legislated into existence. For that strict and continuous Audit of Academic and Administrative process should be adopted. Both the AAA can be done internally and externally. Internally it should be done by the IQAC of the institutions, while externally it can be done by the University (for Colleges) or by other peers. In some states it is organised by state level agencies. **Knowledge Consortium of Gujarat (KCG)** has developed a very good model of AAA in state of Gujarat. It is also learnt that many of the HEIs volunteering for third and fourth cycles of accreditation have done AAA.

Methodology:

NAAC has not prescribed any specific methodology or guidelines for conducting AAA. It is expected that each HEI may evolve its own guidelines and methodology by learning from good practices followed by leading institutions within and outside India. The successful practices can be adapted to suit specific context and requirement of HEI on various aspects such as given below:

- **Criteria:** IQAC of HEIs can decide set of criteria to be used for AAA. Some HEIs follow NAAC criteria as it compliments periodic assessment and accreditation by NAAC. Some HEIs have developed slightly different set of criteria. It is also learnt that some HEIs have taken NAAC departmental evaluation format and have done department-wise also.

- **Periodicity:** Some HEIs undertake the AAA exercise on annual basis. However many HEIs prefer to do this exercise once in three years or five years. An internal exercise every year and involvement of external peers once in a three or five years could be a good option.
- **Selection of peers/experts:** Since peer review is backbone of AAA, similar to accreditation by NAAC, it is important to select good experts as peers for AAA. Even though no specific qualifications can be prescribed for good peers, it is vital that peers should be able to command respect from faculty on the basis of their credentials such as academic distinctions, experience as reviewer on NAAC or similar bodies and professionalism.
- **Process:** HEIs can devise its own process including self-evaluation by faculty and administrative units, schedule of onsite visit, format of report and outcome etc... Many HEIs try to follow NAAC's process and formats with some changes.
- **Outcome:** The outcome of AAA may be placed before Internal Quality Assurance Cell (IQAC) and Governing Bodies (GB) of the HEIs. Plan of action can be prepared to implement the suggestions accepted by IQAC and GB.

It is important that HEIs should formally prepare the guidelines / statutes / ordinances for AAA, so that it becomes an institutionalised practice. As the facilitator of quality culture in higher education, the NAAC will be taking efforts to promote any good practices of AAA brought to its attention. At present, NAAC has sponsored a good number of seminars across the country on the theme of AAA. The HEIs are advised to take benefit from deliberation of these seminars to update recent trends in AAA as tool for continuous quality improvement.

Bengaluru
13th April, 2017

Prof. D.P. Singh
Director, NAAC

Based on this Advisory Note by NAAC, the Paradigm Team chose to devise its AAA process in conformance with the seven criteria of Accreditation. This will be of help to Presidency University as they move on getting NAAC accreditation by 2020-21

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CURRICULAR ASPECTS ►



Curricular Aspects

The Curricular Aspects are the mainstay of any University and it has the mandate to develop appropriate curricula for specific programmes, revise or update them periodically, ensuring that the outcomes of its programmes are defined by its various academic bodies. Curricular Aspects pertains to the practices of a University in initiating a wide range of programme options and courses that are in tune with the emerging national and global trends. Apart from issues of diversity and academic flexibility, aspects on career orientation, multi-skill development, feedback system and involvement of stakeholders in curriculum updation is also evaluated.

Curricular Development

One of the significant responsibilities of universities' is Curriculum Design and Development and thus they are expected to have processes, systems and structures in place to shoulder this responsibility. It is a complex process which requires need-based inputs in consultation with expert groups, based on the feedback from stakeholders. This process leads to development of relevant programmes with appropriate flexibility to suit the professional and personal needs of the students and realization of its core outcomes. This key criterion also considers the best practices that institution has evolved in development and design of various curriculum option.

Curriculum evolved by the University should comprise of Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs), the substantive outlines of courses in every discipline (syllabus), details of course delivery as well as assessment of student performance and thereby attainment of POs and COs. The quality element for this criterion is reflected in universities' effort to revise, update, the curriculum and provide adequate flexibility. Therefore, key factors to into this criterion is the implementation of the Outcome Based Learning (OBL) precepts and evolution of Choice Based Credit System (CBCS).

ASSESSMENT

- i. No market survey and/or competitor analysis seems to have been carried out while starting the programs of study.
- ii. Curricular framework was devised by Department of Academic Committees (DAC's) of respective Department
- iii. Curricular design/structure was benchmarked with the curricular frameworks of AICTE. Most of the curriculum frameworks had only a modicum of outcome based learning parameters. Therefore, they do not conform to NBA design of curriculum.
- iv. Review of existing curricular structure is based on CBCS framework:

Sl.No.	Course Type/Group	Observations
1	Foundation courses (FC) (Humanities, Social Science & Management Courses/ Basic Science Courses/ Engineering Sciences Courses, etc.)	Mostly the FC are limited in range and fixed menu for these are offered. Students do not have flexibility to choose amongst variety of the FCs.
2	Discipline Specific Core Courses (DSCC) (Management, Engineering, Sciences, Humanities, Social Sciences, Medicine, etc.)	Most of the DSCC is fixed with no choice to students for choosing amongst available platter of choices.
3	Discipline Specific Electives (DSE) (Choice based discipline Electives of the programmes on offer)	The number of DSE is limited. e.g, in Engineering curriculum, only four electives are permitted.
4	Specialization Elective Courses (SEC) (Within a programme to build specialization in a major or minor field)	No SEC exists to build a super specialization or a minor within the Engineering discipline. Some options in Law, however, dual major options exist in MBA

5	<p>Open Elective Courses (OEC) (Such as Ability Enhancement Courses (AEC), Skill Enhancement Courses (SEC), Value Added Courses (VAC). These can be taken as credit or non-credit/ Audit Courses AC)</p>	<p>Among the OECs, limited choice of two OEC is available. Also, there is a provision of ULC which is like a social work option. The personality development courses are largely covered under fixed menu of Foundation Courses and options of AEC, SEC & VAC are largely missing.</p>
6	<p>Non-Teaching Credit Courses (NTCC) (Courses such as Summer Training, Dissertation, Term Paper, Seminar, Minor project, etc. which do not require formal teaching)</p>	<ul style="list-style-type: none"> • Seminar (X) • Term Paper (X) • Field Work (partly ✓ in form of PP) • Summer Internship, (partly ✓ in form of PP) • In-house Practical Training, (partly ✓ in form of UP) • Entrepreneurial Project, (X) • Minor Project, (X) • Major Project, (X) • Dissertation (X in Engineering, partly ✓ in Law & Management) • Any other similar academic project (X)
7	<p>Credit Transfer Course (CTC) (Courses Credits earned at other Universities/Institutions or through MOOC, etc.)</p>	<p>CTC do not exist as no MOOCs and No arrangements with other universities.</p>

- v. Draft curricular design is evaluated by duly constituted Boards of Studies of respective Schools and finally considered and approved by the Academic Council. Industry perceptive is provided by professional experts on the BOS and Academic Council.
- vi. Minutes of meetings of the Boards of Studies and Academic Council are duly recorded. However, different Bodies of the University (other than Academic Council) approve curriculum which is not a standard practice.

PRESCRIPTION

1. DAC's (Faculty Boards) should preferably have "Consultative Committees" comprising 2-3 academics and 2-3 industry experts for designing curriculum framework of a program/course.
2. Consultative Committees / DAC's should ensure that the curricular design :
 - (i) Is contemporary and benchmarked to the national/ global standards.
 - (ii) Has relevance to local/ regional/ national/ global developmental needs.
 - (iii) Incorporates curricular enrichment by including Enrichment courses and value added courses.
 - (iv) Is compliant with OBL system and CBCS philosophies/practices.
 - (v) Is industry aligned
3. It is suggested that the **Policy/Regulation of Curriculum Design and Development** should be immediately developed and the whole process of Curriculum Development and Review should be comprehensively defined. There may be need of renaming and readjusting the various bodies and sub-bodies involved in this process to capture suggestions given in the point 1 & 2 above.
4. The formal structure of curriculum development process and various bodies and sub bodies needs to be properly defined.
5. For implementation of Outcome Based Learning, it is suggested that following measures need to be taken up on urgent basis.
 - (i) Existing curricula to be aligned with OBL frameworks which will necessitate each course plans to clearly delineates POs, PSOs, & COs.
 - (ii) Conduct multiple 3-day OBL workshops so that the nuances of OBL philosophy/methodology are fully understood by all teaching faculty, assessment teams and other academic administrators.
 - (iii) **Policy/Regulation for Outcome Based Learning** needs to be created at the earliest.
6. Record of approvals regarding course development, modifications, and other program amendments requires interlinking of program/courses developed and revised over the last 4 years with corresponding minutes of the meetings of DAC, BOS and Academic Council.

Curricular Review

Periodically, the curriculum should be reviewed to keep it in sync with needs of industry and the developments in various domains of academic disciplines. This review ideally should be done in consultation with multiple stakeholders, viz employers, students and teachers.

ASSESSMENT

- i. PU has revised existing courses following similar process as for development of programs/courses. However, specific details of such programs/courses were not available.
- ii. There has to be a proper definition of what constitutes a change in a program or in a course which does not exist as of now.
- iii. Curriculum review should also form a part of a policy which is not in place.

PRESCRIPTION

1. Clear definition of what constitute program change / course change to be embedded in a comprehensive policy that needs to be developed for curriculum design and review.
2. Proper documentation of program change / course change with version control and course code amendment, if any.
3. Based on the policy and definition of program change/course change, the Office of Dean Academics should prepare School-wise/year-wise list of programs/courses in which syllabi revision has been carried out during last 3 years, as per the policy definition.

Curricular Enrichment

Holistic development of students is the main purpose of curriculum. While this is attempted through prescribing dynamic and updated curricular inputs, the university is expected to have provision for additional courses and any such activities which may not be directly linked with one's discipline of study but contribute to sensitizing students to cross-cutting issues relevant to the current pressing concerns both nationally and internationally such as gender, environment and sustainability, human values and professional ethics, development of creative and divergent competencies. A progressive university would provide a wide range of such "value-added" courses for students to choose from according to their interests and inclinations.

ASSESSMENT

The Curriculum Enrichment basically consists of providing courses that focus on Employability/ Skill Development/ Entrepreneurship.

- i. University currently does not provide specific courses pertaining to current social issues cutting across the ideas of Gender Equity, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum.
- ii. It is observed that in some programs, (B.Tech & MBA) there is a provision of 1 credit project based course called 'University Learning Course' (ULC) to provide exposure to host of social issues like; Rescuing animals, Awareness on child abuse/ child rights, Awareness about personal hygiene, Awareness about waste management and disposal, Cultivating habit of reading books, Safe and clean village management, Public road safety and traffic awareness, etc. which though is a good idea, but needs to be put into a formal classification.
- iii. Skill development:
 - Though most programs have 'project work', and 'assignments' to develop hands on experience/ skills, but no specific courses leading to skill development exist.
- iv. NTCC (Non-Teaching Credit Courses) are by way of Internships (Professional Practice) /Project work and Field visits which could lead to skill enhancement. However, the bouquet of NTCC is not well defined. A professional Practice Policy has been made but it is too sketchy and not structured.

- v. Entrepreneurship: (Focused courses to promote entrepreneurship) Not very many courses were found on Entrepreneurship. The list of electives provided by PU has only one course on Entrepreneurship in MBA and B.Tech.

PREScription

1. It is recommended that ULC can be rebranded as “Social Immersion Courses” and its scope can be widened to include things like :
 - Gender awareness and sensitivity
 - Sustainable Development
 - Hygiene and Cleanliness
 - Human Rights and values
 - Professional and Personal Ethics
2. It is recommended that the Office of Dean, Academics creates the following framework:

Ability Enhancement Compulsory Courses (AECC)	Environmental Sciences
	Human Values and Ethics
	Gender Sensitization
Ability Enhancement Courses (AEC)	Leadership Skills
	Conflict Management Skills
	Building Team Trust Skills
	Problem Solving Skills
Soft Skills Enhancement Courses (SSEC)	Communication Skills
	Public Speaking Skills
	Presentation Skills
	Interpersonal Skills
	Etiquettes and Manners
	English Language Lab
	Accent Correction Lab

Foreign Language Courses (FLC)	Basic French
	Basic German
	Basic Spanish
	Basic Mandarin
Performing and Visual Arts Courses (PVAC)	Introduction to Dance
	Introduction to Theatre
	Introduction to Music
	Introduction to Painting/Sculpture
	Developing Excellent Photography Skills
	Art of TV Anchoring
	Art of Radio Jockeying
Life Management and Wellness Courses (LMWC)	Basics of Yoga
	Nutrition Management
	Diet Management
	Select topics of Alternative Medicine
	Aroma Therapy
	First Responder
	Emergency Medical Training
Technology Skill Enhancement Courses (TSEC)	Web design
	Multimedia
	Game Design
	Artificial Intelligence & Machine Learning
	Internet of Things
	Big Data Analytics

	Digital Marketing
Art Appreciation Courses (AEC)	Art of Film Critiquing
	Appreciating Architecture Styles
	Modern Music Appreciation
	Introduction to Archeology
	Introduction Museum Curation
Social Work Courses (SWC)	Social Work
	Participation in NSS
	Participation in NGO work
	Geriatric Care

3. The above table is only suggestive and can be amended as per the resources available at Presidency University. Some of the above courses can be offered through MOOCs, some can be offered as non-credited value added courses, some can be offered as campus wide open electives.
4. Value added courses should be of 30 hour duration, be outside the curriculum (Audit courses) and should develop transferable skills to help the student in their employment. Some of the examples are given in the above table.
5. In addition, Dean (Research and Innovation) should prepare a list of courses that promote entrepreneurship and innovation through the proposed 'Center for Incubation, Innovation and Entrepreneurship'.
6. Formal industry visit tours must be organized for undergraduate students (B.Tech, BBA), and their reports should be improved to include the objective of visit and learning gained.
7. In order to institutionalize the above, Office of Dean (Academics) should develop the following Policy Guidelines:
 - Policy / Regulation on 'Curriculum Enrichment and Value Added Courses'.
8. Further, classification of various types of the non-taught credit courses needs to be created and a **Policy/Regulation for NTCC** needs to be created.

Academic Flexibility

Academic flexibility refers to the freedom in the choice of picking from a bouquet of courses. Horizontal mobility, inter-disciplinary options and other such flexibility should be facilitated by curricular design. Supplementary enrichment programmes should be introduced as an initiative of the university. The implementation of choice based credit system is a key indicator in this criterion.

ASSESSMENT

1. The spread of Choice Based Credit System is very limited and does not even conform to first level of curriculum flexibility.
2. Availability of Open Electives, Discipline Electives are also rather limited.
 - Subject to feasibility, the choice of electives under CBCS should be widened to provide more flexibility to students to develop desired competencies/ promote inter-disciplinary learning.

PRESCRIPTION

1. The entire curriculum needs to be reworked in this regard. Also, a proper **Policy/Regulation for Choice Based Credit System** be developed.
2. Office of Dean (Academics) should prepare program-wise the following structure to move towards full blown choice based credit system.

1	Foundation courses (FC)	Since the FC are limited in range and fixed menu, this requires that there is increase in range and choices within the minimum number of credits to be earned under this category.
2	Discipline Specific Core Courses (DSCC)	As most of the DSCC are fixed with no choice to students, the platter needs to be enlarged to provide students with choices.
3	Discipline Specific Electives (DSE)	The number of DSE is limited. E.g, in Engineering curriculum, only four electives are permitted. The

		number of electives could be enhanced to at least 8 within the overall credit bucket.
4	Specialization Elective Courses (SEC)	A set of SEC for each program should be devised to help students with an option to build a super specialization or a minor.
5	Open Elective Courses (OEC)	As indicated in the table provided under Curriculum Enrichment section, the menu for such courses needs to be created within overall specified buckets of the credits, for each category.
6	Non-Teaching Credit Courses (NTCC)	The following categories amongst NTCC needs to be created within specified credit range for each program. <ul style="list-style-type: none"> • Seminar • Term Paper • Field Work • Summer Internship, • In-house Practical Training, • Entrepreneurial Project, • Minor Project, • Major Project, • Dissertation • Any other similar academic project
7	Credit Transfer Course (CTC)	Policy/Regulation and availability of MOOC courses or Transfer of Credits when students undergo a semester exchange program.

Curricular Feedback Mechanism

The process of revision and redesign of curricula is based on recent developments and feedback from the stakeholders. The feedback from all stakeholders in terms of its relevance and appropriateness in catering to the needs of the society, economy and environment helps in improving the inputs. University should have a feedback system in place which will have an active process of not only collecting feedback from all stakeholders, but also analyzing it and identifying and drawing pertinent pointers to enhance the learning effectiveness.

ASSESSMENT

- i. Online student feedback on faculty is taken at mid-semester and semester-end.
- ii. Feedback on curricular aspects from the mandated stakeholders including students is not taken.
- iii. Student satisfaction survey is carried out once a year and the gap analysis is done online. However, the student satisfaction survey format does not include feedback on curriculum.
- iv. A definite mechanism to analyze and take action on such feedback was not visible.

PRESCRIPTION

- i. NAAC requires that feedback on curricular design be taken from faculty, students, Alumni, Employers and Parents. This process needs to be institutionalized.
- ii. That such feedback should be taken on structured formats designed for the specific purpose and amenable to statistical analysis.
- iii. Office of Dean (Academics), should therefore immediately introduce the system of obtaining structured feedback from all stakeholders on a regular basis.
- iv. A mechanism should also be developed to analyze the feedback so received and manner of action to be taken on it. Feedback so received should be analyzed by the Faculty Boards (DAC's) and put up to the BOS and the Academic Council for approval and incorporation in the curricula before the revision.
- v. Record of such feedback, its analysis and incorporation while revising curricula, together with minutes of BOS and AC meetings should be properly maintained, for reference and made available whenever required.

OVERALL RECOMMENDATION

1. Office of Dean (Academics) should immediately develop comprehensive Regulations/Policies for Curriculum Design, Development and review', CBCS Policy, NTCC Policy, OBL Policy and Policy on Value Added Courses.
2. Get existing curricula aligned with OBL methodology.
3. Link all program/courses developed and revised over the last 4 years with corresponding minutes of DAC, BOS and Academic Council.
4. Office of Dean (Academics) should prepare a list of 'Value Added Courses' and 'Enrichment Courses' to be introduced. A suggestive list is provided in our prescriptive section and this could include Ability Enhancement courses, Soft skills, enhancement courses, foreign language courses.
5. Office of Dean (Research & Innovation) should prepare a list of courses that promote entrepreneurship and innovation, and evaluate need for more such courses.

2

TEACHING LEARNING & EVALUATION ▶



Teaching, Learning and Evaluation

Teaching and learning pertains to the efforts of a university to serve students of different backgrounds and abilities, through effective teaching-learning processes. Interactive instructional techniques that engage students in higher order ‘thinking’ and investigation, through the use of multi modal pedagogy consisting of group discussions, debates, projects, presentations, experiments, practicum, internship and application of ICT resources are important considerations. This also challenges the adequacy, competence as well as the continuous professional development of the faculty who deliver various courses.

Effective teaching-learning process is essential for academic success. Presidency University has developed teaching learning model to cater to development of the knowledge, skills, attitudes and habits of students. The purpose of the teaching-learning process at the university is to be student-focused. Thus, the university endeavors to promote student-centric learning. Effort is also being made for students to take the ownership of their learning and reflect on the learning process. Various schools of the University are trying to shift from lecture based teaching to paradigm of experiential learning.

Continuous evaluation of learning is a practice that is followed at Presidency University. Efforts are made to measure cognitive as well as applied learning. Project work, quiz, problem solving exercise, classroom assessment methods, end-semester examination, etc. constitute the different components of the overall evaluation. This criterion looks into various aspects of teaching learning and evaluation processes.

Student Enrollment and Profile

The enrollment process should be a transparent, well-administered mechanism, complying with all the norms of the concerned regulatory/governing agencies including state and central governments. Apart from the compliance of the various regulations, the university should put forth efforts in ensuring equity and wide access catering to diverse student community from different geographical areas and socio-economic, cultural and educational backgrounds. These parameters get reflected in to the profile of student body.

ASSESSMENT

Average percentage of students from other States and Countries during the last five years

Category	Male	Female	Total	Total %
Karnataka	2868	1193	4061	62.27
Non-Karnataka	2034	399	2433	37.30
International	22	6	28	0.43
Total	4924	1598	6522	100.00

PRESCRIPTION

1. The brand development of the university should be utilized towards attracting more applications. As the placement track record of the university also get established, the attractiveness of the university would increase amongst the prospective students. Thus, there should be a strong accent in improving quality and quantity of placements. The goal should be to achieve application to admission ratio of 2.5 during forthcoming enrollment cycle.
2. The catchment area of students should be enlarged by promoting the university in other regions of the country specifically north and west.
3. An international students office be established to have a well thought out strategy of recruiting students from neighboring countries and effective mechanism be put together to take care of cross cultural needs of such students.
4. The program portfolio should be differentiated and more aligned to current industry needs, so that there is greater attraction among the students.

Catering to Student Diversity

The University is expected to satisfy the needs of the students from diverse backgrounds including backward community as well as from different geographies. University should reflect any special efforts made to bring in students from different categories and fulfill their special learning needs. Across time, the university should present how it tackled various variations in learning needs of its diverse student body.

ASSESSMENT

- i. PU attempts to admit students from other states and regions with diverse social /cultural/ educational backgrounds and gender, which is an effort in right direction to promote diversity and national integration. However, currently over 70 percent of student body is from Bangalore and neighboring areas, if we add the other three southern state, the percentage cumulatively becomes 90 percent of the population. So, currently the university is rather south centric.
- ii. Attempt is made for socio economic diversity in student body, which though important for social cohesion, can also create problems given the varying aptitudes of students in terms of communication skills, proficiency in English/ Mathematics, learning abilities, adjusting to academic pace/ rigor, etc. We did not observe any distinct mechanism in place to handle this issue.
- iii. International students amongst the student body may face even greater problem of adjusting to alien culture, food preferences, climatic conditions, etc. Again, we did not find any specific process in place to cater to the well-being of international students.
- iv. Due to late commencement of new academic sessions, we did not find any process in place to conduct formal orientation and induction program for new students.
- v. Assessment of learning levels of students at the time of admission is not being done.
- vi. There are no well-defined process or programs to cater to slow learners and advanced learners. We found that each class has a 'Class Committee' comprising 6-8 students who interact with all course teachers to discuss ways and means to improve teaching-learning process. However, such Committees are mix of fast and slow learners. Therefore, specific provisions catering to each category of learners do not emerge.

PRESCRIPTION

The university may consider introducing following measures to address student diversity:

1. The enrollment team should make more efforts to popularize the university in other regions of the country specifically north and west. Enrollment offices can be set up in Delhi and Mumbai.
2. An international students' admission office can be established to have a well thought out strategy of recruiting students from neighboring countries. Within the university, an effective mechanism under the Office of Director (Student Welfare) should be put together to take care of cross cultural needs of such students.
3. A special orientation /induction program catering to international students, should be devised and conducted to familiarize them with university, state and India.
4. Orientation/Induction Programs should be made more focused to acquaint the students about Campus/ Hostel life, facilities available; teaching-learning process, coping academic rigor, counseling/mentoring etc. so as to help develop a level of comfort.
5. 'Students Handbook' needs to be comprehensively revamped to provide to students important information about the University life and academic process and rigor. There could also be a provision of declaration / oath by students to adhere to university's defined policies and follow the honor code.
6. Sensitization programs should be held to develop awareness and sensitivity among students towards female students and differently able students for amity and better social cohesion.
7. For soft skills, Personality Enhancement Workshops be held to improve their communication skills and leadership qualities, especially of those students who lack on these personality factors. L&D Department may be asked to look into development of such specific programs.
8. Counseling/Mentoring activity should be intensified to resolve social, personal or emotional problems of students. Professional student psychologists should be employed for mental well-being of the students.
9. To find the learning diversity among the incoming students, following measures could be put in place:
 - a. Conduct Aptitude test for newly enrolled students in English (spoken and written) and Quantitative abilities just after admission to judge their proficiency levels.

- b. Organize bridge courses to narrow down the deficiencies.
 - c. Students can also be organized in to different section based on their abilities and suitably tailored level of instruction can be provided within the section.
10. Policy / Regulations need to be evolved to address diversity issues and their resolution:
- a. Policy/Guideline on “Interventions for slow and advanced learners” need to be developed which covers inter alia;
 - i. Interventions for slow learners:
 - Remedial/ extra classes (Records needs to be maintained well)
 - Faculty to provide academic consulting hours ranging from 2 - 4 hour/week for such students.
 - Better mentoring by Faculty Advisors (proper mentoring diaries to be maintained)
 - ii. Interventions for Advanced Learners:
 - Active participation of such students to be in encouraged in various students chapters of professional bodies (SPE, SAE, ACM, etc.) and specific academic oriented clubs (Science, Robotics, IoT, etc.).
 - Involvement in Interdisciplinary projects along with masters and doctoral students as Research Assistants to earn URE (undergraduate research experience) credits.
 - Above involvement can also lead to development of student research papers/ presentations in national and international conferences.
 - Enabling students to innovate and participate in various projects/competitive events (BAJA, TRI Robotics, CanSat, etc.) Such students can also do innovation projects in CIIE of the University.
 - In-house guidance cum professional coaching to prepare for GATE/ GRE / CAT/ GMAT / UPSC and other competitive examinations.
11. The University should develop a structured Counseling and Mentoring Policy guidelines to strengthen and guide such activities.

Faculty -Student Ratio

In essence, the faculty student ratio is simply total number of faculty in an institution divided by total number of students enrolled. Most regulators in India prescribe ratios of 1:20 and in some disciplines even higher. Lower faculty-student ratio makes smaller classes that are widely believed to benefit all because of individual attention from faculty members, and slow-learner students are seen to benefit more. Students in large classes tend to get distracted because of too many instructions from the teacher to the whole class instead of individual attention, and slow-learner students are most affected. Therefore, it is imperative for high quality of instruction to have lower faculty-student ratios and thus excel in academic standards. This is an important parameter across academic regulators and accreditors.

ASSESSMENT

	Engineering	Management	Law
Total Faculty	313	29	15
Total Students	5575	726	301
Faculty-Student Ratio	1:21	1:25	1:20

- i. Current overall faculty-student ratio is over 1:20 (1:25 for Management).
- ii. Faculty-student ratio just meeting the norm, but a better ratio is desirable.
- iii. Average faculty work load is by and large under the provision of UGC norm of 16 hours/week for Asst. Professors and 14 hours for Associate Professors and 12 for full Professors which is by and large prevalent at the university.

PRESCRIPTION

It is understood that in the coming academic year, i.e., (AY 2019-20) the student body at Presidency University would grow to more than 10,000 in numbers. In the following graphics, we present the faculty hiring numbers and at what seniority level, so as to balance the cadre ratio. This is presented school wise, keeping in view the current norms of applicable regulator.

1. School of Engineering

Standard Requirement

- Faculty Student Ratio – 1:20
- Cadre Ratio - 1:2:6

Actual

- Faculty Student Ratio – 1:30.7
- Cadre Ratio - 1:1.2:9.4

Faculty Required: 400

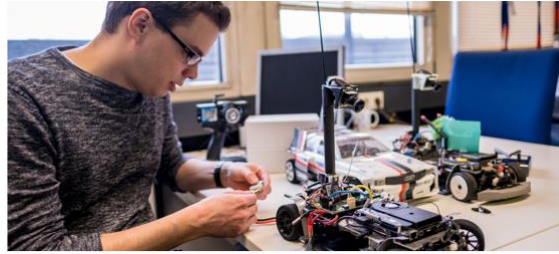
Actual no. of Faculty: 256*

Shortfall: 144

Requirements:

- Professor: 22, Associate Professor: 62, Assistant Professor: 60

*Faculty of Soft Skills not included



Based on projected strength of approximately 8000 students

2. School of Management

Standard Requirement

- Faculty Student Ratio – 1:20
- Cadre Ratio - 1:2:6

Actual

- Faculty Student Ratio – 1:40.8
- Cadre Ratio - 1:2.6:3.4

Faculty Required: 75

Actual no. of Faculty: 35

Shortfall: 40

Requirements:

- Professor: 3, Associate Professor: 4, Assistant Professor: 33



Based on projected strength of approximately 1500 students

3. School of Law

Requirement as per norms

- Faculty Student Ratio – 1:40
- Cadre Ratio – 1:2:6.5

Actual

- Faculty Student Ratio – 1:62.7
- Cadre Ratio - 1:0:10

Faculty Required: 18

Actual no. of Faculty: 11

Shortfall: 7

Requirements:

- Professor: 1, Associate Professor: 4, Assistant Professor: 2



Based on projected strength of approximately 700 students

4. School of Design (upcoming School)

Standard Requirement

- Faculty Student Ratio – 1:15
- Cadre Ratio - 1:2:6

Actual

- Faculty Student Ratio – 1:12
- Cadre Ratio - 1:0:4

Faculty Required: 4

Actual no. of Faculty: 1

Surplus: 3

Requirements:

Associate Professor: 1, Assistant Professor: 2



Intended strength of SOD is 60 students.

Differently - Abled Students

Universities are expected to uphold the fundamental entitlements of people with disabilities and to develop an institutional culture that values and strives for providing special amenities and facilities such as ease of access, mobility, academic support, work scheduling, communication and technology in accordance with the need of such persons.

ASSESSMENT

- There do not seem to be very many students with disabilities, however, it was told to us that this is not due to any bias in the admission process.
- No specific policy seems to be in place for addressing the problems of differently able students.

PRESCRIPTION

- The University should devise a policy to promote admission of differently-abled students and for addressing specific problems of such students.
- The university infrastructure should be capable of handling needs of differently-abled students. The appropriate measures of wheel chair access, disabled friendly washrooms, and special provision of books and journals in braille for visually impaired and specific hearing aids and devices for aurally impaired students need to be in place.

Teaching Learning Process

The teaching-learning modalities should be relevant to the need of student body. For learner-centric education through appropriate methodologies such as participative learning, experiential learning and collaborative learning modes, facilitate effective learning, the teachers need to provide a variety of learning experiences, as enumerated earlier. With the emergence of learning centric model, create a feeling of responsibilities amongst learners and leads to co-creation of knowledge from variety of sources which in today's context, largely emanate from digital sources. Therefore, the emergence of digital resources for learning, makes learning process more individualized, creative and dynamically adaptive. Quality of learning provided in the university depends largely on teachers' adaptability to draw upon such emerging technologically assisted resources to enrich teaching-learning. This requires provision of availability of Learning Management Systems (LMSs), other e-resources by the university and how its faculty incorporates them in their scheme of teaching-learning.

ASSESSMENT

- i. The University follows semester system and continuous internal assessment for all programs.
- ii. The Academic Regulation and individual Program Regulations have been well documented.
- iii. Academic Calendar specifying schedule of academic, co-curricular and extra-curricular activities is brought out annually at the beginning of the academic year, and is made available to the students for their prior information.
- iv. Every faculty maintains a 'Course File' containing the syllabus, lesson plans, assignment record, etc.
- v. Course handouts / case studies are put up on LMS for information of students by several faculty members. The LMS currently used is not up to global standards
- vi. Implementation of experiential learning is by way of:
 - a. Participative learning (Group Project work)
 - b. Experiential learning (Internships/Professional Practice)
 - c. Problem solving methodologies (limited number case studies/ Quizzes/ Assignments, etc.).

vii. The University has created ICT facility in most of the classrooms to facilitate teaching-learning process. However, during our random visits to a few classes in progress, it was observed that:

- a. Teachers mostly use lecture mode and green boards /chalk/marker for classroom teaching. In many cases teaching was not interactive at all.
- b. Chalk writing on green boards was hardly visible from back rows.
- c. Voice of some teachers was barely audible in back rows.
- d. However, most of the teachers whom we observed during class conduct had good subject knowledge and communication abilities.
- e. Class rooms have noisy fans and acoustic issues.

Therefore, the overall observation is that the teaching-learning mode is not really student-centric and is based mostly on traditional lecture method without much interaction.

- viii. Student satisfaction survey on faculty is carried out yearly on 36 all-encompassing questions and gap analysis is done online.
- ix. But there is no mechanism to find out the overall students' satisfaction based on multiple parameters of academics, student life, university systems and processes.

PRESCRIPTION

1. Teaching-learning mode should be made learning -centric wherein the teachers and students co-create knowledge based on plethora of digitally available resources as well as based on participative and experiential learning pedagogy.
2. The faculty should be encouraged to use ICT technologies for making their classes more visually and aurally interesting by appropriate usage of PPT's, videos, animation etc. Progressively, the classrooms may be upgraded to smart classrooms.
3. Orientation programs for faculty to familiarize them with various ICT technologies and to develop ease of using technology for classroom instruction should be conducted by Office of Dean (Academics). This should also involve how to judiciously embed various technological tools of learning in their teaching frameworks.

4. Issues within classrooms (noisy fans, poor acoustic) should be attended to immediately by switching to new generation noiseless fans and appropriately putting damping fixtures for improving acoustics.
5. Advanced LMS when adopted can also provide the attainment matrix of CO/PO attainments based on OBL framework.
6. While the student feedback mechanism is an effective tool to assess the teaching/learning standards - such feedback should be shared with individual teachers for follow up.
7. A mechanism should be put in place to know what steps the individual teacher has taken to improve his/her performance.
8. A formal mechanism of calculating Net Promoter Score (NPS) be evolved to evaluate positive word of mouth emanating from the PU campus.

Use of ICT for effective teaching

ASSESSMENT OF CURRENT POSITION

- i. Course handouts / limited number of case studies and other teaching notes are put up on LMS for information of students by several faculty members. The entire faculty base still does not use the LMS. Some of the faculty members have the fear of losing their teaching notes, once uploaded on LMS. The LMS currently used is not up to global standards.
- ii. Implementation of collaborative learning is not digitally assisted through the power of LMS. Possibly, current LMS is not capable of some of the advanced feature. There is no implementation of the Flip Classroom mode.
- iii. The University has created ICT facility in most of the classrooms to facilitate teaching-learning process. However, during our random visits to a few classes in progress, it was observed that:
 - a. Teachers mostly use lecture mode and green boards /chalk/marker for classroom teaching. In many cases teaching was not interactive at all.
 - b. Though every class is equipped with LCD Projectors, we saw only one or two faculty members using power point presentation as a teaching support. Even these presentations were not effectively made.
- iv. Therefore, the overall observation is that the teaching-learning mode is not really digital and learning-centric pedagogy has not evolved and is currently based mostly on traditional lecture method without much student interaction.

- v. Many faculty and students are registered for MOOC/NPTEL courses to supplement their learning - which is appreciable. However, most faculty members do not undergo the certification process as there is no incentives from the university side, either fiscal or recognition. In absence of credit transfer and MOOC integration into curriculum, students also do not take the certifications.

PRESCRIPTION

1. The faculty should be trained and coached to use ICT technologies for making their classes more visually and aurally interesting by appropriate usage of PPT's, videos, animation etc.
2. Progressively, once the faculty is appropriately trained and understand how to judiciously embed various technological tools of learning in their teaching frameworks and the classrooms may be upgraded to smart classrooms.
3. The new world class LMS (Blackboard or D2L) needs to be invested into, which can lead to following pedagogical engagement:-
 - a. Engage
 - b. Collaborate
 - c. Flip
 - d. Assess
 - e. Communicate

This could lead to a true digital teaching-learning environment at PU.

4. Additional tools such as JING/CAMTASIA could be used to create Flip environment and IMPARTUS for Video Recording of lectures can be seamlessly added to the chosen LMS. This combination will lead to truly multi-media based digital teaching learning environment.
5. The University should also move to HBO (Hybrid-Blended-Online) regime and incorporate MOOCs within their programs. Currently, UGC permits up to 20% of credit that can be offered through HBO mode. This will enable students to take certifications for which their credit could be transferred to their degree. **Credit Transfer Policy** to be defined and made.
6. There should be incentives for faculty members to get themselves certified on higher order MOOCs. These incentives could be reimbursement of certification fee or credit in performance appraisal under the "professional development" head.

Teacher Profile and Quality

“Teacher quality” is a composite term to indicate the quality of teachers in terms of their qualification, scholarship, thought leadership and research output. The institutional imperative in this regard includes objectivity in recruitment procedures, faculty manpower planning, professional development and recognition of teaching abilities. Intrinsically, the teachers also implies the professional recognition through various national and international professional awards and contribution to various professional bodies in their discipline area. Through a formal PMS an assessment of faculty’s ability to take initiative to learn and keep abreast with the latest developments, to innovate, continuously seek improvement in their work can be made. It also includes contribution towards individual and institutional excellence.

ASSESSMENT

1. Currently, out of the faculty base of 320, only 134 hold PhD qualification. This implies that on an average, only 30 - 40% have PhD qualification. Another 30 faculty members are reportedly pursuing Ph.D. largely at PU itself.
2. The large number of faculty members are young faculty ranging from 0 - 5 years teaching experience, there are some senior Professors as well who have teaching experience ranging from 20 - 30 years. Overall, the average experience of faculty body would be around 9.6 years.
3. It was observed that since the faculty base is rather young, not many have received awards, recognition, fellowships at State, National, International level from Government, recognized bodies during the last four years. Only about 1 -2 faculty members have won some awards. So, average awards per faculty are minimalistic.
4. We also found that there is no system within the university to recognize faculty excellence and internal recognition awards being bestowed.
5. The university does not seem to have the system of sanctioned faculty positions, school-wise, department-wise and cadre-wise based on projected number of students in an academic year.
6. During the course of our audit process we found following figures pertaining to Faculty diversity,

Gender Ratio:

Total Permanent Faculty: 336

Male: 218-65%

Female: 118—35%

Faculty Diversity:

Total Permanent Faculty: 336

Same State: 72 Nos-21%

Other State: 264 Nos-79%

This implies that among the faculty base is there a fair representation of faculty from states other than the home state. In terms of gender also university has about 1/3 women faculty which is appreciable.

PRESCRIPTION

1. There should be formal system of sanctioning teaching positions based on the projected number of students for the ensuing academic year.
2. Diversity among faculty base should be further enhanced especially with regard to gender and differently able. The recruitment base should be expanded to recruit from other parts of the world so as to introduce international diversity. Special effort also be made to recruit women faculty and some faculty who may be differently abled.
3. In the hiring process, there should be an affirmative action to hire professors and associate professors not only to improve the cadre ratio, but also the average faculty teaching experience which is an important factor in accreditation process.
4. To further enhance teacher quality and competence, the faculty should be encouraged to register for PhD not just at PU but also at other institutions of repute. Provision be created for sabbatical leave for a semester or year to complete the course work requirements or to use experimental facilities.
5. Teachers should also endeavor to improve their research, community service, professional service and thought leadership aspect and thereby win national and international awards in this areas. This will not only bring laurels to them but also to the university.

Faculty recruitment/ Service Rules

ASSESSMENT

We also discussed with the HR team, the processes for faculty recruitment and service rules.

The following are our observations:

- i. PU has a 'Human Resource Manual Regulations, 2018' in place. But the document is incomplete as it does not provide for the following provisions:

- a. Classification of posts/ level/Pay grades, etc.
 - b. Sanctioning/creation of posts
 - c. Selection Committees
 - d. Joining formalities/ Induction
 - e. Employee professional development
 - f. Travel Policy
- ii. Formation of Selection Committees is not notified/ minutes are too sketchy and not in order.
 - iii. Faculty Appraisal is being done but a structured Appraisal Policy has not been made.
 - iv. Faculty Induction Programs are not held.
 - v. Salary grades or salary break-up have not been introduced.

PRESCRIPTION

- i. Existing 'Human Resource Manual Regulations' should be made more comprehensive to include the provisions mentioned in our assessment section above.
- ii. Selection Committees be duly notified and the recording of minutes should be made more detailed (as discussed with DGM - HR).
- iii. Existing Probation policy (1 year for faculty and 2 years for non-faculty and further extension thereof) needs to be reviewed. It should not take the University such a long time to judge the performance of a new joinee.
- iv. Induction Programs for all new joinees should be held and records maintained.
- v. Instead of consolidated salary, PU may consider introducing Pay grades / salary break-up for all employees. This will help in better talent acquisition and retention.
- vi. Maintenance of Employee personal files need to be improved.

Evaluation Process and Reforms

The evaluation process and reforms pertain to evaluation of teaching, learning and evaluative processes and reforms which leads to increase the efficiency and effectiveness of the system. An important aspect of evaluation is to provide development-inducing feedback. The qualitative dimension of evaluation is useful for enhancing the competence of students. Innovative evaluation process needs to gauge the knowledge and skills acquired at various

stages of the programmes. In an outcome based model, these are embodied in as POs, PSOs and COs. The quality of assessment process in a university depends on how well the examination system actually looks into the attainment level of POs and COs, quality of questions, extent of transparency in the system, extent of development inducing feedback system, regularity in the conduct of examinations and declaration of results as well as the regulatory mechanisms for prompt action on possible errors.

Organisation Structure of Examination Department

ASSESSMENT

During our assessment process, following facts were observed:

- i. The Board of Examinations as constituted by the Act and Statutes; over sees the functioning of the Examination Dept.
- ii. Examinations Department is headed by Controller of Examinations (COE), assisted by 2 Deputy Controllers and 6 Examination Executives.
- iii. In most of the universities, the Examination Department has three distinct sections for proper organisation of work namely:
 - a. Examinations Conduct
 - b. Evaluation
 - c. Grade Computing and Mark list / degree generation.

We noticed, that currently the Examination Department at PU is not organized in this manner, even though the work load was found to be rather high given the number of examinations conducted in a year.

- iv. Meetings of Board of Examinations are held and Minutes kept.

PRESCRIPTION

1. Examination Dept. needs to be organized in distinct internal sections or units as has been suggested in the assessment section above. This would lead to operational clarity and efficiency.

2. Minutes the of Board of Examinations meetings can be better drafted and whenever changes in Examination process happens, the approval of the same needs to be cross referenced with Academic Council minutes.
3. COE should bring out a structured 'Standard Operation Procedures Manual' or 'Guidelines' to standardize the examination and evaluation processes/procedures.
4. This will ensure uniformity of operations and the University will be in a better position to defend its policies and decisions in event of RTI complaints.
5. Composition and role of Board of Examinations should be defined in the Examination Regulations.

Automation of Examination Process

ASSESSMENT

- i. The exam process is not on current ERP software and hence there is no automation in examination processes. The data is entered manually and uploaded on LMS, thus the possibility of manual mistakes creeping in cannot be ruled out.
- ii. The aspects of examination process such as grade evaluation, hall ticket generation, the seating plan generation are partly automated.

PRESCRIPTION

- i. Automation of evaluation process should be done on priority to rule out any possibility of mistakes occurring in manual data entry. A holistic automation plan encompassing all segments of examination process needs to be developed.
- ii. University should expedite the acquisition of state-of-the-art ERP software to automate various aspects of examination related processes. This would also enable it to comply with the NAAC requirement.

Examination Scheduling/Conduct

ASSESSMENT

- i. Examination scheduling:
 - a. Examination Scheduling: Examination Dept. conducts 'Tests' (Mid-sem. Exams), 'End-Term Exams' and 'Make-up Exams' across programs in every semester.
 - b. In all the Department conducts 118 exams in an academic year.

- c. For planning purpose, the Examination Dept. brings out 'Examination Activity Calendar' scheduling the examinations to be conducted in that year.
- ii. Academic Calendar: The examination dates are incorporated in the Academic Calendar as also in the 'Student Handbook' made available to every student well in advance.

PREScription

1. The examination scheduling process is found to be in order. However, this process could be fully automated once the appropriate ERP system is implemented.

Conduct of Examinations

ASSESSMENT

- i. Exam date sheet is prepared and notified by COE well in time for information of all stakeholders.
- ii. A well thought through seating arrangement is planned and only 30 students are seated in a classroom of 60 seat capacity to prevent any examination related cheating or malpractices.
- iii. Every student is issued an Admit Card to appear in the examination.
- iv. Two sets of Question Papers are prepared by multiple paper setters along with together with the solution key and scheme of marking. Respective faculty upload their questions on dedicated machine in the Office of COE which are then collated into the Question Paper. This adds to confidentiality.
- v. Moderation of question Papers is done by respective Deans/HOD's. In a couple of samples that we looked into, we felt that the moderation process could have been better.
- vi. To maintain secrecy of Question Papers, as indicated earlier, two sets of question papers are set for each examination out of which one set is picked up randomly by COE. All confidential documents are stored in strong room for safety and secrecy. No cases of question paper leakages have been reported so far.
- vii. The previous Question Papers are provided in a question paper bank maintained in the Library for reference of students.

- viii. For examination conduct, standard procedures are followed. Some formats need to be improved as was explained to Examination Department personnel during the audit.
- ix. Open Book Examination was experimented with earlier but later discontinued.
- x. Flying Squads are deputed for surprise checks of examination venues to check use of unfair means.
- xi. Examination Regulations provide for Unfair Means and Malpractices Committee (UFM) to deal with UFM cases.
- xii. The number of UFM cases during examination vary between 1 - 2.5 % of the candidate appearance and progressively it has come down.

PRESCRIPTION

- i. Though the exam conduct process was found to be by and large in accordance with the Examination Regulations, it can be further optimized and made error free by adopting automation.
- ii. Practice of issuing 'Admit Cards' to students can be discontinued as every student is given i/d card for identity. This will not only save time/ efforts but also check paper wastage.
- iii. Open Book examination and take home examination may be re-introduced specifically for senior students and in subjects where it is more suited to.
- iv. Once the OBL methodology is implemented fully in the University, the question papers should be set in alignment with OBL system and provide for computation of CO/PO attainment matrix.
- v. CCTV cameras should be installed in the Strong Room for security of confidential materials.

Evaluation Process

ASSESSMENT

- i. Evaluation and grading process is followed as documented in the Examination Regulations.

- ii. The University follows 'Instructor-Led' evaluation (course teacher is question paper setter and is the evaluator). As per the recommendations of State H.E. Council, external paper setters are also engaged.
- iii. Centralized evaluation of answer books in assigned 'Evaluation Centers' is done for end semester exams for on-the-spot evaluation and for timely declaration of results.
- iv. Random re-evaluation (10% of evaluated answer papers) is done by Reviewers to check evaluation standards.
- v. Evaluated answer books are shown to students on scheduled dates/time and given 5-10 minutes for checking.

Grading System

- vi. University follows relative grading system and Letter Grades associated with Grade Points on a 10 Point scale.
- vii. 'O' grade is awarded for outstanding performance (equivalent to A++) and 'F' is for fail. 'Zero Grade' is awarded for non-credit courses. 'I' grade: is awarded when a student has not completed a particular course.
- viii. The grading system and passing criteria is in accordance with the Academic Regulation of the University.

PRESCRIPTION

- i. Though Evaluation process is in order, the automation process could make it paper less with proper audit trail maintained electronically.
- ii. Time given to the students for checking their answer books should be increased to 20 minutes to make it a meaningful exercise.
- iii. The Evaluation Scheme and Grading system (absolute grading) followed is in line with the provisions of the Academic Regulations and Examination Regulations. However, the process can also be automated and suitable increments and decrements in marks could be introduced to moderate the result.
- iv. A policy document for NTCC (Non-Teaching Credit Courses) specifying the scheme of evaluation should be brought out.

Complaints about evaluation

ASSESSMENT

- i. Total number of applications received for re-evaluation was 21 (18 in 2017-18 and 03 in 2018-19).
- ii. The grade change was effected in 6 cases only.

Prescription

The small number of appeals shows that evaluation Standards are in order.

Certification/ Award of Degrees

ASSESSMENT

- i. Degrees are awarded to graduating students in the annual convocation.
- ii. Degrees to those not attending convocation are sent by courier on specific request.

PRESCRIPTION

- 1 As per UGC's direction, the Degree Certificates should have photograph of the student printed on it to check any misuse.
- 2 Many Universities also print Aadhar Card Number on the certificates which may be considered.

Convocations

ASSESSMENT

- i. PU held its First Convocation in 2018 in which the first batch of MBA graduated.
- ii. Convocation program did not include VC's address.

PRESCRIPTION

1. Convocation program of 2018 Convocation was too elaborate and lengthy. Convocations are formal functions and should be conducted as per the Regulations.
2. Vice Chancellor's Report is an important part of any convocation highlighting the achievements of the University. Surprisingly, the First Convocation did not have VC's Report. This should be taken care of in future convocations.
3. Regulations for Special Convocations for the award of Honorary Degrees should be made.

OVERALL RECOMMENDATION

- 1 Goal setting to achieve application to admission ratio of at least 1:2.5 from current 1:1 in the next cycle. There should be a strong accent in improving quality and quantity of placements.
- 2 Enlarge the student catchment area, specifically north and west. Establish Enrollment offices in Delhi and Mumbai.
- 3 Develop a clear strategy of recruiting students from neighboring countries and mechanism to take care of cross cultural needs of such students.
- 4 Introduce differentiated program portfolio more aligned to current industry needs
- 5 Establish an international students' admission office to take care of cross cultural needs of foreign students.
- 6 Special orientation for foreign students to familiarize them with university and country.
- 7 Induction Programs to all students about Campus/ Hostel life, facilities available; teaching-learning process, coping academic rigor, counseling/mentoring etc. so as to help develop a level of comfort.
- 8 Revisit the 'Students Handbook' with important information about the University life and academic process and rigor. There could also be a provision of declaration / oath by students to adhere to university's defined policies and follow the honor code.
- 9 Sensitization programs to develop awareness and sensitivity towards female students and differently able students for amity and better social cohesion.
- 10 Initiate number of workshops on Personality Enhancement including communication skills and leadership qualities
- 11 Employ Professional psychologists for mental well-being of the students.
- 12 Aptitude test for new students in English & Quantitative abilities. Organize bridge courses to narrow down the deficiencies.
- 13 Policy / Regulations need to be evolved to address diversity issues and their resolution:
- 14 Policy/Guideline on "Interventions for slow and advanced learners"
- 15 Interventions for Advanced Learners such as;
 - a. Various students' chapters of professional bodies & specific academic oriented clubs
 - b. Interdisciplinary projects along with masters/doctoral students as Research Assistants
 - c. Development of student research papers/presentations in national conferences.
 - d. Various competitive events and do innovation projects in CIIE of the University.

- e. In-house guidance cum professional coaching to prepare competitive examinations.
- 16 A structured Counseling and Mentoring Policy guidelines to strengthen and guide such activities.
 - 17 Devise a policy to promote admission of differently-abled students and for addressing specific problems of such students.
 - 18 Teaching-learning mode should be made learning-centric wherein the teachers and students co-create knowledge based on plethora of digitally available resources as well as based on participative and experiential learning pedagogy.
 - 19 Familiarize faculty to ICT technologies for making their classes more visually and aurally interesting.
 - 20 Switch over to new generation noiseless fans and improve acoustics.
 - 21 Adopt advanced LMS which can also provide the attainment matrix of CO/PO attainments.
 - 22 Student feedback mechanism, a tool to assess the teaching/learning standards, should be shared with individual teachers for follow up.
 - 23 Create a mechanism to assess what steps the individual teacher has taken to improve his/her performance.
 - 24 Introduce a formal mechanism of calculating Net Promoter Score (NPS)
 - 25 Move to Hybrid-Blended-Online) regime and incorporate MOOCs within their programs.
 - 26 Credit Transfer Policy to be defined and made.
 - 27 Incentives for faculty to get certified on higher order MOOCs under the “professional development” head.
 - 28 Create a formal system of sanctioning teaching positions based on the projected intake of students.
 - 29 Improve the diversity among faculty with regard to gender and differently able.
 - 30 To further enhance teacher quality and competence, the faculty should be encouraged to register for PhD at other institutions of repute and provision for sabbatical leave
 - 31 Encourage faculty to improve their research, community service, professional service and thought leadership aspect and thereby win national and international awards in this areas.
 - 32 Instead of consolidated salary, PU may consider introducing Pay grades / salary break-up for all employees. This will help in better talent acquisition and retention.
 - 33 Maintenance of Employee personal files need to be improved.

- 34 Examination Dept. needs to be organized in distinct internal sections or units to have operational clarity and efficiency.
- 35 Any changes in Examination process should be cross referenced with Academic Council minutes.
- 36 Bring out a structured 'Standard Operation Procedures Manual' or 'Guidelines' to standardize the examination and evaluation processes/procedures to ensure uniformity of operations.
- 37 The University will be in a better position to defend its policies and decisions in event of RTI complaints.
- 38 Composition and role of Board of Examinations should be defined in the Examination Regulations.
- 39 Automation of evaluation process should be done on priority to rule out any possibility of mistakes occurring in manual data entry.
- 40 Apply best ERP software to automate various aspects of examination related processes, such as exam scheduling, conduct process etc. Full automation could make paper less with proper audit trail maintained electronically.
- 41 Upon OBL implementation, the question papers should be set in alignment with OBL system and provide for computation of CO/PO attainment matrix.
- 42 Install CCTV cameras in the Strong Room for security of confidential materials.
- 43 Increase time allotted to students for checking answer books to make it a meaningful exercise.
- 44 Automate the evaluation scheme and grading system and suitable increments and decrements in marks could be introduced to moderate the result.
- 45 Create a policy for NTCC (Non-Teaching Credit Courses) specifying the scheme of evaluation.
- 46 The Degree Certificates should have photograph of the student printed on it to check any misuse.
- 47 Print Aadhar Card Number on the certificates which can be considered.
- 48 Convocations are formal functions and should be conducted as per the Regulations.
- 49 Present Vice Chancellor's Report at the convocation highlighting the achievements of the University.
- 50 Make Regulations for Special Convocations for the award of Honorary Degrees.

3

RESEARCH INNOVATIONS & EXTENSION



CRITERION THREE

Research, Innovations and Extension

University is a vital link in the chain of teaching and research. The universities worldwide have been traditional source of research. Ideally, creation of new knowledge should go hand in hand with the dissemination of the ideas spawned by research and its application for betterment of the society. The university must encourage the faculty to undertake research with interdisciplinary approach, research in groups within the university and with other preeminent institutions.

The criterion on Research, Innovations and Extension looks into the existence and depth regarding the research policies, practices and outcomes of the institution. In addition, it also looks into innovation process which includes inter alia, existence of innovation center and university's extension work. It deals with the facilities provided and efforts made by the university to promote a 'research culture'. The university should create enabling ecosystem for faculty to undertake research projects. Serving the community through extension services is a social responsibility and a core value that needs to be exhibited by the university and also makes an important aspect of this accreditation criterion.

Promotion of Research and Facilities

The promotion of research is a significant responsibility of Universities without which a 'research culture' on campus cannot be established. The university has to be actively engaged in this through evolution of appropriate policies and practices, making adequate resources available, encouraging active research involvement of teachers and scholars in research. A proper research ecosystem implies responsiveness and administrative supportiveness of the university in utilizing the funding supports and other resources obtained from various funding agencies. Further, it also implies creation of adequate research infrastructure in terms of space and equipment. The university should collaborate with other agencies, institutions, research bodies for sharing research facilities and undertaking collaborative research.

Research Policies

ASSESSMENT

- i. Section 26 of the PU Act provides for 'Research and Innovation Council' (RIC) to coordinate and exercise general supervision over the innovation and research policies of the University.
- ii. In order to promote research endeavors, the University ordinances provide for a Research and Innovation Council (RIC) which has been notified and a few meetings have been held. However, except for approving Ph.D. cases, hardly any substantive matters for promotion of research activities have been taken up. The minutes of meetings are also sketchy and without much depth.
- iii. The Regulations for Ph.D. Programs have been made.
- iv. A structured 'Research Promotion Policy' is not in existence, but the University has sanctioned a total amount of Rs.61,42,790/- as seed money for starting research projects and few research centers out its own resources to kick start the research process.

PRESCRIPTION

- i. The objectives, role and functioning of RIC should be clearly defined and acted upon to make it fully operational.
- ii. Suggested objectives of RIC, as under, should be incorporated and vigorously pursued:
 - a. Development of research promotion policy
 - b. Monitoring Doctoral programs
 - c. Development of Research infrastructure
 - d. Grants/Proposal writing and liaison support
 - e. Research projects /monitoring
 - f. Consulting activity
 - g. Extension programs
 - h. Patent/IPR workshops
 - i. Fellowships/Awards
 - j. Research collaborations (national/international)
 - k. Publications/ impact factor

- iii. RIC should frame a detailed ‘Research promotion policy’ which should focus on creating a congenial research environment and enabling measures to promote research by the:
 - a. Faculty
 - b. Research Scholars
 - c. Research Associates
- iv. The Agenda of RIC should focus on substantive issues for deliberation and recording of minutes should be more in depth.
- v. RIC should also devise a suitable ‘Organizational structure for Research’ with provision of Research officers and other staff to support its activities and record keeping.

Research Output by Faculty

ASSESSMENT

- i. Currently 30 faculty members are pursuing Ph.D. program of the University as part-time scholars.
- ii. 136 faculty members have been approved as Research Guides for guiding doctoral research.
- iii. In all 104 Faculty/Research Scholars have been registered for Ph.D. program but the first Ph.D. is yet to be produced. This is because PU is just about 3 years old.
- iv. In all, Faculty publications over last 4 years were:

- Publications (Conferences)	:124
- Publications (Journals)	:143
- Indexed Papers	: 05
- v. This may look reasonable but given 303 faculty it comes to less than 1 publication/ faculty/in 4 years. Further, the number of indexed publications (05 only) is a reflection on the quality of publications.

PRESCRIPTION

1. Given that 4 years have gone by and teaching learning process is by and large stabilized, it is now time to give an impetus to Research activities. Though 104 Faculty/Research Scholars have been registered for Ph.D. program, the first Ph.D. candidate is yet to graduate. Therefore, with the creation of Research Centers and with reasonable seed funding, the faculty research output should increase manifold.
2. Effort should be made to create a Research Division with its organisation structure under the provisions of RIC.
3. This Research Division along with various Schools should facilitate departments to bid for research funding from UGC-SAP, CAS, DST-FIST, DBT, ICSSR and other similar funding bodies.
4. PU seriously needs to improve research eco-system and motivate the faculty to engage actively in research for improving their publication record and standards.

Awards & Recognitions

ASSESSMENT

- i. It was found that hardly any awards, recognitions, fellowships, etc. have been received by the PU faculty during last 4 years. The exception being just one (1) award received from Karnataka Vision initiative.

PRESCRIPTION

- i. Faculty should be encouraged and incentivized to strive for awards/recognitions.
- ii. There should be an internal PU Policy for Awards and Recognition given to faculty members to acknowledge their outstanding contributions.
- iii. Brief write up on research and other recognition accomplishments of faculty should be maintained by RIC and IQAC for record.

No. of JRFs, SRFs, Post Doc Fellowships, Research Associates Enrolled

ASSESSMENT

- i. Externally funded - None so far.
- ii. However, for promotion of research, PU has taken the following initiatives:

- a. Instituted Junior Research Fellowships (JRF) - awarded to 4 Doctoral scholars so far (Management -1 and Engineering -3). JRF's receive Fellowship of Rs. 20,000 per month plus contingency grant of Rs. 25,000 per year.
- b. In addition, partial fee waiver is extended to Research Scholars registered for Ph.D. studies in the University, which is appreciable.
- c. Regular faculty enrolling for Ph.D. programs are exempted from payment of program fees.
- d. In all 104 Faculty/Research Scholars have been enrolled for Ph.D. Program till date.

PRESCRIPTION

1. PU Research Division should actively make efforts to attract externally funded fellowships for furtherance of University's research initiatives.
2. PU should institutionalize its research initiatives by developing 'Research Promotion Policy' at the earliest.
3. Once the Masters' program in School of Engineering commences, PU can think of providing Research Assistantship to some of the brighter Masters' students.

Resource Mobilization for Research

The university must provide proper support mechanism in terms of financial, academic and human resources required to give an impetus to research. This means, timely administrative decisions to enable faculty to submit project proposals and approach funding agencies for mobilizing resources for research. The faculties are empowered to take up research activities utilizing the existing facilities. The university should encourage its academic staff and students to engage in interdisciplinary and interdepartmental research activities and resource sharing.

Externally Funded Research Projects/Grants

ASSESSMENT

- i. It was observed that so far only two research grants have been received from external agencies:
 - a. VGST (Karnataka Govt.) - Rs. 20 lakhs
 - b. ICGRG - Rs. 2.50 lakhs
- ii. It was informed that the faculty body has submitted proposals for 23 externally funded research projects to various funding agencies.
- iii. PU at its own initiative has funded 13 Research projects with seed money grants out of which one project has been completed.

PRESCRIPTION

1. While the efforts of PU in funding research projects from its own resources are appreciable, Research Division is advised to vigorously pursue the 23 research proposals submitted to external agencies. Sanction of more number of externally funded projects will not only enhance University's research endeavors but will demonstrate its research capability and standing among various research agencies.
2. Under guidance of Dean (Research) University should also scout for grants for research projects from the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution vigorously.
3. The quality of research, relevance of the findings, timely completion of the projects and checking cost over runs determine research credibility of an institution. Hence, Research Division is advised to closely monitor each and every research project from this perspective.

Availability of Research Facilities:

Assessment

- i. During the process of our audit, we found that the University has established the following Labs/Centres for promotion of research:

Advanced Labs/Workshops

1. **Physics laboratory-** Measurement of Thermal conductivity & Magnetic Properties of Novel materials Processed by Researchers.
2. **Chemistry Laboratory** - For Production of Nano -Powders through Chemical Synthesis-Sol-Gel Route
3. **CAD/CAM Lab:** Modelling & Simulation- Design Optimization Studies using Commercially available FEA Software
4. **Machine shop :** CNC Lathe & Milling Facilities available to take up outside jobs to create revenue
5. **Metrology Lab:** Sophisticated CNN machine & other metrological instruments available to take up consultancy works
6. **Computer Centre:** Computing Facilities available for carrying out research in cutting edge technologies such as IOT, AI, Machine learning ,Image Processing & Security
7. **Computational Nano-fluid Heat Transfer Laboratory:** Research on heat transfer using Nano-fluids for electronic components cooling
8. **Engine & heat Transfer lab:** Sophisticated Engine test rig for conducting research on biofuels

Research Centres

1. Centre for Innovation, Incubation & Entrepreneurship.
2. Centre for Research- Power Electronics
3. Centre for Research - Biofuel House.
4. Centre for Research - Materials
5. Centre for Research - Robotics & Automation.
6. Establishment of Sustainable Development Goals Centre
7. Centre for Research- System Dynamics & Control

This is quite commendable for a young university, given this research infrastructure there should be an exponential surge in research output in terms of research papers, patent filing and prototype development.

PRESCRIPTION

- i. Existing research infrastructure needs to be augmented by creating the following :
 - a. Sophisticated Instrumentation Centre
 - b. Augmentation of some of the teaching labs by adding high-end equipment to enable them to serve as Research Lab as well.
- ii. The recently created Research Centres for promoting inter-disciplinary advanced research and innovations in key areas is a step in right direction. However, these Centres need to be better equipped and developed to serve the requirements of advanced research.
- iii. Specialized research labs should also be built by winning grants through funding mechanisms of UGC-SAP, CAS, DST-FIST, DBT, ICSSR etc.

The Research Division should get itself certified as approved Research Center from Department of Science and Technology, so that it can use this certification for duty free import of research equipment.

Innovation Ecosystem

The university should create an ecosystem for innovation including incubation center and other initiatives for creation and transfer of knowledge. The university should also conduct workshop/seminars on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices. Awards for innovation won by university/teachers/research scholars/students, start-ups incubated on-campus must be showcased by the University.

Innovations introduced

ASSESSMENT

- i. It was observed that the innovation and related creative component is yet to get into full swing at the University and must be hastened to creative and innovation culture in across the university.
- ii. Recently created “Center for Innovation, Incubation and Entrepreneurship” should give a fillip to innovative and entrepreneurial activities.
- iii. There seems to be hardly any Seminar/Workshops conducted by the University on Intellectual Property Rights (IPR).

- iv. There is no evidence of any awards won by teachers or students in area of Innovation and Creativity.
- v. So far, there have been no startups incubated at Presidency University.

PRESCRIPTION

- i. The newly established Center for Innovation, Incubation and Entrepreneurship should boost innovations, incubations and startups in areas of :
 - Health Care
(Focus areas: Blood Flow Simulation; Design of knee joints; Image Analysis for CT scan of human parts; Prediction of prostate cancer)
 - Agriculture
(Focus areas: IOT application for high yield of grapes; Use of AI for diagnosing grape leaf diseases; Solutions to enhance grape yields)
 - Power Sector
(Focus areas: Material research to enhance conductivity in electrical cables; Innovative coating for turbine blades, etc.)
 - Automobile Sector
Focus areas: Lightweight materials; Additive manufacturing; Welding; Automotive electronics; Biofuels; Battery materials; Innovative glasses, Tribology, etc.)
 - Internet Economy
(Focus areas: E-Commerce, Analytics, and Machine Learning etc.)
- ii. The Center for Innovation, Incubation and Entrepreneurship should also concentrate on
 - a. Entrepreneurship and Innovative activities to promote incubation, innovation, creativity, design thinking and prototype fabrication.
 - b. Incubation activities to incubate startups.
 - c. Innovation Centre - to promote innovation among students by way of making innovative models/exhibits, etc. for competitions.
- iii. The innovation and entrepreneurial activities should also be coupled with the Research Centers recently created.

- iv. There should be proper space for Center for Innovation, Incubation and Entrepreneurship with dedicated cabins, cubicles for startup and proper “makerspace” for developing prototype.
- v. There should also be emphasis on conducting workshops and seminars on Design Thinking, Creativity, and IPR.
- vi. The Center should collaborate with the upcoming School of Design and the School of Law in conduct of some of the above.

Research Publications and Award

Research exploration and dissemination of outcomes are vital for any faculty to be effective in research output. Quality research outcome is beneficial for the domain of study and its application to society, industry, region and the nation. Sharing of knowledge especially theoretical and practical findings of research through various media enhances quality of teaching and learning. Research acumen in a University is an evolving feature which reflects several research outputs with clear records such as - doctoral, post-doctoral, projects, inventions and discoveries, number of patents obtained and number of research publications

No. of patents published / awarded so far.

ASSESSMENT

- i. As of now, 4 patents have been filed by PU in last four years.
- ii. No policy exists to guide, encourage and incentivize patent filing.

PRESCRIPTION

1. There should be a proper Policy which encourages and incentivizes faculty for writing/ filing patents.
2. Conduct several comprehensive workshops to groom the faculty in patent writings, along with seminars on IPR protection.
3. A mini patent office, within the Research Division to scrutinize and further refine the patent applications as well as proper record and part PU ownership on patent, should be created.

Consultancy

Consultancy activities in a university framework implies that consultation and guidance provided by its faculty members to an external agency for which the expertise and the specific knowledge base of the faculty becomes the major input. The consultancy fee generated through consulting assignments are fairly utilized by the institution and the concerned faculty member. Consultancy output showcases the credibility of the university's knowledge acumen to the outside world. For this it is necessary that the university has a formalized policy on consultancy with clear specification of revenue sharing between the teacher and the institution.

Consultancies Projects Rendered

ASSESSMENT

- i. We found no evidence of any consultancy projects being undertaken by the faculty.
- ii. 'Policy on Consulting' with industry and other corporate bodies also do not exist.

PRESCRIPTION

1. The University should develop a comprehensive '**Policy on Consulting**' document to guide consultancy assignments including the sharing of surplus amount generated through this activity.
2. Since consultancies are applied research work, the faculty should be encouraged and suitably incentivized to take up this work.
3. The University should tie up with neighboring MSME clusters as well as with various industry associations, which can open up avenues for Consulting.

Corporate Trainings Conducted

ASSESSMENT

- i. So far, there is no evidence of any organized corporate training been conducted by the faculty

PRESCRIPTION

1. Creation of Management Development Program Division is recommended which should take on the task after assessing the capability of PU's faculty members to conduct training and actively market the training programs.
2. The University should tie up with neighboring MSME clusters as well as with various industry associations to explore avenues of corporate trainings.

3. Going forward, the proposed MDPD should have a physical building within the campus with about 20 rooms for participants and 4 fairly large conference rooms.

Extension Activities

Universities usually conduct extension activities to connect with the society and community where they are located at. These include developing sensitivities towards community issues, gender disparities, social inequity etc. The processes and strategies inherent in such activities are meant to sensitize students to the social issues and contexts.

Extension work is also an aspect of education which emphasizes community services. These are often integrated with curricula as extended opportunities, intended to help, serve, reflect and learn. The curriculum-extension interface activities have an educational value.

ASSESSMENT

- i. An initiation in extension activities has been done through specific courses introduced by PU in its various programs called, “University Learning Courses” which cover inter alia, Gender awareness and sensitivity, Sustainable Development, Hygiene and Cleanliness, Human Rights and values, Professional and Personal Ethics.
- ii. University has also established a NSS wing to promote social work in the community by the students. This is in its initial stage and will pick up momentum in next few years.
- iii. There is no ‘Center for Extension or Outreach Services’ to manage this activity, neither any formal policy exist.
- iv. Since these activities are in nascent stage, no awards and recognition have been received for extension activities from Government /recognized bodies till date.

PRESCRIPTION

1. It is recommended that the “University Learning Courses” may be renamed as “Social Immersion Courses” which should be extended manifold within the student body and faculty to engage in extension activities in socially relevant areas.
2. University must invest in and assist NSS activities to promote social work in the community by the students.
3. A proper Center for Extension or Outreach Services be created to manage the extension activities

4. Policy / Regulation on Extension and Outreach Services be created.
5. Steps should be taken to actively seek awards and recognition for extension activities from Government / recognized bodies.

Collaboration

Through collaboration with other institutions, the University can maintain a closer contact with its peers for multiple activities. Inter institutional MoUs usually cover activities like joint research, faculty exchange and student exchange. This helps the University to broaden exposure of its faculty and students as well as sharing of research facilities. Collaboration can also be sought with industry or other agencies of professional and social relevance. In order to make collaborative endeavor more impactful, it is necessary to enter into a formal agreement or understanding between the University and other institution for such activities.

Collaborations for research/ faculty exchange/ student exchange, etc.

ASSESSMENT

- i. It was presented to us that following collaborative agreements are in stage of discussion to be entered with following universities.
 - a. University of Texas, Arlington, USA
 - b. Old Dominion University, Virginia, USA
 - c. Kyungpook National University, Daegu, South Korea
 - d. Southern Federal University, Rostov-on-Don, Russia
 - e. University of Malaya, KL, Malaysia
 - f. Bahir Dar University, Ethiopia
 - g. King Abdul-Aziz University, Jeddah, Saudi Arabia
 - h. Ulsan Institute of Science & Technology, Ulsan, Republic of Korea
 - i. Stellenbosch University, Saldanha, South Africa
 - j. Lincoln University, Malaysia
- ii. There have been a few instances of faculty-to-faculty collaborative research and not under any institutional framework, mainly by Dr. Shankar Dy. Dean (Research) in areas of heat transfer modelling.
- iii. There are no student exchange programs with above universities as yet.
- iv. There are no formalized linkages (through MoUs) with industries, research institutions such as CSIR, DRDO labs, for student internship, on-the-job training, project work, sharing of research facilities etc.

PRESCRIPTION

1. The University must expedite collaborative agreements with international universities of repute across several geographies for joint research, faculty exchange, and student exchange.
2. The University must also enter into agreements with national research institutions including CSIR, DRDO, and those established by various industry for sharing of research facilities and joint research.
3. Collaborative agreements should also be entered with selected group of industries for internships, on-the-job-training, project work, field trip and preferred recruitment of the students.

Memberships of Professional Bodies

ASSESSMENT

- i. University has established a chapter of AAPG which has 166 student members.
- ii. University has obtained memberships of the following bodies:
 - Association of Indian Universities (AIU)
 - All India Management Association (AIMA)
 - Association of Universities of Asia and Pacific (AUAP)
 - FICCI
 - NHRD

PRESCRIPTION

1. PU should make vigorous efforts to establish Chapters of other professional bodies on campus such as SPE, SAE, CSI, ACM, IEEE etc.
2. PU should also endeavor to get membership of other professional bodies such as CII, EPSI, ACU, CIMA, CIM, PMI, SHRM etc.

OVERALL RECOMMENDATION ON RESEARCH & DEVELOPMENT

- 1 Define the objectives, role and functioning of RIC and make it fully operational.
Suggested following objectives may be incorporated and pursued vigorously:
 - a. Development of research promotion policy
 - b. Monitoring Doctoral programs
 - c. Development of Research infrastructure
 - d. Grants/Proposal writing and liaison support
 - e. Research projects /monitoring
 - f. Consulting activity
 - g. Extension programs
 - h. Patent/IPR workshops
 - i. Fellowships/Awards
 - j. Research collaborations (national/international)
 - k. Publications/ impact factor
- 2 Frame a detailed ‘Research promotion policy’ focusing on creating a congenial research environment and measures to promote research by the Faculty, Research Scholars & Associates.
- 3 Focus on substantive issues for deliberation and in depth recording of minutes such meetings.
- 4 Devise a suitable ‘Organizational structure for Research’ with provision of Research officers and other staff to support its activities and record keeping.
- 5 Create a Research Division with its organisation structure under the provisions of RIC.
- 6 Research Division to bid for research funding from UGC-SAP, CAS, DST-FIST, DBT, ICSSR and other similar funding bodies.
- 7 Improve research eco-system and motivate the faculty to engage in research, augment their publication record and standards.
- 8 Encourage and incentivize faculty to strive for awards/recognitions.
- 9 Create a Policy for Awards & Recognition to faculty to acknowledge their contributions.
- 10 Build brief write up on research and other accomplishments of faculty for record.
- 11 Attract externally funded fellowships for furtherance of University’s research initiatives.
- 12 Develop a ‘Research Promotion Policy’ to institutionalize research initiatives
- 13 Provide Research Assistantship to some of the brighter Masters’ students.
- 14 Pursue vigorously the 23 research proposals submitted to external agencies.

- 15 Scout for grants for research projects from the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution vigorously.
- 16 Research Division to monitor each and every research project from this perspective.
- 17 Augment research infrastructure by creating, Sophisticated Instrumentation Centre and some of the teaching labs by adding high-end equipment to enable them to serve as Research Lab as well.
- 18 The recently created Research Centres for promoting inter-disciplinary advanced research and innovations in key areas is a step in right direction. However, these Centres need to be better equipped and developed to serve the requirements of advanced research.
- 19 Specialized research labs should also be built by winning grants through funding mechanisms of UGC-SAP, CAS, DST-FIST, DBT, ICSSR etc.
- 20 Get certified as approved Research Center from Department of Science and Technology, which can lead to 'duty free' import of research equipment.
- 21 The Center for Innovation, Incubation and Entrepreneurship (CIIE) to focus in areas of Health Care, Agriculture, Power Sector, Automobile Sector, Internet Economy.
- 22 The CIIE also concentrate on Entrepreneurship and Innovative activities to promote incubation, innovation, creativity, design thinking and prototype fabrication, Incubation activities to incubate startups and Innovation Centre to promote innovation among students by way of making innovative models/exhibits, etc. for competitions.
- 23 The innovation and entrepreneurial activities should also be coupled with the Research Centers recently created.
- 24 Allocate proper space for Center for Innovation, Incubation and Entrepreneurship with dedicated cabins, cubicles for startup and proper "makerspace" for developing prototype.
- 25 Collaborate with the School of Design and the School of Law and Conduct workshops and seminars on Design Thinking, Creativity, and IPR
- 26 Develop a Policy which encourages and incentivizes faculty for writing/ filing patents.
- 27 Conduct several comprehensive workshops to groom the faculty in patent writings, along with seminars on IPR protection.

- 28 Establish a mini patent office within the Research Division to scrutinize and further refine the patent applications as well as ensure proper record and part PU ownership on patent.
- 29 Develop a comprehensive ‘**Policy on Consulting**’ document to guide consultancy assignments including the sharing of surplus amount generated through this activity.
- 30 Encourage faculty to take up consultancies (applied research) and suitably incentivize such assignments.
- 31 Tie up with neighboring MSME clusters as well as with various industry associations to open up avenues for Consulting.
- 32 Rename “University Learning Course” to “Social Immersion” which should be extended manifold within the student body and faculty to engage in extension activities in socially relevant areas.
- 33 Invest and assist NSS activities to promote social work in the community by the students.
- 34 Create a proper Center for Extension or Outreach Services to manage the extension activities
- 35 Develop a Policy / Regulation on Extension and Outreach Services.
- 36 Seek awards and recognition for extension activities from Government /recognized bodies.
- 37 Enter in to collaborative agreements with international universities of repute across several geographies for joint research, faculty exchange, and student exchange.
- 38 Sign in agreements with national research institutions including CSIR, DRDO, and those established by various industry for sharing of research facilities and joint research.
- 39 Enter into collaborative agreements with selected group of industries for internships, on-the-job-training, project work, field trip and preferred recruitment of the students.
- 40 Establish Chapters of other professional bodies on campus such as SPE, SAE, CSI, ACM, IEEE etc.
- 41 Get membership of other professional bodies such as CII, EPSI, ACU, CIMA, CIM, PMI, SHRM etc.

4

INFRASTRUCTURE & LEARNING RESOURCES ►



CRITERION FOUR

Infrastructure and Learning Resources

It is imperative for the university to have adequate facilities available at the campus to maintain the quality of academic programmes and other student related amenities. These facilities should also be optimally maintained, so that stakeholders like students, teachers and staff benefit from such facilities. Expansion of facilities to meet future demand also needs to be planned well. The key indicators under this section are, Physical Facilities, Library as a Learning Resource, IT Infrastructure and Maintenance of Campus Infrastructure.



Physical Facilities

Good infrastructure facilities are important for effective and efficient conduct of the academic programmes. The other supportive facilities on the campus are developed to contribute to the effective ambience for curricular, extra- curricular and administrative activities. These facilities once built should be well maintained through budgetary provisions for maintenance and replenishment of physical facilities to ensure their availability on a continual basis.

ASSESSMENT

- i. We observed that the existing facilities are adequate for current scale of operation in terms of number of students and the programs offered. PU has a total built-up area of 7.8 lakh sq. which comprise of following:
 1. Classrooms: 152 (120 Nos. - 60 Seater & 32 Nos. - 30 Seater)
 2. Seminar Rooms: 04
 3. Laboratories: 73
 4. Workshops: 02
 5. Auditorium: 01, 600 Capacity
- ii. The institution has reasonably adequate facilities for sports, games (indoor, outdoor), gymnasium and cultural activities. We found following facilities to be in place.
 - a) Sports and Games
 - i. Football
 - ii. Cricket
 - iii. Basketball
 - iv. Volleyball
 - v. Throw ball
 - vi. Badminton
 - vii. Kabaddi
 - viii. Kho- Kho

- b) Athletics
 - i. Running tracks
 - ii. Javelin Throw
 - iii. Shot put
 - iv. Discus Throw
- c) Indoor facilities:
 - i. Table Tennis
 - ii. Carom
 - iii. Chess
- d) Cultural activities:
 - i. Multi-purpose fully equipped Auditorium (600 seating capacity)
 - ii. Musical instruments.

However, some of these facilities seem to be currently temporary and there is scope to improve the facilities.

- iii. We looked into ICT enablement of classrooms and seminar halls and observed the following:
 - All classrooms have LCD projection facilities.
 - The campus wi-fi infrastructure is currently being developed, therefore no classroom has full wi-fi connectivity.
 - All 4 Seminar halls have LCD projection facilities
- iv. Further to give more ICT orientation, the university uses following tools, to enhance teaching-learning process and manage student lifecycle.
 - The LMS (Edhitch) being used by the University is developed by a new startup company and is not comprehensive enough to cater to higher order digital teaching learning process.
 - ERP (Knowledge Pro), the current ERP used to manage academic operations is not sufficient and not capable enough to manage the student lifecycle efficiently.

PRESCRIPTION

- 1 We understand that the number of students are going to increase substantially in next academic year. Therefore, the number of classrooms and labs need to be adequately developed. We observed that currently the new facilities are under construction and should be ready in time for next academic year.
- 2 It is also suggested that an online timetabling software could be used for optimal use physical infrastructure for a larger number of students than being currently catered to.
- 3 Further the University may consider developing central facilities like:
 - Museum
 - Executive Development Centre (for trainings)
 - Central fabrication and Instrumentation facility.
 - Incubation Centre
 - R & D Centre (by grouping all Advanced labs)
- 4 The sporting facilities though in place, some of them seem to be temporarily located. The playgrounds are rather dusty and most of the outdoor fields have not grass cover. It is recommended that a proper sports complex be developed for conduct of 'contact sports' such as cricket, football, hockey, and it could also have a running track to promote athletics.
- 5 It is also suggested that a multi activity center be created to provide covered facilities for sports like gymnastics, yoga, badminton, volleyball, and basket-ball. This facility could have also side rooms for other indoor games like, chess, carom, table tennis etc.
- 6 There is an immediate need for a campus wide wi-fi network of at least 2 GBPS bandwidth. We understand that it is under development and should be available by next academic year which will make all class rooms and faculty offices wi-fi enabled.
- 7 Since the current ERP used to manage academic operations is not capable enough to manage the student lifecycle efficiently, it is recommended that the University of this size and scale, should invest in world class SAP or ORACLE ERP software.
- 8 Likewise, the current LMS is also not comprehensive enough to cater to higher order digital teaching learning process. It is, therefore recommended that the University should invest in to world standard LMS such as BLACKBOARD or BRIGHTSPACE D2L LMS software.

- 9 The university should also create some Smart Classrooms (at least 10% of total classrooms) with lecture recording facilities so that software CAMTASIA, JING, AND IMPARTUS may be interfaced and used.
- 10 The attendance system should be made online by using relevant technology such as RFID, Bio Metric or Mobile App based.

Library as Learning Resource

The library is the repository of books, journals and other learning materials and it could use technology-aided learning mechanisms to disseminate data, knowledge and other references to students to facilitate their learning for their academic programmes. Due to recent developments in the field of ICT, the functioning of the library has undergone a dramatic change. Automation of library using the ILMS, use of e-journals and books, providing remote access to e-resources in the library, have become a matter of necessity. Providing for these and such other developments as well as utilizing them well are important indicators of the quality of an academic institution.

Library - Physical Size and Facilities

ASSESSMENT

- i. Existing Library is in an area of 12,500 sq.ft. and as informed a new Library building is under construction (hopefully to be ready by Sept 2019). The current size of Library is inadequate for the student strength and there is hardly any reading space available and even shelving spaces are rather cramped.
- ii. Library functions usually 6 days per week from 9 AM to 6.30 PM.
- iii. Library Rules are in place and so also the Library Committee
- iv. Library provides the following services to faculty, researchers and students:
 - Reference/referral
 - Article service
 - Internet browsing for academic purposes
 - Reprography and scanning
 - Trainings
- v. Library has the following equipment:
 - Computers: 18
 - Printers: 02
 - Reprography machines: 02
 - Anti-Plagiarism Check Software: Turn-it-in

PRESCRIPTION

- 1 Once the new library building is developed, it should serve as the Central Library of the University. The current Library can become Library for School of Management. There should also be separate Library spaces for School of Law and School of Engineering.
- 2 There should also be a specific center on the campus to provide reprographic services to students and the reprographic machines within library should cater to only faculty and other researcher request for copies of research papers / articles. Our team also indicated a space for the same.
- 3 The Library should also have automated checkout and return facilities by using embedded RFID stickers in the books.
- 4 Library Rules need to be made more exhaustive.
- 5 During exam days, the library timing could possibly be extended up to 10 pm.

Library Automation

ASSESSMENT

- a) Integrated Learning Management Software (ILMS)
Yes, KOHA 17.2 version is in place.
RFID chips have been embedded in books but 'Automated issue/Return system is yet to be procured.
- b) Status of automation - whether fully or partly:
Library is partly automated.

PRESCRIPTION

- i. Library should be made fully automated with requisite hardware.

Library Collection Development

ASSESSMENT

Upon our review of Library Collection, the following were observed:

Books/ manuscripts:

- Total No. of Titles: 8038
- Total No. of Volumes: 32076

Journals

- National - 204
- International - 79

Any other resource for Library enrichment

- Magazines: 11
- Regional/ National Dailies: 10

Based on above observation, it is found that currently:

- i. Library is adequately equipped with books/ Journals.
- ii. UGC norms are maintained.

Our team also conducted Student Perception Study about the Library facilities and following came out from these discussions.

- Seating space is a constraint. No seats available during exam days.
- Law students need more books as currently there is a lack of Law books.
- Overall, there's a scarcity of good magazines and journals
- Online digital resources are also inadequate and the terminals to access such resources are few.

PRESCRIPTION

- 1 Since students mentioned that adequate copies of the prescribed textbooks are not available in the Library, it is suggested that either there should be provision for book bank in the library to provide text books 'on loan' for a semester to the enrolled students

or there should be university book store and provision for students to buy textbooks at discounted prices.

- 2 The digital resources need to be augmented and for Engineering students, the online access to 'Science Direct' be provided.
- 3 The online access terminals should be made available at multiple places and not just in the Library.
- 4 Library should have Carrels (cubicles) with high end reference portal and high speed connectivity for research scholars/faculty.

Availability of Remote Access to E-Resources of the Library

ASSESSMENT

Upon reviewing the availability of e-resources, our team observed the following:

- i. E-Resources/Databases available:
 - a. ACM Digital Library
 - b. AIR Web World
 - c. EBSCO E-Book Collection
 - d. SPSS
 - e. IEEE ASPP Package
 - f. ProQuest - ABI/INFORM Global
 - g. J-Gate
 - h. Manupatra
- ii. Open Access resources available:
 - a. World E-book Library
 - b. South Asian Archives
- iii. Course Ware /MOOC's Databases available:
 - a. NPTL - (Video lectures)
 - b. SWAYAM - (Web courses and Video lectures)
- iv. Connectivity bandwidth available
 - a. 310 Mbps (Leased line)
- v. WEBOPAC :

Library offers WEBOPAC service to access its catalogue but it is limited to students and faculty while on campus, but not from outside the campus.

PRESCRIPTION

- 1 It is recommended that for NAAC Assessment, subscription to following bodies would be useful:
 - a. E-PATHSHALA Platform for MOOC Courses
 - b. e-Shodhganga
 - c. Shodhganga
- 2 NPTEL access should be made online.
- 3 For Engineering students and Researchers, subscription to SCOPUS and Science Direct should also be provided.
- 4 Law students should be supported through online data base from either Lexis-Nexis or West Law.
- 5 WEBOPAC should be enabled for remote access of the University catalogue.

Library Usage by teachers and students

ASSESSMENT

Based on the data available with the Library Staff, the following is our assessment of Library Usage.

- i. No. of physical users using library (2018-19)
 - a. Total foot falls: 1,33,230
 - b. Monthly average: 11,100
- ii. Footfall is minimum during June/July (summer months)
- iii. Number of users using library through e-access was not determined as the relevant data does not exist.
- iv. On an average, a student uses library twice a month. One reason could be the library timings (9 AM to 6.30 PM).
- v. The Library does conduct training program for promotion of reading habits, more such programs are recommended to develop importance of library use for students.

PREScription

- 1 The Library usage could be enhanced if faculty creates assignments that would need consultation of reference materials in the Library and there is augmentation of research work by teachers.
- 2 Summer School and Special Summer research oriented projects may lead to enhanced Library usage during the summer months.
- 3 By having provisions of terminals to access the resources across the university, the usage through e-access can be improved.
- 4 The Library team should enhance the number of training program for promotion of reading habits and these could be promoted through contests which can be combined with L&D activities.
- 5 An automated mechanism to record the number of library users when they access the resources through online mechanism should be created.

E-content developed by University Faculty for Public Use

ASSESSMENT

- i. University faculty is expected to develop and share e-content on following platforms:
 - a. For e-Pathshala
 - b. For CEC (UG)
 - c. For SWAYAM (UGC portal)
 - d. For other MOOCs (Massive Open Online Courses) platform
 - e. For NPTEL (National Programmed Teaching Enhanced Learning) /NME-ICT (National Mission on Education through Information Technology)/ any Govt. initiative.
- ii. No attention has been given to this aspect by University academic Leadership team. It is an important criterion during the NAAC assessment.

PRESCRIPTION

- 1 Necessary measures should be put in place to encourage/ incentivize the faculty to develop e-content for various open access platforms. This will lead to their own professional development and thought leadership.
- 2 As stated earlier, proper facilities for lecture capture, video recording and editing needs to be developed.
- 3 Library may become a nodal center in curating such faculty generated e-content and also look into the quality aspects before such content is uploaded on public platforms.

Association with other Library Membership

ASSESSMENT

- i. Currently, PU Library is associated with following renowned Libraries:
 - a. British Library, Bangalore
 - b. Indian Institute of Science, Bangalore
 - c. Indian Institute of Management, Bangalore
 - d. DELNET, New Delhi
- ii. This effort is appreciated.

PRESCRIPTION

- 1 It is suggested that PU Library may also consider taking membership of National Digital Library of India as well.

Maintenance of Campus Infrastructure

Just having an adequate infrastructure is not good enough for University's functioning. It is also necessary to maintain the infrastructure and do periodic refurbishment of the infrastructure. It is necessary that the institution has sufficient resources allocated for regular upkeep of the infrastructure and there are effective mechanisms for the upkeep of the infrastructure facilities; and promote the optimum use of the same.

ASSESSMENT

- i. It was observed that the physical facilities of the university are maintained well on day-to-day basis. University has outsourced the house keeping services to a professional body. The washrooms and the corridors were generally found to be clean and hygienic.
- ii. The security and safety of campus and thereby students and faculty is well managed. Again, the security staff is outsourced to a professional company. However, at times few students during our Student Perception Study did mention of some high handed behavior by some security staff.
- iii. There is a proper administration wing headed by an Administrative Officer and the overall upkeep and maintenance is looked after by his team. This includes maintenance staff such as electricians, plumbers, gardeners and carpenters. The staff seems to be rather less in number, given the size of the campus.
- iv. There is also a maintenance team for IT infrastructure and its upkeep which report to group head of Information Technology. This team also seems to be understaffed more so as a lot of IT related infrastructure development work is going on.
- v. There is also an Estate and Project Engineer who is looking after the development of new facilities as well as refurbishment of existing facilities.
- vi. We could not find any detailed systems or procedures defined for maintaining and utilizing physical, academic and support facilities.

PRESCRIPTION

- 1 The quality of housekeeping and security services could be further enhanced by having stringent SLAs (Service Level Agreements) which should be monitored by the Administrative Staff on day-to-day basis. The University should enter the annual contest run by Ministry of HRD to be "Cleanest Campus in the Country"

- 2 Given the size of the university, the level of mechanization of both housekeeping services and horticulture services can be further improved and this could be part of next year's contract for horticulture and housekeeping services.
- 3 The security staff should be trained in the manner that they are courteous and polite to teachers and students and yet firm. The behavioral training should be insisted upon. The quality of security staff can be bettered and more sophisticated systems of monitoring including campus fights, IP cameras, and video monitoring system, specially of 'blind-spots' be initiated.
- 4 Since the size and scale of the university is increasing, the administration wing should be headed by a senior professional and therefore, a Director for Administration be appointed.
- 5 The quality and number of key maintenance staff such as electricians, plumbers, gardeners, and carpenters should be rationalized as per existing norms which are available for large campuses. Some of such staff should be available round the clock. Such staff should also be trained in modern techniques of maintenance including periodic maintenance for which standard processes should be defined.
- 6 Given that the scope and scale of IT Infrastructure and Services is increasing, there should be a senior person in charge of IT services posted on campus to lead the IT team.
- 7 Detailed systems and procedures should be defined and documented for maintaining and utilizing physical, academic and support facilities.

OVERALL RECOMMENDATION ON INFRASTRUCTURE

- 1 With the substantial increase in student intake, the number of classrooms and labs need to be adequately developed. The facilities under construction should be ready in time to accommodate the spurt.
- 2 Adopt an online timetabling software for optimal use physical infrastructure for a larger number of students than being currently catered to.
- 3 Develop central facilities like, Museum, Executive Development Centre (for trainings), Central fabrication and Instrumentation facility, Incubation Centre and R & D Centre (by grouping all advanced labs)
- 4 Develop sports complex to conduct of 'contact sports' and athletics tracks.
- 5 Create multi activity center to provide covered facilities for sports
- 6 Establish campus wide wi-fi network of at least 2 GBPS bandwidth with all class rooms and faculty offices wi-fi enabled.
- 7 Invest in to world standard SAP or ORACLE ERP software.
- 8 Invest in to world standard LMS such as BLACKBOARD or BRIGHTSPACE D2L LMS software to cater to higher order digital teaching learning process.
- 9 Create some Smart Classrooms at least 10% with lecture recording facilities so that software CAMTASIA, JING, AND IMPARTUS may be interfaced and used.
- 10 Make attendance system online by using relevant technology such as RFID, Bio Metric or Mobile App based.
- 11 Once the Central Library is in place, the current Library can become Library for School of Management. There should also be separate Library spaces for School of Law and School of Engineering.
- 12 Create a specific center on the campus to provide reprographic services to students and the reprographic machines within library should cater to only faculty and other researcher request for copies of research papers / articles.
- 13 Automate the Library for checkout and return facilities by through embedded RFID stickers
- 14 Make Library Rules more exhaustive. During exam days, the library timing could possibly be extended up to 10 pm.
- 15 Since students mentioned that adequate copies of the prescribed textbooks are not available in the Library, it is suggested that either there should be provision for book bank in the library to provide text books 'on loan' for a semester to the enrolled

- students or there should be university book store and provision for students to buy textbooks at discounted prices.
- 16 Enhance the digital resources for engineering students and provide online access to 'Science Direct'.
 - 17 Provide online access terminals at multiple places other than in the Library.
 - 18 Create Carrels (cubicles) Library with high end reference portal and high speed connectivity for research scholars/faculty.
 - 19 Subscription to bodies like a. E-PATHSHALA Platform for MOOC Courses b. e-Shodhganga
 - 20 Provide online access to NPTEL
 - 21 Subscribe SCOPUS and Science Direct provide access for engineering students and Researchers
 - 22 Support Law students through online data base from either Lexis-Nexis or West Law.
 - 23 Enable WEBOPAC for remote access of the University catalogue.
 - 24 Encourage faculty to create assignments that would need consultation of reference materials in the Library and there is augmentation of research work by teachers.
 - 25 Introduce Summer School and Special Summer research oriented projects to enhanced Library usage during the summer months.
 - 26 Increase the number of training program by Library team for promotion of reading habits and these could be promoted through contests which can be combined with L&D activities.
 - 27 Bring in automated mechanism to record the number of library users when they access the resources through online mechanism should be created.
 - 28 Encourage/ incentivize the faculty to develop e-content for various open access platforms which will lead to their own professional development and thought leadership.
 - 29 Make Library a nodal center in curating faculty generated e-content and also look into the quality aspects before such content is uploaded on public platforms.
 - 30 Obtain membership of National Digital Library of India
 - 31 Create Service Level Agreements (SLAs) to enhance the quality of housekeeping and security services and then monitor by the Administrative Staff on day-to-day basis.
 - 32 Participate in the annual contest "Cleanest Campus in the Country" by Ministry of HRD
 - 33 Horticulture services can be further improved and this could be part of next year's contract for horticulture and housekeeping services.

- 34 Insist behavioral training for the security staff to be more courteous and polite to teachers and students and yet firm.
- 35 Install sophisticated systems of monitoring including campus fights, IP cameras, and video monitoring system, specially of 'blind-spots' be initiated.
- 36 Appoint a Director for Administration to head the administration wing
- 37 Rationalize number and quality of key maintenance staff such as electricians, plumbers, gardeners, carpenters etc.
- 38 Appoint a senior person in charge of IT Infrastructure and Services posted on campus.
- 39 Define detailed systems and procedures for maintaining and utilizing physical, academic and support facilities and document it.

5

STUDENT SUPPORT & PROGRESSION



Student Support and Progression

The University must support students in their academic and career progression. Organized system of Student Support and Progression must exist in an institution to provide necessary assistance to students, to enable them to acquire meaningful experiences for learning at the campus and to facilitate their holistic development and progression. This criterion also looks into student performance and alumni profiles and the progression of students to higher education and gainful employment.

Student Support

Student facilitation mechanisms like guidance cell, placement cell, grievance redressal cell and other welfare measures are essential to support students. Specific pedagogy must be devised to support students with learning difficulties. There should be provisions for bridge courses and other value added courses in relevant areas for the students. University is expected to have a well-structured, organized guidance and counseling system in place.

Office of Dean Student Welfare / Students Affairs

The office of DSW functions as a nodal center to promote cooperation and fellowship among students on the campus. It coordinates activities for the welfare of students. The office also provides students avenues to articulate their creativity and aspirations as well as aims at social harmony and campus peace.

ASSESSMENT

- i. Student Support and welfare is an important component of student life, but it does not appear to be so right now. This office is currently headed by a junior officer (Asst. Dean) and the various activities are performed in silos rather than in a well-coordinated manner.
- ii. Student support should include:
 - a) **Student's welfare:** which includes inter alia, Counseling Centre, Medical Centre, Hostels, Messing and Eateries, Tuck Shops (Convenience Stores), Student Distress Fund, etc.

b) **Student Affairs:** which comprises inter alia, Student life, Student Council, Activity Cubs, Cultural Events, Indoor activities, Development of soft skills, NSS activities, Community interface, Parents/Students Connect, etc.

Both the above activities seems to be performed sporadically by different sets of people.

iii. At present, PU does not have a 'Student Council' but some mechanism to give representation to the students in managing their affairs is desirable.

PRESCRIPTION

- 1 It is recommended that an Office of 'Dean-Student Affairs' should be created and a senior person be appointed in the position. Under this umbrella, the activities listed under both student welfare and student affairs be combined and separate officers be appointed to look after each set of activities, such as sporting, cultural events, mental and physical health, grievance redressal etc.
- 2 Creation of Student Distress Fund:
 - a. Students during their sojourn in the University may run in to distress due to unforeseen financial problems or other contingencies requiring funds at short notice, etc.
 - b. In order to facilitate students to meet such situations of genuine nature, the management may consider creation of a Distress Fund for Students.
 - c. The Policy guidelines and operation of such fund may be worked out suitably.
- 3 The University should establish a Student Council which may not be an elected body, but co-opted body whereby membership is by virtue of holding positions like Class Representative, School Representative and Coordinators of various Cultural Clubs.

Policies/ Rules/ Guidelines Pertaining to Students Support

ASSESSMENT

- i. Our audit revealed that most of the guiding policies in this area are either in bits and pieces or not fully structured.

PRESCRIPTION

- 1 Well-structured policies/rules/guidelines covering all aspect of student life should be brought out immediately to guide the functioning of the Office of DSA ; namely:

- a. Counseling Policy
- b. Soft Skills Development Policy
- c. Medical Room Policy
- d. Sports and Extra-curricular activities Policy
- e. Hostel Rules
- f. Student Activity Clubs Guidelines
- g. Student Distress Fund Policy

Student Capability Enhancement and Development

ASSESSMENT

- i. No system was observed at the campus to assist senior students and provide guidance for competitive examinations.
- ii. A limited amount of Career Counselling is provided informally by Director (Placements). However, it was found that students' expectation management was missing. As a result, it was difficult to convince students to appear in recruitment interviews and in case some were selected refused to join. This creates a huge pressure on placement outcomes of the university.
- iii. Process for soft skill development does exist in the University through a division called Learning and Development (L&D) which, for some reason, is under the control of Dean-School of Engineering and not with Career Services. The standardized scores on Soft Skills and Personality were rather low on AMCAT test.
- iv. There is provision of Summer Schools for purpose of Remedial Coaching and examinations for those who are unable to complete their courses in first instance. However, there is no Policy for slow-learners to help them cope up with their academic programs.
- v. The Language lab does exist on campus and is utilized by students as part of their English and verbal communication courses. However, this lab is limited to English and does not support foreign languages such as French or Spanish. There is also no mechanism for 'accent correction' in these labs.
- vi. Due to rather late start of academic session for incoming students, the Foundation courses or Bridge courses to bring students on an even platform are missing.
- vii. Occasionally, Yoga and Meditation classes happen, but after an initial euphoria it dies down to ennui.

- viii. Personal Counselling for academic, family and relationship issues is not well organized. Currently the University does not have any trained professional psychologist to help emotionally troubled students. Though the record shows that in the year 2017-18, 45 students sought counseling help on following issues:
- a. Academic related - 10
 - b. Personal - 25
 - c. Academic & Personal - 04
 - d. Behavioral - 06

PRESCRIPTION

- 1 Under the Career Services Department, there should be an organized way to support students who wish to prepare/write competitive exams such as CAT/MAT/GRE/GMAT/GATE/UPSC. These coaching services can be outsourced to professional TEST PREP agencies while the space for training can be provided by university and the fee could be partly paid by students. In addition, a special section can be created in the Library with study materials on competitive examinations for reference of students.
- 2 A formal system of Career Counselling which matches the student's aptitude and expectations must be put in place, if the university wishes to have better placement and progression of its students to higher education, civil services and armed forces.
- 3 Integration of L&D and Career Services need to happen. The focus of L&D should not just be life skills but also in developing employability quotient.
- 4 The Language lab could be enhanced to cover foreign languages such as French and Spanish so that such foreign languages can be offered as either campus wide electives or value added courses.
- 5 Some students who have very pronounced influence of mother tongue, there should be a provision of 'accent correction' through language training labs.
- 6 The university should look into the provision of Foundation or Bridge courses to bring incoming students on same level playing field. A serious effort should be made to start the session in July itself.
- 7 Professional psychologist based counselling for mental well-being of students is extremely important. Given the size of the university, it is strongly recommended to

hire one female psychologist and one male psychologist and establish a mental well-being center.

International Students Cell

ASSESSMENT

- i. Though the 'International Students Admission Policy' of PU has the provision of an 'International Student Cell' but it is currently defunct, perhaps due to small number of foreign students and not much focus on them.

PRESCRIPTION

- 1 International students should be welcomed because such a diversity in student body is necessary. However, with this diversity comes the issues of cultural, linguistic and culinary adjustment issues requiring special attention. There are also issue of proper security of university's international students and their registration with FRRO. Therefore, the 'International Student Cell' (as provided in the International Students Admission Policy) must be activated to take care of post admission issues and helping them adjust to a new country/new environment.
- 2 The International Students Cell should also be monitored by the University at the highest level.

Grievances Redressal Mechanism

ASSESSMENT

During the course of our audit process, following was observed:

- i. For general grievances, the university has following processes in place:
 - a) 'Student Grievance Redressal Cell' to address student grievances.
 - b) The broad provisions of important policies are also reproduced in the 'Student Handbook' for prior information of all students.
 - c) Actual number of cases handled were 3 which were not too excessive.

- ii. For prevention of sexual harassment:
- University has an 'Anti Sexual Harassment Policy, 2017' which has the provision of an 'Internal Complaints Committee' with one external member for dealing with cases of Sexual Harassment'.
 - Broad provisions of the policy are also reproduced in the 'Student Handbook' for information of students.
 - There was no incidence of any Sexual Harassment cases during the last year.
- iii. For prevention of ragging:
- 'Anti-Ragging Committee' and 'Anti Ragging Squads' are in place to check ragging in accordance with Hon'ble Supreme Court and UGC directives.
 - No case of ragging have been reported so far.
- iv. However, during our Student Perception Study, following points were put forward by students to our team members:
- Students expressed that there is no clear complaints procedure which is straightforward to use and aims to reach prompt conclusions.
 - A clear policy setting out the situations in which student have a right to appeal, the grounds for appeal and the procedure should be created.
 - Publication of these and other student-related policies is needed.

PRESCRIPTION

- 1 On paper, the University does seem to have robust mechanisms for handling students' issues. However, its active roll out on ground needs to be reviewed. As suggested by students, there should be a formal process for redressal of student grievances.
- 2 Though few cases of teasing among students of different genders were tackled by the Counselor but they were left inconclusive - rather it should have been reported to Anti Sexual Harassment Committee for appropriate action. It is recommended that there should be a clear cut policy which defines 'when the boundary between camaraderie and harassment is crossed'.

Fee concession and Scholarship

ASSESSMENT

A) During our audit process, we observed that the University has instituted following scholarships/ fee concessions for meritorious students and under other categories:

- i. Merit Scholarships
- ii. Fee concession for sports persons having represented at state/national level and NCC/NSS.
- iii. SAARC Scholarships
- iv. SC/ST Fee concession
- v. Fee concession to defense/ Police personnel and their wards
- vi. Other Fee concession like:
 - Single parent concession
 - Orphan student concession
 - Minority concession
 - Economically weaker sections
 - Physically challenged

B) Total disbursement made towards Scholarships/ Fee concessions since inception is as under:

Year	Amount in Rupees
2015-16	54,79,200
2016-17	85,46,650
2017-18	10,09,26,760
2018-19	12,28,51,687

The vision of PU Management in instituting scholarships/fee concessions for almost all segments of the society to recognize talent and support their learning endeavors is **highly appreciable**.

PRESCRIPTION

- 1 Though the current provisions for scholarship and fee concession are indeed commendable, but going forward there should be a proper policy for these disbursements which are objective in nature and cannot be disputed.
- 2 Over the time, like American universities, if a person is meritorious she/he should be able to pursue the program at Presidency University irrespective of the fact that she/he has financial means for pursuing the program.

Student Progression

The university must strive for their students' progression to higher studies or to employment. Process must exist to identify the reasons for poor attainment and plan and implement remedial measures. Sustainable good practices which effectively support the students facilitate optimal progression should be introduced. The institutional provisions should facilitate vertical movement of students from one level of education to the next higher level or towards gainful employment.

Placement

ASSESSMENT

- i. For the initial two years, only MBA students graduated and their placement record is as follows:

MBA	Graduated	Placed	(%)
2015-2017	52	39	75
2016-2018	37	23	63

- ii. Average salary package (CTC) offered through campus placement was 2.01 lakhs and Rs. 3 Lakhs, respectively.
- iii. Placement percentage for the first two MBA batches has been just average and the average CTC has also been modest.
- iv. Full figures of placements in 2019 are not available as the process was still on at the time of this audit. But the placement status as on April 2019 was as under:

Batch	Graduating	Placed	(%)
B.Tech: 2015-2019	520	76	14
MBA : 2017-2019	198	98	50

- i. Placement Policies separately for MBA and B.Tech programs have been made.
- ii. Unless there is some improvement, the placement figures for 2019, especially of first batch B.Tech, are **alarmingly low** and can impact new enrolments.
- iii. Random sampling of resumes of students presented a picture that they were poorly crafted and did not showcase multiple projects, internships and capstone projects.

PRESCRIPTION

- 1 There seems to be a strong need to reorganize entire student placement strategy and organisation. The entire portfolio comprising of placements, L&D and Professional Practice/Internship should be brought under common umbrella. They should have a common focus and lead to employment success of its students.
- 2 There is a serious need of a Career Counselor to manage the expectations of the students.
- 3 The graduating students, batch wise must create Student Placement Committees (SPCs) to create data base of recruiting companies, showcase their talent in various career fairs and manage equitable participation of students in the placement process.
- 4 Each graduating batch should also have Faculty Placement Representative (FPR) who would motivate and counsel students as well as look into strengthening of domain knowledge of students.
- 5 Showcasing of students' capabilities through proper creation of resumes listing multiple projects, internships and capstone projects should be devised.
- 6 Both the placement indicators (percentage placed and average CTC) are not promising and a detailed exercise should be carried out to pin point the causes and for taking corrective action.

Student Progression to Higher Education

Nil

Students qualifying Competitive examinations

Nil

Student Participation and Activities

The University promotes inclusive practices for social justice and better stakeholder relationships. The university promotes value-based education for inculcating social

responsibility and good citizenry amongst its student community and the institution should create the required infrastructure for promoting active participation of the students in social, cultural and leisure activities. The University should also encourage students' participation in activities facilitates developing various skills and competencies and foster holistic development.

Awards won by students

Sl. No	Name/Team	Sport / Event	Medals / Championships
1	Pooja R	National level Kick boxing Championship (senior category)	Gold Medal
2	S. Harshith Abhinav -	National Floorball championship	Silver medal
3	Presidency University	Basketball Tournament with M.S. Ramaiah University, held on 2nd March and 5th March 2018.	Silver medal
4	Mohammed Fazil	Mr. Bangalore Yuv Sri Body Building Competition	Silver medal
5	Presidency University	Infini PES University International Sports Fest	Silver medal
6	Mohammed Fazil	MUSCLE MANIA India Jr Champion ship tittle in body building held at New Delhi on 1st December 2018.	Won Championship
7	Chandan.K.R,	Schunk Smash 2K18, Open doubles Badminton Tournament organized by HMT Sports Club, Bangalore on 29th and 30th Sep 2018	Second Place
8	Presidency University	Football Tournament, against Sir M.V.I.T, held from 12-10-2018 to 3-10-2018 at Sir M.V.I.T ground	Silver medal

Annual Cultural Events

ASSESSMENT

- i. During the process of our audit, we found following sports cultural activities /competitions organized at University level.
- ii. Annual Sports Meet: in outdoor and indoor sports such as; Football, Hockey, Cricket, Volley ball, Throw ball, Kho Kho, Kabaddi, Badminton, Table Tennis, Carom, Chess, Karate
- iii. Annual Athletic Meet; Track runs, Long Jump, Short put, Javelin Throw, Discus Throw
- iv. Fests: Technical Fest: EQUIP, CEREBRUM - Inter Collegiate Management Fest, MERAKI - Inter Collegiate Cultural Fest and other smaller Cultural Competitions
- v. Our team was present during the conduct of MERAKI Fest and we observed that though it was organized well, but participation in such a Fest could have been better.

PRESCRIPTION

- 1 Though there is good progress on Sporting and Cultural events, our recommendation is that these should be enhanced in terms of student's participation and university's brand development. To begin with, within Greater Bangalore area all other colleges should vie to participate in Presidency University's cultural Fest.
- 2 Going forward, there should be an impetus for students to raise funds through sponsorship and other mechanism to further help increasing the scale of such events.

Alumni Engagement

The Alumni are a strong support to the institution. An active Alumni Association can contribute in academic matters, student support as well as mobilization of resources - both financial and non-financial. The university should nurture alumni association and its chapters to facilitate alumni in contributing significantly to the development of the university through their ambassadorship.

Alumni Association is a link between the University and its alumni. The success of the alumni shows the standing of the University. Besides, alumni provide useful feedback on the university curricula and academic standards. However, on ground our assessment of Presidency University's Alumni Association is as follows:

ASSESSMENT

- i. Alumni Association
 - a. PU Alumni Association has been formed but yet to be registered.
 - b. Alumni Association is supposed to meet once a year but no meeting is yet to be held.
 - c. Association Charter was not made available.
- ii. Contribution by Alumni to the University
 - a. None so far.
- iii. Details of Alumni meetings held so far
 - a. No. of meetings have been held so far.

PRESCRIPTION

- 1 It is suggested PU should get Alumni Association formally registered to give it a legal entity and an Alumni Relationship Officer be appointed.

- 2 Alumni Association activities should be stepped up and its meetings should be regularly held and documented.
- 3 At least, four chapters of Alumni Association should be established in the cities of Bangalore, Hyderabad, Chennai and Mumbai to begin with. At each chapter, the Universities Alumni Relationship Officer should go and conduct Alumni Meet where he can also get feedback on curriculum and brand perception of the university.

OVERALL RECOMMENDATION ON STUDENTS PROGRESSION

- 1 Create an Office of 'Dean-Student Affairs' & combine student welfare and student affairs with separate officers to look after each set of activities, such as sporting, cultural events, mental and physical health, grievance redressal etc.
- 2 Create a 'Distress Fund' for Students to meet the contingencies requiring funds.
- 3 Develop suitable guidelines for the Distress Fund
- 4 Establish a Student Council which can be a co-opted body whereby membership is by virtue of holding positions like Class Representative, School Representative and Coordinators of various Cultural Clubs.
- 5 Develop a well-structured policy/rules/guidelines covering all aspect of student life to guide the functioning of the Office of DSA, such as Counseling Policy, Soft Skills Development Policy, Medical Room Policy, Sports and Extra-curricular activities Policy, Hostel Rules, Student Activity Clubs Guidelines, and Student Distress Fund Policy etc.
- 6 Career Services Department should support students who wish to prepare/write competitive exams such as CAT/MAT/GRE/GMAT/GATE/UPSC.
- 7 Outsource to professional TEST PREP agencies at campus and partly charge fee to students. Create a section in the Library with study materials on competitive examinations for reference of students.
- 8 Establish a formal system of Career Counselling which matches the student's aptitude and expectations.
- 9 Integrate L&D and Career Services and extend the focus of L&D in developing employability quotient.
- 10 Enhance the Language lab to cover foreign languages such as French and Spanish.
- 11 Offer French and Spanish either as campus wide electives or value added courses.
- 12 Provide 'accent correction' through language training labs.
- 13 Provide Foundation or Bridge courses to bring incoming students on same level.
- 14 Start the new academic session in July itself.

- 15 Establish a mental well-being center and appoint Professional psychologists (male and female)
- 16 Establish a formal process for redressal of student grievances. (as per student perception)
- 17 Draft a clear cut policy which defines 'when the boundary between camaraderie and harassment is crossed'.
- 18 Develop a proper policy for the disbursements of scholarships which are objective in nature and cannot be disputed.
- 19 Enable meritorious students to pursue the program irrespective of the financial means.
- 20 Reorganize entire student placement strategy and organisation and bring Placements, L&D and Professional Practice/Internship under one common umbrella with a common focus to employment success of their students.
- 21 Appoint a Career Counselor to manage the expectations of the students.
- 22 Create Student Placement Committees (SPCs) to create database of recruiting companies, showcase their talent in various career fairs and manage equitable participation of students in the placement process.
- 23 Assign Faculty Placement Representative (FPR) to counsel students and motivate them for strengthening of domain knowledge.
- 24 Devise a proper support system in resume-writing listing multiple projects, internships and capstone projects etc.
- 25 Carry out a detailed exercise to assess and ways to enhance the placement indicators (percentage placed and average CTC)
- 26 Increase the student participation in the Sporting and Cultural events and the brand development leading all other colleges in the area strive to participate in such Fests.
- 27 Encourage students to raise funds through sponsorship and other mechanism to further help increasing the scale of such events.
- 28 Register Alumni Association to give it a legal entity and appoint an Alumni Relationship Officer
- 29 Increase the activities of Alumni Association and conduct meetings regularly.
- 30 Establish four chapters of Alumni Association in the cities of Bangalore, Hyderabad, Chennai and Mumbai. The Alumni Relationship Officer should conduct Alumni Meet and gather feedback on curriculum and brand perception of the university.

6

GOVERNANCE LEADERSHIP & MANAGEMENT ▶



Governance, Leadership & Management

Effective functioning of a University can be gauged by the policies and practices. It has evolved in the matter of planning human resources, recruitment, training, performance appraisal and financial management. However, main emphasis on how the university's leadership team evolves the Institutional Vision, Strategic Development and Deployment aspects, Faculty Empowerment Strategies and Resource Mobilization. The criterion also looks into the practices of Quality Assurance including the establishment of Internal Quality Assurance System (IQAS).

Institutional Vision and Leadership

Effective leadership is demonstrated by developing institutional values and a participative decision-making environment. This is the key not only to achieve the vision, mission and goals of the institution but also in building the organizational culture. The formal and informal arrangements in the institution to co-ordinate the academic and administrative planning and implementation reflects the institutions efforts in achieving its Mission.

Governance & Leadership Attributes

ASSESSMENT

- i. Since the University is just around 4 year old and is in the process of developing the broad mechanisms to achieve the stated vision and mission.
- ii. The core vision of the university is structured around the precepts of, 'value-driven global University' and 'creating professionals of integrity and character'. However, the global aspects of the 'vision' needs more attention in terms of actions that are needed to be considered as a global university.
- iii. We found that the university has set in motion systems and processes to achieve the broad mission objectives such as, 'imparting globally applicable skill-sets to students through flexible course offering', 'to be an innovative and inclusive institution by seeking excellence in teaching and research' and 'to create, sustain and apply learning in an inter-disciplinary environment'. These needs to be taken forward in the coming years as currently many of the above ideas are 'work-in-progress'.
- iv. The potential for quality research is evidenced through establishment of a Research Division and provision of seed money to kick-start various areas of research that the university desires to focus on. It is also trying to establish linkages with several foreign universities to build collaborative research framework.

- v. However, the university has to cover some ground to consolidate its academic systems and practices (Regulations/Policies) for systemic improvement. We found that many policies needs to be developed and some needs to be revised.
- vi. NAAC Accreditation is now mandatory for universities. PU will become eligible for NAAC accreditation in next 2 years and should start preparing for that in right earnest.

PRESCRIPTION

- 1 To actualize the core vision of being globally driven university it is necessary to undertake following steps:
 - a. Enter into collaboration with global universities to have joint research and faculty/student exchange mechanisms.
 - b. Actually send some PU faculty members to a few of partner universities and also invite some good faculty from partner universities for one-two weeks to participate in joint teaching or the courses.
 - c. Exchange group of students (at least 10 -15) for a semester abroad. This would help students learn at different universities and get an appreciation of cross cultural ideas.
 - d. Accelerate the recruitment of international students so that there is a global diversity on the campus.
- 2 To achieve the broad mission objectives such as, 'imparting globally applicable skill-sets to students through flexible course offering', there need to be an implementation of full blown choice based credit system (CBCS). To make students globally employable, as prescribed under Washington Accord, the university must obtain NBA/AACSB/ABET accreditations. The various schools through the nodal effort of Research Division must create multi-disciplinary research and teaching environment.
- 3 The research effort should be further strengthened by hand-holding the Research Division by providing it not on seed funding, but also help it by procuring some of the leading edge research tools and equipment.
- 4 Many new Policies need to be defined and put in place. This work should be taken on war footing.

- 5 Under the Office of Dean-Academics, a core group for achieving various accreditations needs to be created. NAAC and NBA Accreditation should be planned on mission mode manner. Due resources need to be planned for that.

Overview of Constitutions & Functioning of Statutory Bodies

ASSESSMENT

i. Statutory Bodies:

- All Statutory Bodies such as, Board of Governors, Board of Management, Academic Council, Finance Committee, and Research and Innovation Council have been constituted in accordance with the provisions of PU Act/ Statutes in 2016 and are functional. Some of the members have a tenure which should be extended in case the member has to be retained.

ii. Lack of roles clarity of statutory bodies: Upon review of some of the Board Meetings and Act, Statues and Regulations, we noticed following:

- BOM according approval to 'value added courses' which falls within the purview of Academic Council.
- Likewise, 'student intake' being approved by BOG. (As a reporting item it should have been okay)

iii. Powers of Board of Governors (BOG) undermined:

- The powers of Board of Governors (BOG) include the appointment of statutory auditors and the approval of annual budget, annual accounts and annual Report. But these matters have not been referred to BOG so far approval/ratification. Instead, annual reports have been approved by BOM and appointment of auditors/approval of annual budget/ annual accounts have been approved by the Finance Committee. **Thus the power and authority of BOG is being undermined.**

iv. Overstepping role of Finance Committee (FC):

- As per the Act, Finance Committee is the principal financial body of the University to take care of financial matters.

But in gross violation of its role, the Finance Committee vide item No. 2.6 of its II meeting held on 30-04-2016 has 'Ratified the appointment of Chancellor, Pro Chancellor, Vice Chancellor, Pro Vice Chancellor, Registrar and Finance Officer' for which it is not competent at all.

We noticed that the competent authority for appointment of Vice Chancellor, Pro Vice Chancellor, Registrar and Finance Officer is the Chancellor and later these should have been reported to the BOG and BOM - which was not done. Such irregularities should be checked in future.

v. Anomalies in the appointment of Pro Chancellor:

- Pro Chancellor's position is neither provided in the PU Act nor in the Statutes, therefore the appointment of incumbent Pro Chancellor is not in order/questionable.
- The correct procedure would have been for the BOM to move for creation of the position of Pro Chancellor (suggesting the role, responsibilities and mode of appointment) and take approval of the Chancellor/ BOG. This has not been done.
- In the absence of any provision in the Act/Statutes, the Pro Chancellor could be appointed following the same procedure as laid for Vice Chancellor's appointment.
- Incumbent 'Pro Chancellor' has not been declared as an 'Officer of the University' which can be done in accordance with the provisions of Section 12 (vii) of the Act.
- The above irregularities are of serious nature and should be rectified/ regularized in the manner suggested above at the earliest.

PRESCRIPTION

- 1 The Power, Scope and Jurisdictions of various Statutory Body needs to be reviewed. There should not be any ambiguity about the same. Due care needs to be taken in defining the Agenda Items and the Minutes. The cascading nature of these Bodies in terms of decision making hierarchies needs to be followed.
- 2 The tenure of the board members (other than ex-officio members) being 2 years in the first instance, it is time to re-appoint/change the members, if not already done.
- 3 Immediate steps should be taken to create position of 'Pro Chancellor' to regularize the current incumbent and confirm this position to be an Officer of the University.

Evaluation of Minutes of the Meeting of Statutory Boards

ASSESSMENT

- i. Notwithstanding the discrepancies noted in the previous section, the meetings of the statutory bodies are being held. The rules of business specified in the Statutes are followed.
- ii. The minutes of the meetings are documented, though their implementation could not be verified.

PRESCRIPTION

- 1 The agenda of various Board Meetings should be strictly defined as per the power and authority of that Board, so that, going forward no discrepancies of such nature do occur.
- 2 In the subsequent Board Meetings, an 'Action-Taken-Report' on deliberations of the previous meeting must be recorded and discussed. This will ensure that the decisions taken by the Statutory Bodies are actually implemented.

Strategic development and deployment

It is the responsibility of the leadership team to build strategic long term plan for development of the university. This plan should be developed on a 5 year horizon and should include the aspects of future development in terms of courses offered, projected student strength, development of physical facilities and the focus on research, outreach and innovation aspects. There should also be a phased execution framework for the strategic plan thus developed.

Existence of a Perspective/ Strategic plan of the University

ASSESSMENT

- i. We saw no evidence of any strategic plan that the university has developed so far.
- ii. We were made to understand that a perspective plan is being developed.

PRESCRIPTION

- 1 Now that the university is about to enter into the 5th Academic Year, it is time to prepare a strategic plan for the next 5 years.
- 2 The 'perspective plan' under preparation should be expedited and put on the website of the university.

Evaluation of University's Management Style

ASSESSMENT

1 Decentralization

- Role and responsibilities of the 'officers of University' and various other functionaries are well defined in the Act and Statutes.
- PU Act/Statutes provide for various statutory bodies for policy decision making.
- Further decentralized decision making at operational level is done by duly notified committees.
- Delegation of financial powers of officers is not defined. This should be expedited.

2 Participative Management

- Major policy decisions are taken after due deliberation by the statutory boards which have membership from the sponsoring body, officers of the University, faculty and external experts.
- Collective decision making is done by various internal committees with representation from faculty, staff and students.
- Students' interest is safe-guarded by their representation on many Internal Committees such as: Anti-Ragging Committee, Anti-Sexual Harassment Committee, Equal Opportunities Committee, Class Committees, Hostel Committees, IQAC, etc.
- Students Council has not yet been formed

3 Implementation of e-governance in areas of:

- *Planning and development*
 - o Budgeting exercise partially computerized (by using Tally software)
 - o No evidence of e-initiatives for institutional planning process.
- *Administration*
 - o Limited availability of campus wide wi-fi and not much emphasis on 'paper-less' operation.
 - o Library is partially automated, however more can be done.
 - o All employees are either provided with Desktops or Laptops to facilitate their work.
 - o Some of the student communications/interaction are through LMS. All students are assigned identification numbers and student grievances are received/ processed through emails.
 - o Main administrative functions are yet to be fully computerized.

- Digitization of all important documents should be done for safety/ security of documents.
- 4 Student Admission & Support**
 - Yet to be fully automated.
- 5 Examination system**
 - Is in process of being automated.

PRESCRIPTION

- 1 Decentralization:**
 - There should be an overall delegation of power matrix which not only defines management and administrative powers, but also has financial delegation.
- 2 Participative Management**
 - For participative management, it is recommended that following committees could be created:
 - Management Committee comprising of Chancellor, Pro Chancellor, Vice Chancellor, CFO and Registrar. This Committee could meet once in a month to take stock of strategic decisions as well as those which have financial implications.
 - Operating Committee comprising of All Deans, Director HR, Director Admin, Finance Officer etc, which could take action on operational decisions.
 - Formation of Student Council should be allowed for greater participation of students in managing their affairs. However, it could be calibrated in terms of how it is formed and what is its role.
- 3 Implementation of e-governance in areas of:**
 - University should strive paperless operations in most of the administrative work. This could be done through a 'workflow automation'.
 - University should invest into a world class ERP such as SAP or ORACLE so that most of the workflow related to HR, Administration and Finance is automated.
 - This would also provide electronic document storage and management system.
- 4 Student Admission & Support:**
 - With implementation of ERP, the student life cycle management (SLCM) module would assist students during their entire life cycle at the campus from admission to graduation.
- 5 Examination system:**
 - With implementation of ERP, examination system and transcript and degree generation could be fully automated using the examination module.

Faculty Empowerment Strategies

The faculty must be empowered in terms of their teaching and research capabilities and delivery. There should be a proper mechanism of recruiting faculty and their performance appraisal and looking after their professional development needs. They should also be guided with appropriate feedback and counseling to improve their teaching competencies and research aptitude. University should make efforts to upgrade the professional competence of the staff as well.

Effective welfare measures for teaching & non-teaching staff

ASSESSMENT

- i. Following Employees welfare measures are in place at the university:
 - Employees Health Insurance (Tata AIG)
 - Provident Fund for permanent employees.
 - Fee discount (50%) to children of employees for studying in any Presidency Group of institutions.
 - On campus medical facility.
 - Maternity leave
 - Free local transport
 - Mobile phone charge reimbursement (selectively)
- ii. Professional development of staff/ faculty
 - 'Induction Program is conducted for newly joined faculty. However, the current induction program is of 1 hour duration which is too brief.
 - Academic leave/ travel cost to faculty for attending seminars/conference.
 - Study leave (selectively) to faculty for finishing Ph.D. thesis.
 - We did not find very many FDPs that have been conducted for development of faculty or staff.
- iii. Performance Appraisal system for teaching & non-teaching staff.
 - Performance Appraisal system is in place. Appraisal cycle is August to July.
 - Systems, processes and records for the same are in order.
 - However, upon discussion with various staff and faculty, it came to our notice that this exercise is not fully 'objective'. At least that is the staff and faculty perception.

PRESCRIPTION

1 PU may consider following additional benefits for staff and faculty members:

- Relocation benefit
- Employee Emergency Loan
- Employee Referral Scheme
- Employee Wedding Gift Policy

2 Professional development of staff/ faculty

- 'Induction Program should be made a 2-days program to make it effective and meaningful. Besides, induction program is equally important for staff and should be extended to them as well.
- PU may consider conducting following additional Professional Development activities:
 - o Periodically organize workshops/Training programs for competency enhancement of faculty and staff.
 - o Faculty Retreats, at least once a year.

There should be a standard practice of documenting with brief write up on each competency enhancement programs, inter alia, program schedule, date/time, list of participants/ resource persons, attendance record, photographs/ video of events (for NAAC and regulatory bodies purposes).

- Performance Appraisal system for teaching & non-teaching staff should be made more objective and all degrees of 'subjectivity' should be removed.

Financial Management and Resource Mobilization

Budgeting and optimum utilization of finance as well as mobilization of resources are key issues that any university faces. There should be established procedures and processes for planning and allocation of financial resources. The university must develop strategies for mobilizing resources and ensures transparency in financial management of the institution. The income and expenditure of the institution are subjected to regular internal and external audit.

Financial Audit Process

ASSESSMENT

- 1 University has appointed statutory auditors for auditing the annual accounts:
 - The Auditors have been appointed by Finance Committee and not put up to the Governing Body for approval - which is not a good practice.
 - The Audit Reports form part of the Annual Reports of the University.
 - A 5-year Financial Plan has been made but has not been formally approved by the Governing Body.
 - No consolidated Financial Rules have been made.
- 2 Other funding sources:
 - Other than research funding, PU being a private university is not entitled to receive any grant/financial assistance from the government.
 - Besides the funding provided by the sponsoring body, the only revenue source is by way of fee charged from students.
- 3 Some other points:
 - Fee fixation is based on student supply/demand parameter and is benchmarked with fee structure of other local private universities. There is no fee fixation committee.
 - VII Pay Commission recommendations have not been fully implemented.

PRESCRIPTION

1. The Auditors appointed should be duly approved by Board of Governors.
2. A 5-year Financial Plan should formally approved by the Governing Body.
3. Consolidated Financial Rules should be made.
4. Suggested fund raising activities:
 - Pursuing various industries to mobilize their CSR funding for asset creation in terms of building corpus, plants and machinery, computing equipment, office equipment, etc. for the University.
 - Approach individual donors / industries for instituting scholarships for meritorious/needful students.
 - The University is advised to develop a 'Policy document on Resource Mobilization and Procedures' for the purpose.

Internal Quality Assurance System (IQAS)

The internal quality assurance systems of universities are self-regulating responsibilities of the higher education institutions, aimed at continuous improvement of quality and achieving academic excellence. The institution has mechanisms for academic and administrative auditing. It adopts quality management strategies in all academic and administrative aspects. The institution should have an IQAC and adopts a participatory approach in managing its quality standards.

ASSESSMENT

- We believe that technically IQAC is in place, but we do not think that it is fully functional.

OVERALL RECOMMENDATION ON GOVERNANCE

- 1 To actualize the core vision of being globally driven university it is necessary to undertake following steps:
 - a. Enter into collaboration with global universities to have joint research and faculty/student exchange mechanisms.
 - b. Send a few faculty members to a few of partner universities and also invite some good faculty from partner universities for one-two weeks to participate in joint teaching or the courses.
 - c. Exchange group of students (at least 10 -15) for a semester abroad. This would help students learn at in different universities and get an appreciation of cross cultural ideas.
 - d. Accelerate the recruitment of international students so that there is a global diversity on the campus.
- 2 Implement full blown CBCS to achieve the broad mission objectives such as, ‘imparting globally applicable skill-sets to students through flexible course offering’.
- 3 Obtain NBA/AACSB/ABET accreditations to make students globally employable, as prescribed under Washington Accord,
- 4 Create multi-disciplinary research and teaching environment under Research Division
- 5 Provide seed funding and help Research Division to procure leading edge research tools and equipment.
- 6 Define new Policies and put work on war footing.
- 7 Create a Core Group under the office Dean-Academics to achieve various accreditations.
- 8 Plan NAAC and NBA Accreditation on mission mode manner and allocate due resources.
- 9 Review the Power, Scope and Jurisdictions of various Statutory Body.
- 10 Define the Agenda Items and the Minutes and consider the cascading nature of these Bodies in terms of decision making hierarchies.
- 11 The tenure of the board members (other than ex-officio members) being 2 years in the first instance, it is time to re-appoint/change the members, if not already done.
- 12 Create position of ‘Pro Chancellor’ to reaffirm the current incumbent to this position and confirm this position to be an Officer of the University.
- 13 Define the agenda of various Board Meetings strictly as per the power and authority of that Board to avoid discrepancies.
- 14 Discuss an ‘Action-Taken-Report’ on deliberations of the previous meeting in the subsequent Board Meetings.

- 15 Prepare a strategic plan for the next 5 years as the university already completed 4 Academic Years.
- 16 Expedite perspective plan (under development) and put on to the website of the university.
- 17 Decentralization: There should be an overall delegation of power matrix which not only defines management and administrative powers, but also has financial delegation.
- 18 Participative Management: For participative management, it is recommended that following committees could be created:
 - a. Management Committee comprising of Chancellor, Pro Chancellor, Vice Chancellor, CFO and Registrar. This Committee could meet once in a month to take stock of strategic decisions as well as those which have financial implications.
 - b. Operating Committee comprising of All Deans, Director HR, Director Admin, Finance Officer etc., which could take action on operational decisions.
 - c. Formation of Student Council should be allowed for greater participation of students in managing their affairs. However, it could be calibrated in terms of how it is formed and what is its role.
- 19 Implement e-governance in areas of 'workflow automation' and world class ERP systems. It will not only automate the workflow related to HR, Administration, Finance but also provide electronic document storage and management system.
- 20 Student Admission & Support: With implementation of ERP, the student life cycle management (SLCM) module would assist students during their entire life cycle at the campus from admission to graduation.
- 21 Examination system: With implementation of ERP, examination system and transcript and degree generation could be fully automated using the examination module.
- 22 PU may consider following additional benefits for staff and faculty members:
 - a. Relocation benefit
 - b. Employee Emergency Loan
 - c. Employee Referral Scheme
 - d. Employee Wedding Gift Policy
 - e. Professional development of staff/ faculty
- 23 'Induction Program should be made a 2-days program to make it effective and meaning full. Besides, induction program is equally important for staff and should be extended to them as well.

- 24 Conduct additional Professional Development activities such as periodic workshops/Training programs for competency enhancement of faculty and staff as well as Faculty Retreats annually.
- 25 Document with brief write up on each competency enhancement program inter alia, program schedule, date/time, list of participants/ resource persons, attendance record, photographs/ video of events (for NAAC and regulatory bodies purposes).
- 26 Make Performance Appraisal system for teaching & non-teaching staff more objective and remove all degrees of 'subjectivity'.
- 27 The Auditors who have been appointed should be duly approved by Board of Governors.
- 28 BG should approve 5-year Financial Plan formally.
- 29 Make Financial Rules more consolidated.
- 30 Ideas on fund raising activities:
 - a. Pursue various industries to mobilize their CSR funding for asset creation in terms of building corpus, plants and machinery, computing equipment, office equipment, etc. for the University.
 - b. Approach individual donors / industries for instituting scholarships for meritorious/ needy students.
 - c. Develop a 'Policy document on Resource Mobilization and Procedures' for the purpose.
 - d. Since IQAC plays a crucial role for quality assurance of an institution and, therefore, PU should ensure that the composition and functioning of IQAC is fully enabled/ strengthened.

7

INSTITUTIONAL VALUES & BEST PRACTICES ▶



Institutional Values and Best Practices

An educational institution operates in the context of the larger education system in the country. In order to be relevant in changing national and global contexts an educational institution has to be responsive to the emerging challenges and pressing issues. The Institution also has a social responsibility to be proactive in the efforts towards development in the larger contexts. This role of the institution is reflected in terms of the kinds of programmes, activities and preferences (values) that it incorporates within its regular functioning. The extent to which an institution is impactful in this is a sure reflection of its quality.

Every university has a mandate to be responsive to at least a few pressing issues such as gender equity, environmental consciousness and sustainability, inclusiveness and professional ethics. It is also important how it addresses these and evolves practices which are unique to the institution. Some meaningful practices pertinent to such situations are evolved within the institution and these help smooth functioning and also lead to enhanced impact. Such practices which are evolved internally by the institution leading to improvements in any one aspect of its functioning - academic, administrative or organizational, - are recognized as a “best practices”. Over a period of time, due to such unique ways of functioning, each institution develops distinct characteristic which becomes its recognizable attribute. Key indicators in this criterion are Institutional Values and Social Responsibilities, Best Practices and Institutional Distinctiveness.

Institutional Values and Social Responsibilities

The gamut of institutional values and social responsibilities include; gender equity, sensitivity to issues like climate change and sustainable development. It adopts environment friendly practices and takes necessary actions such as - energy conservation, rain water harvesting, waste recycling (solid/liquid waste management, e-waste management), carbon neutral, green practices etc. The university also facilitates the differently abled students and faculty (Divyangjan friendliness) to be fully integrated with the university community. How the university effectively deals with location advantages and disadvantages is also a part of this criterion.

Gender Equity & Promotion

ASSESSMENT

- i. The university organizes various programs to sensitize students and employees on gender equity and develop awareness. These include:
 - Gender Sensitization Seminars
 - Safety of Girl Child
 - Observing 'Women's Day'
- ii. In addition, the following amenities/ measures for women's safety are in place.
 - Common Room for girls
 - Counseling by lady counselor (since the previous counsellor has left, new appointment should be done)
 - Dedicated hostel for girls
 - Anti-Sexual Harassment Policy (on PU website/ extract in Student Handbook)
 - Declaration of good conduct taken from all students.

PRESCRIPTION

- 1 There should be professional set up for counselling of students especially girl students for their mental well-being.
- 2 The University may consider following additional measures for promotion of gender sensitivity:
 - Organize specific programs on women's safety
 - Self-defense training for girl students
 - *Nukkad nataks* showcasing women's talent
 - Candle marches to highlight women issues.
 - Designate 'Gender Champions' from amongst students to promote gender sensitivity and equity.
 - Create special facilities for dispensing sanitary pads and their incineration.

Alternate Energy Initiatives

ASSESSMENT

- i. Existing electricity demand of the University is 450 KW per month.

- ii. Solar power plant of 200 KW capacity is being installed (to be operational by Aug/2019). Once commissioned, there will be cost saving of over 45% in the electricity bills.
- iii. Further, many of the classrooms have enough natural day light, thereby reducing electricity consumption to quite an extent.

PRESCRIPTION

- 1 Since the University is growing rapidly, the power consumption would further increase. Therefore, university may think of installing additional roof top solar power.
- 2 PU may consider installing motion sensors in classrooms/washrooms/labs to automatically switch off lights when not in use. In fact, university can attempt a full IoT based power management system by installing 'smart grid' within the campus.
- 3 The food waste can be used for both composting and generation of bio-gas. The gas produced could be used in chemistry labs or for cooking purposes.

Waste Management

ASSESSMENT

i. Solid waste management:

- Organic waste converter (500 kg/hr composting capacity) has been ordered but yet to be installed. Once operational, the compost produced can be used internally for horticultural purpose. This should be expedited.
- It is suggested that the surplus compost generated, if any, be distributed among the neighboring farmers/community under CSR activity.

ii. Liquid waste management:

- STP plant of 300 KLD Capacity has been installed - to be operational by June 2019.
- The re-cycled water will be used for flushing toilets and watering campus landscape.

iii. E-waste management:

- No provision as of now.

PRESCRIPTION

- 1 University must ensure the operational of organic waste composting plant as well as commissioning of STP at the earliest.
- 2 Efforts should be made so that the entire campus water is treated and recycled with zero discharge outside.

- University is advised to install 'Black Bins' for collecting e-waste like cell phones, laptops, etc. The e-waste should later be disposed through specialized firms.

Rain water harvesting structure/utilization

ASSESSMENT

At present the water supply to the campus is through in-house bore well. However, the following measures are in place for water harvesting:

- 36 recharge pits for rain water harvesting.
- The campus has a well laid drainage system for rain water.

PRESCRIPTION

- 1 A water body is proposed to be constructed for collection/storage of rain water to be utilized later for watering. This may be expedited.
- 2 Since the University is in water deficient area, water conservation practices would also be put in place.
- 3 The university may consider an innovative technology which produces water out of the air. This is similar to putting solar panels on rooftops, however once this is done, it would also be great technology showcasing and an innovation to talk about.

Green Practices

ASSESSMENT

PU already has taken the following green initiatives:

- Green landscaping of campus; however due to current construction it has been partially achieved.
- Sewage Treatment Plant (STP) of 300 KLD under installation for treating kitchen and toilet waste water. The treated water from STP can be used 100% for flushing and gardening purpose.
- Proposed In-house composting of organic waste (garden/kitchen waste) and its utilization as manure.
- Proposed solar power plant will lead to substantial saving on electricity bills.
- Rain water harvesting pits for recharging ground water. Proposed waterbody for rain water storage.
- Utilization of natural day light for classroom/lab lighting, wherever possible.

PRESCRIPTION

- 1 University should be declared as a 'plastic free campus' and a proper policy and initiative be taken for this purpose:
 - All vendors on campus should be instructed not to serve food/beverages in plastic vessels. If need be, a campaign may be launched to sensitize the university community on the adverse effects of plastic on the environment.
- 2 Student Environment Club should be formed to take initiatives for keeping the campus clean, green and litter free.
- 3 Plantation drives should be organized with active participation of students and staff.
- 4 Move towards paper-less office.
- 5 Consider in-house Firefighting system with Fire safety officer to ensure fire safety in the campus.

Differently-able (Divyangjan) Friendliness

ASSESSMENT

- 1 Though we found that campus does have some ramps and few elevators on campus to support mobility of differently abled students and faculty. However much more can be done.

PRESCRIPTION

- 1 Efforts should be made to make PU a friendly campus to cater to the special needs of differently able people by:
 - Installing lifts in all buildings
 - All buildings should be connected with ramps for easy access
 - Provision for Special toilets and wheel chairs.
- 2 Sensitization programs to handle differently able students/employees should be introduced.
- 3 Braille and Audio Guidance facilities for visually and aurally impaired people.

Location Factor

ASSESSMENT

- i. The University Campus is located at Ittgalpur, Rajanakunta, Yelahanka about 30 kms away from Bengaluru City with good road connectivity and also has proximity to the new Bengaluru airport. So, university has the advantage of being close to a metropolis yet a bit far from the hustle-bustle of a large city. It is nestled in the grape growing country side of the city.
- ii. Being close to IT hub of India, Bengaluru has large number of well-known professional and technical institutions and industrial houses, which are of definite advantage for organizing field visits/ industry visits / outreach activities for the students.
- iii. For outstation students, University has hostel facilities for 1400 boys and 400 girls in the vicinity of the campus.
- iv. The campus has multi-cuisine restaurant and food stalls to cater to the students and staff.
- v. Medical facility is available at on-campus Medical Room with full-time medical doctor, 4 nursing staff and 6 beds with a tie up to a reasonably large hospital which is within five kilometers from the campus.

PRESCRIPTION

- 1 University should strive for better bus service to the central Bengaluru for purpose of student outings and interface with industry.
- 2 Since university has a large auditorium, it may on first and third Saturdays show movies at the theatre for student entertainment purposes.
- 3 It may consider opening a mini mall within campus to provide shops for clothing, shoes, daily necessities, books and stationary and a gaming parlor. This would improve student life on the campus.

Inclusivity & Community Service

ASSESSMENT

- i. The University is actively engaged in community connect through NSS and its various clubs.
- ii. Blood donation camps are organized regularly.
- iii. Legal aid center under School of Law does exist. However, the extent of this centers ability to render legal help to local community for resolving legal issues could not be gauged.

PRESCRIPTION

- 1 The National Service Scheme should enhance its community development activities manifold.
- 2 Legal Clinics should really get into supporting poor and needy from neighboring villages for resolving their legal issues.
- 3 Additional measures suggested:
 - a. *Swachh Bharat* campaigns in campus and adjoining villages.
 - b. Donation of clothes, shoes, toys and stationery to the needy.
 - c. Sustainable social enterprises to bring about a positive measurable impact in terms of increasing awareness on personal hygiene, sanitation, drinking water, skill development, etc. in the neighboring community.

Human Values and Professional Ethics:

ASSESSMENT

- i. Though the 'Student Handbook' exist, it should include information on code of conduct, core values and ethics.
- ii. HR Department should develop similar handbook on Code of Conduct for faculty/staff as well.
- iii. PU does celebrate a number of national and international days such as:
 - Republic Day / Independence Day
 - Gandhi Jayanti
 - Rashtriya Ekta Diwas
 - Teachers' Day
 - International Women's Day
 - Armed Forces Day
 - National Youth Day
 - Surgical Strike Day
 - Karnataka Rajotsava.
 - Ethnic Day

PRESCRIPTION

- 1 Student Welfare Dept. should additionally promotes national integration and love for the nation by organizing activities and talks to:
 - Develop consciousness about national identities/symbols, national anthem, Indian constitution, etc.
 - Introduce Activities for promotion of universal values (truth, non-violence and peace), national values, human values, national integration, communal harmony, social cohesion and observance of fundamental rights.
 - Observe birth/death anniversaries of great Indian personalities.
- 2 The Vision and Mission of PU should be prominently displayed in all buildings/ blocks for students and employees to understand the philosophy of the University.
- 3 The university may also consider flying the National Flag by putting up a flag mast at an appropriate place.
- 4 The Law School should also consider displaying a facsimile copy of the constitution of India.



Best Practices

Any practice or practices that the institution has internally evolved and put into practice and leads to positive impact on the regular functioning of the institution can be identified as “best practices”. These are specific to an institution and not prescribed by any authority. Many of these practices can be relevant for an institution at a given point in time and could be in respect of teaching learning, office practices and maintenance and up keep of things or dealing with human values or money matters. In brief, these ‘best practices’ are relevant within the institutional context and may pertain to either academic or administrative or organizational aspects of institutional functioning.

ASSESSMENT

Two best practices successfully implemented by the institution

1 UNIVERSITY LEARNING COURSE - SOCIAL ENGAGEMENT EXPERIENCE FOR ALL STUDENTS

A mandatory credit course for all students

The objective of a University Learning Course (ULC) is to inculcate commitment to social and environmental issues among the students body, thereby enabling every student to make a contribution through service and experiential learning. The outcome is to produce graduates who are sensitized to the disadvantage section of the society and committed to serving the social and environmental needs.

The ULC is a 1-Credit Course coordinated by the parent Department or a group of Departments and the student is required to complete this course ideally during any of the semesters of the 2nd and 3rd Year of the B.Tech Program. The nature and details of the ULC shall be approved by the concerned Departmental Academic Committee. Typically, it is a 12-16 hour social engagement program, where a group of 8-10 students are mentored by one/two faculty members.

The Context

The overarching context is the Vision of the University. Also, the University is set in a rural context and there are plenty of opportunities to serve in the neighbourhood.

The intention is to engage with the local panchayat, local village elders, women and other stakeholders.

A major challenge was access as relational bridges had to be built and the service to be rendered in a non-intrusive manner, with due sensitivity to the issues/cultural nuances of the local residents/recipients.

The Practice

It was a challenge to take on such an intention as a “mandatory” program. The uniqueness is the desire to inculcate the social sensitization dimension for every student as part the Curriculum - for all Programs.

The scale at which this is done is another special aspect. It’s just not a “one-shot” (representative) perfunctory program/activity of the University. It is a deep commitment to use all the “energetic student resources” of the University to make a contribution and also provide the experience for every student.

Evidence of Success

The response and embracement from the rural neighbours and the student community was overwhelming!

A tangible instance of success was that all students of 3rd and 4th years of the B.Tech Programs participated and completed this social engagement - thereby completing the mandatory requirements as per the Curriculum. More significantly, many batches of students (and faculty) repeated the engagement not just for the “credits” but for the experience!

A wide range of activities were covered - ranging from education/implementation of water conservation, enabling rural women understand and use technology, guiding rural children on education to providing support to orphanages and support homes for the elderly - the experience for the students was truly “real life issues” of the disadvantaged sections of society, particularly in the rural context.

Another indication of success (a behavioral/attitudinal measure), was that almost all batches of students contributed voluntarily to raise funds to meet the needs of the projects they had embarked on.

Problems Encountered and Resources Required

Not many problems were encountered, except for the issue that many students had difficulty relating/communicating effectively due to their inability to converse in the local languages. This was offset to some extent, with having a few students in a batch, where possible, who could help out with the language issues.

The University provided transport resources wherever needed. The University plans to set up some corpus funds to work on sustainable engagement projects.

Notes (Optional)

Buoyed by the initial success and rewarding experience, the University plans to set up a Presidency Foundation to provide guidance and sustainability to these efforts and encourage “social entrepreneurship”.

2. SUSTAINABLE DEVELOPMENT GOALS CENTRE

Objectives

The Sustainable Development Goals (SDGs) are an ambitious commitment by world leaders which set out a universal and an unprecedented agenda which embraces economic, environmental and social aspects of the wellbeing of societies. The progress of the world to meet the SDGs, largely depends on India’s progress. India played a prominent role in the formulation of SDGs and much of the country’s National Development Agenda is mirrored in the SDG’s Sustainable Development Goals Center (SDG Center) at Presidency University, Bangalore which will focus on research, consultancy and training on SDGs with specific focus on Bangalore Rural District as a sample demography for clusters. The university mandate states that it will be focusing on rural development through rural engagement which could be achieved through research, consultancy and training in SDGs. The mission of the research center is to create a center for trans-disciplinary work to enhance rural development by focusing on sustainable developing goals (SDGs). The major objectives of the center: to conduct research, consultancy and training on SDGs (especially on but not limited to SDG 8, livelihood and wellbeing, water and gender), to initiate programs for rural engagement and social outreach activities ,to enable

and empower the marginalized and weaker sections of the society through skills development, To link the issue of climatic change to rural agrarian economy of Karnataka and bring forth policy changes to support agrarian communities ,To establish partnerships and collaborations with global, regional and local organizations/institutions working on SDGs for research, consultancy and training.

The Context

The Sustainable Development Goals Report 2018 states in some areas, progress is insufficient to meet the Agenda's goals and targets by 2030. This is especially true for the most disadvantaged and marginalized groups. Youth are three times more likely to be unemployed than adults. Less than half of all children and adolescents meet minimum standards in reading and mathematics. Close to 1 billion mostly rural people still lack electricity. And, while some forms of discrimination against women and girls are declining, gender inequality continues to hold women back and deprives them of basic rights and opportunities. Conflict, climate change and growing inequalities add additional challenges. The SDG Center through research, training and consultancy try to address these gaps

The Practice

Presidency University implemented outreach activities and research activities to address these gaps in SDG Goals achievement

- Know your Goals Initiative: A group of 15 students along with faculty visited the Kakolu Government High School; Bangalore, India spent more than a couple of hours sharing the 17 goals of the UN Sustainable Development Solutions Network Solutions Network, with examples from everyday life. The post graduate students worked on a presentation with visual aids like charts and spoke in Kannada - the local language and the medium of instruction in the school that they visited. They also conducted a drawing/sketching competition after the presentation. The children in the school were in the age bracket of 12 to 16 and came from the 22 villages around the school. Their parents are mostly illiterate and work hard for a meagre existence. The group made up of about 150 children displayed a mature understanding of the goals themselves and what it would entail to work towards them post the presentation. On being asked which goal would be of primary importance to them, the children chose goals ranging from Gender Equality, No Poverty, Good Health and Well Being which were perhaps the issues that they were facing as well directly or indirectly.

- Clean Nandi Hills initiative: Group of 70 students led by the faculty visited the Nandi Hills - a place of natural beauty which has played a prominent role in the history of Karnataka and a popular tourist spot to clean the place of all dry waste. About 100 kgs of dry waste was collected and handed over to the Nandi Hills waste collection center in line with the direction from Nandi Hills authorities. The Nandi Hills administration was moved by the initiative, and issued a letter of appreciation to the university and gifted a picture directory of Nandi Hills to the university library.
- Research Project funded by Presidency University Titled “Techno-social survey & design of youth up-skilling in selected rural clusters” is under progress. The study directly contribute towards the SDG 8 (Decent Work and Economic Growth). Based on the study the up skilling needs among rural youth of Karnataka are identified. They pertain to mostly bridging the gap between new technology and process with traditional methods. The rural young farmers skill upgradation requirements ranges from skills in online sales of farm produce , cheap renewable energy , information on high yield variety seeds and farming technology. In the third phase of the project we would be training rural youth on online sales of farm produce, assembling solar panels and best practices on grape farming by July 2019
- Research Project funded by Presidency University Titled “A Study on Environmental Transformations and Livelihood Strategies of Horticultural Communities in Peri-Urban Bangalore: As part of the project we worked with grape farmers, vegetable farmers and floriculture farms. We found the grape variety ‘Bangalore Blue’, a geographical indicator of this region declining. Plant disease are increasing in the region. Hale storms are effecting the quality of grapes which leads to reduction in price.

Evidence of Success

The awareness campaign led by Presidency Master Degree students on SDGs helped them to effectively contribute to be global goals by pursuing various small studies The Masters students submitted 6 internship reports based on the research project on SDGs funded by Presidency University. Two student papers were presented at Asian Institute of Technology, Bangkok.

Letter of Appreciation issued by Special Officer, Department of Horticulture, Nandi Hills, to Presidency University for the cleanliness drive on Nandi Hills. The local community appreciate the interest the university show in addressing local issues through research, training and outreach.

Problems Encountered and Resources Required

SDG Centre is currently a “zero” budget centre , while its each program is budgeted and approved event wise , instead a yearly budget should be implemented with clear vision on research activities ,training and outreach . Centre also require a permanent space for organising its activities and improve its media presence though improving website and newspaper articles. The Centre should also come out with workshops, conferences and seminars to influence policies on SDGs.

While the above two examples of Best Practices are laudable, however in true essence, the best practices should be inward focusing and should leads to positive impact on the academic quality, administrative functioning of the university and create a distinct identity for the university.

PRESCRIPTION

- 1 As an initial step, the university should think of establishing Best Practices specifically:
 - a. In academics, one can choose to have full blown implementation of CBCS or OBL as a best practice
 - b. Total workflow automation can constitute best practice in administrative functions like finance, HR, library and evaluation.
 - c. Adoption of Education 4.0 in sync with Industrial Revolution 4.0 as a best practice can create a distinctive identity for the young university.

Institutional Distinctiveness

A university is recognized for its vision and attributes that make it ‘distinct’, or, one of its kinds in the academic circles. Such attributes characterize the university and are reflected in all its activities and functioning.

ASSESSMENT

The performance of the University in one area distinctive to its vision, priority and thrust

Vision Statement of the University

To be a value-driven global University, excelling beyond peers and creating professionals of integrity and character having concern and care for society

The distinctive dimension of “concern and care for society” embedded in the Vision Statement of the University propels the commitment of the University to produce graduate who are socially conscious and active in social engagement.

Another effort of the University, to give a sustainable dimension to this aspect of the Vision, was to set up the Centre for Sustainable Development Goals to expand the social engagement and also create structures that will go beyond the “Course - Curriculum” approach for students. The University can take larger project - both Short-term and Long-term. In the short-term successful efforts were done towards understand the skilling requirements in the local neighbouring villages. In the long-term, gender issues - particularly enabling rural girls and women in a variety of ways, ranging from use of technology for education and other beneficial purposes to providing legal support on a variety of issues - will be implemented.

These activities again laudable but come under category of social outreach and not necessarily lead to a distinctiveness.

PRESCRIPTION

Distinctiveness comes from creating a specific brand for the university which could be built around **specific courses or specific schools or leading edge research**. These are areas the university should look into to create distinction.

OVERALL RECOMMENDATION ON INSTITUTIONAL VALUES & BEST PRACTICES

- 1 Set up a professional for counselling of students especially girl students for their mental well-being.
- 2 Consider following additional measures for promotion of gender sensitivity:
 - a. Organize specific programs on women’s safety.
 - b. Self-defense training for girl students.
 - c. *Nukkad nataks* showcasing women’s talent
 - d. Candle marches to highlight women issues.
 - e. Designate ‘Gender Champions’ from amongst students to promote gender sensitivity and equity.
- 3 Install additional roof top solar power to meet the growing power consumption year on year.

- 4 Install motion sensors in classrooms/washrooms/labs to automatically switch off lights when not in use.
- 5 Consider installing a full IoT based power management system through 'smart grid' within the campus.
- 6 Use the food waste for both composting and generation of bio-gas. The gas produced could be used in chemistry labs or for cooking purposes.
- 7 Ensure the operational of organic waste composting plant as well as commissioning of STP at the earliest.
- 8 Make efforts that the entire campus water is treated and recycled with zero discharge outside.
- 9 Install 'Black Bins' for collecting e-waste like cell phones, laptops, etc. The e-waste should later be disposed through specialized firms.
- 10 Construct a water body for collection/storage of rain water to be utilized later for watering.
- 11 Water conservation practices should be put in place, since the University is in water deficient area.
- 12 Consider an innovative technology which produces water out of the air. This is similar to putting solar panels on rooftops, however once this is done, it would also be great technology showcasing and an innovation to talk about.
- 13 Declare University as a 'plastic free campus' and create a proper policy. Following initiative can be taken for this purpose:
 - a. Instruct all vendors on campus not to serve food/beverages in plastic vessels. Launch a campaign to sensitize the university community on the adverse effects of plastic on the environment, if needed.
- 14 Form Student Environment Club to take initiatives for keeping the campus clean, green and litter free.
- 15 Organize Plantation drives with active participation of students and staff.
- 16 Move towards paper-less office.
- 17 Consider in-house Firefighting system with Fire safety officer to ensure fire safety in the campus.
- 18 Make effort for a friendly campus to cater to the special needs of differently able people by:
 - a. Installing lifts in all buildings
 - b. All buildings should be connected with ramps for easy access

- c. Provision for Special toilets and wheel chairs.
- 19 Introduce sensitization programs to handle differently able students/employees. (Braille & Audio Guidance facilities etc)
 - 20 Better bus service to the central Bengaluru for purpose of student outings and interface with industry.
 - 21 Consider movies show on first and third Saturdays at the auditorium for student entertainment.
 - 22 Consider opening a mini mall within campus to provide shops for clothing, shoes, daily necessities, books and stationary and a gaming parlor to improve student life on the campus.
 - 23 Enhance the National Service Scheme its community development activities manifold.
 - 24 Increase the number of Legal Clinics into supporting poor and needy from neighboring villages for resolving their legal issues.
 - 25 Additional measures suggested:
 - a. Swachh Bharat campaigns in campus and adjoining villages.
 - b. Donation of clothes, shoes, toys and stationery to the needy.
 - c. Sustainable social enterprises to bring about a positive measurable impact in terms of increasing awareness on personal hygiene, sanitation, drinking water, skill development, etc. in the neighboring community.
 - 26 Student Welfare Dept. should additionally promotes national integration and love for the nation by organizing activities and talks to:
 - a. Develop consciousness about national identities/symbols, national anthem, Indian constitution, etc.
 - b. Introduce Activities for promotion of universal values (truth, non-violence and peace), national values, human values, national integration, communal harmony, social cohesion and observance of fundamental rights.
 - c. Observe birth/death anniversaries of great Indian personalities.
 - 27 Display the Vision and Mission of the University prominently in all buildings/ blocks for students and employees to understand the philosophy of the University.
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AUDITORS



TEAM MEMBERS



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S.N	Name	Position	Experience in Higher Education
01	Dr. Parag Diwan	Chairman	35 years of experience; Formerly; -Vice Chancellor UPES, Dehradun -Chief Academic Officer, UVM Universities, Mexico -Dean & Professor, AIMA, Delhi -Professor, International Management Institute, Delhi currently: -Academic Advisor to several Indian Universities.
02	Dr. SN Suri	Executive Member	47 years of experience, Formerly; -Pro VC, University of Technology, Shillong, -Vice President (Institutional Affairs) UPES, Dehradun -Registrar, Amity University, Uttar Pradesh -Professor, Indira Gandhi Open University, Delhi -Professor, Nagaland University, Kohima
03	Dr Tanushree Sharma	Executive Member	22 years of experience; Currently - Associate Dean & Assoc.Prof, O.P Jindal University, Sonipat Formerly: -Program Director & Assoc. Professor, School of Management, UPES, Dehradun -DGM(L&D), Tata Project, Hyderabad -Senior Manager, Delphi Electronics, Gurgaon
04	Dr Ashish Bharadwaj	Executive Member	25 years of experience; Currently -Director-IT, BML Munjal University, Haryana Formerly, -CIO, Laureate International Universities, USA -Chief IT, University of Petroleum, Uttarakhand -IT Head, All India Management Association, Delhi
05	Mr. Suraj Anandan	Executive Member	23 years of experience; Formerly; - Deputy Registrar (AA), University of Petroleum, UK -Asst. Registrar (AA), UTM, Meghalaya -Asst.Dir, Great Lakes International University, AP -OSD, Jain Vishwa Bharti University, Ladnun, RJ
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07	Ms. Savita Ganju	Expert Member	35 years of experience in HR & Operations; Formerly, -Director(Career Services) UPES, Dehradun -Director(Operations) AT Kearney India -Senior Manager, Shell Exploration India -Manager, Taj Group of Hotels, Mumbai
08	Mr. Rakesh Yadav	Analyst	3 years of experience in Finance & Taxation; Currently, - Analyst, Paradigm Consultants, Gurgaon - Associate, Dezan Shira & Associates, Delhi