Previous Peer Team Report

Overall Analysis

Institutional Strengths:

- A fairly good quality research being carried out in a number of disciplines (especially in Pharmacy, Chemical Engineering, Physics, Chemistry, Geology, Biomedical Science, Life Sciences, among others) as evident from some patents, technology transfer to Industries, consultancy, publications in high impact factor journals, and several Departments recognised for CAS/SAP/FIST supported by UGC; Centre for Biomedical Sciences conferred with the status of Potential for Excellence with a grant of Rs.5.00 crores by UGC.

- An impressive infra-structure, well maintained and utilized to the full capacity a fully air-conditioned massive and well stocked Library, most of the Science Labs. with state-of-the-art equipments, a centralised Sophisticated Instrumentation Facility, super computing facility, sports infra-structure, staff quarters, and hostels lending almost a residential character, among others.

- A good track record and social reputation, and also the locational advantage helping the University attract a significant number of meritorious students, around 50 p.c. of them from outside the State and NRIs, and an array of very distinguished alumni and some of the outstanding faculty over the period.

- A significant quantum of resource generation and facility development through offering a wide range of programmes in career focused/cutting-edge areas (including Engineering, Pharmacy, Management, Law, Education) on high fee/self-financing basis, consultancy earnings, Dental Hospital attached to Dental Science Institute, a large number of funded research projects, a well-designed Correspondence Education programme and several other initiatives.

- Innovative managerial initiatives of the recent past in creating new institutional structures (Centres/Institutes in emerging areas in Sciences; Social Sciences; applied management; Sophisticated Instrumentation Facility and others) availing the collaborative participation of core faculty drawn from different disciplines, and also outsourcing faculty expertise from industries.

Institutional weaknesses:

- Faculty shortage (a significant number of positions lying vacant for reasons perhaps beyond the control of the University) hampering the effective conduct of programmes; some of the Departments in Languages, Humanities and Social Sciences, and particularly in the newly crated structures offering programmes in cutting edge areas (such as Nuclear Medicine, Stem Cell, Nano Science & Technology), with sub-optimal faculty strength are struggling to do justice to their programmes; hence, tending to erode the credibility of the system.

- Notwithstanding super-computing and good Information Technology (I.T.) infra-structure, the use of Information and Communication Technology (I.C.T.) in teaching-learning is quite marginal in a good number of Departments.

- A sort of reluctance/hesitance to go in for some contemporaneous academic reforms such as choice-based credit system, internalization of evaluation as against the present practice of just 20 p.c. CIA, academic autonomy to all viable Departments/Schools, effective IQAC, among others.

- The rapport between the students and the faculty seems to suffer from inadequate mutual thrust and confidence; this tendency is reflected, for instance, in the resistance (among many faculty) to the introduction of a systematic/structured student evaluation of teachers. Similarly, a broad-based/participatory management style is perhaps yet to become a visible campus culture.

- Student Support Services including functioning of a structured grievance redressal cell, effective placement services (now evident mostly in a few science/professional programmes), institutional support and freeship for underprivileged students especially in the high fee/self-financing programmes, among others deserve improvement.

Institutional Opportunities:

- Opportunity for better linkages with industries and national-level institutes located at the local city, Chandigarh for offering some twinning programmes in partnership with them; with many faculty having research collaborations with experts from foreign Universities, there is good scope for formal operative Memorandum of Understandings (MoUs) at the institutional level for teaching/research collaborations.

- Scope for tapping the rich and enlightened alumni potential for resource generation as well as getting academic feedback/support for strengthening the University programmes; some of the alumni working as faculty abroad could be better used by crating appropriate visitorship.

- Opportunity for strengthening soft-skills as part of the curricular requirement for all the students and thereby ensuring their career prospects.

- Scope for extending autonomy to all the major Departments/Centres with a proven track record of academic achievements, (say, Pharmacy, Chemical Engineering, Life Sciences, Physical Sciences) and enable them emerge a Centres of Excellence.

- Opportunity for pooling all the skill oriented/vocational programmes offered by various units (Adult Education, Regional Resource Centre, Women Studies and others) under the structure of a "Community College" and integrate these credit-based Certificate/Diploma programmes for vertical mobility into the mainstream of higher education. Similarly, there is scope for pooling all the related Departments, under the umbrella of Schools, if necessary, cutting across the faculties (which were historically created) by appropriate amendments to statutes.

Institutional Challenges:
- Challenge of dealing with the increasing trend of politicised, elections to student bodies, vitiating the campus peace and the academic atmosphere; this trend if unchecked at the right moment would eventually destabilize the whole system.

- Challenge of managing the faculty shortage, through guest faculty/visiting faculty; and difficulty attracting and retaining qualified/competent faculty in professional programmes such as Dental Science, Management, Computer Science.

- Challenge of resolving the uncertain flow of grant, partly from the State and partly from the Centre because of the special nature of the University being a "body corporate" not fully supported by either the Centre of the State.

- A macro-level challenge arising out of creation of a number of Central Universities and World-Class national Universities competing for funds and the faculty.

- Challenge of consolidation of the newly started programmes (as many as 42 in the last couple of years; some of them in the emerging areas), most of which are encountering constraints of faculty and space. The newly established Regional Centres also pose a serious challenge in this regard.

Action Taken Report on the Previous Peer Team Recommendations

- **Recommendation #1:**

  Steps be taken to confer autonomous status to the select Departments/Centres (such as Pharmacy, Chemical Engineering, Physical Sciences, Life Sciences) with better viability and proven track record of academic achievements. Academic autonomy (framing syllabi, conduct & evaluation of examinations etc.) be extended to all the Departments.

  Action Taken on Recommendation #1:

  All the teaching departments are autonomous and function independently except in case of certain policy matters like Annual Academic Calendar, Course Structures, Course Fees, Recruitments, and Financial Matters etc. The University directs all the departments to submit Annual Reports, Annual Confidential Performance Reports and Annual Quality Assurance Reports (AQAR) which are reviewed to ensure accountability.

  Each department in the University has a freedom to:
  - ✓ determine their own courses, curricula, methods of education and training in pursuit of excellence;
  - ✓ prescribe rules for admission on merit, subject to the reservation policy in pursuit of excellence;
  - ✓ evolve methods of evaluation, conduct examinations and finalize results for declaration;
  - ✓ enter into collaborative arrangements for purposes of teaching, research and extension education with other institutions of higher learning and industries / Organization wherever need be.

- **Recommendation #2:**

    Curricular reforms be pursued in tune with the contemporaneous global trends. Choice-based credit system, internalisation of evaluation, enhanced weightage for continuous internal assessment, student evaluation of teachers and such other reforms be introduced as a package, for better interfacing with the global Universities.

- ❖ **Action Taken on Recommendation #2:**

    Each department performs periodic review of curricula within their disciplines or related disciplines. Curricula in each discipline have been made flexible enough to allow for the incorporation of new technologies and modes of delivery while maintaining a constant focus on quality. Other Curricular reforms such as use of ICT for interactive learning and Project learning have also been introduced.

    All the UG and PG courses on the campus follow a semester pattern, including B.Sc./ M.Sc. (Honours School), B.Pharmacy/ M.Pharmacy which follow Semester Based Credit System.

    The Choice Based Credit System(CBCS) has been introduced in 'School of Communication Studies' on a pilot basis from the academic session 2014-15 and is running successful to impart student-centric education and to provide enhanced learning opportunities to match the students' scholastic needs and also their aspirations. Efforts are being made to adopt Choice Based Credit System (CBCS) in the Faculty of Engineering & Technology, Pharmaceutical Sciences, and Sciences etc

    Continuous internal evaluation through 2-3 mid-term tests has been introduced and it includes (a) Quizzes (Scheduled/Unscheduled) (b) Written and Oral Tests: (Objective, Short Answer, Long Answer, and Problem Solving).

    For Honours School and Engineering courses, under which, the answer books after examination are retained in the Department concerned for evaluation by the internal teachers and the answer books are shown to the students after evaluation. The awards are finalized after sorting out/removing the query/doubt of students, if any, regarding evaluation. With this system, the checking of answer-books and re-evaluation of answer books are no longer required resulting into saving the time and providing much required transparency in evaluation. The university adopts the method of spot evaluation (Central) and dispatch answer books for evaluation at the residence of examiners (door). Double evaluation is adopted in case of such students who wish their scripts to be re-evaluated.

    Many of the university teaching departments seek feedback (informally) from the students on a proforma after the last examination of each semester of the course. This serves as an evaluation tool of the teachers by the students. The students are encouraged to respond without any fear and exercise all fairness in their evaluation of each teacher of the course. The evaluation parameters

relate to the quality of the course, teacher's effectiveness, clarity of the objectives, relevance of material provided, fairness of grading procedure, helping attitude, regularity, punctuality, discipline, extent of encouraging and provoking to ask questions and non-scholastic attributes etc. The identity of the students is concealed on the form. The teachers see the feedback forms collected from the students so that there is self growth.

- **Recommendation #3:**

  Information and Communication Technology (ICT) thrust in teaching-learning be enhanced. At least one Lecture Hall/Seminar Hall in every Department be equipped to be a e-class room, motivating/facilitating the faculty for intensive application of I.C.T. Internet reference facility in the Library deserves substantial expansion.

- ❖ **Action Taken on Recommendation #3:**

  The ICT thrust in Teaching and Learning has been strengthened by extending the facilities of LCD projectors, laptops/desktops, Computing Software, Internet connection, Wi-Fi in all academic areas including hostels/guest houses, e-Resources in A.C. Joshi Library etc to promote ICT learning. One smart class room has been set up in each of the professional departments such as University Business School, Department of Chemical Engineering & Technology, University Institute of Engineering & Technology, Department of Computer Science & Applications. Video Conferencing facility has been set up in Computer centre.

  Moreover, NPTEL and, other Open Source Study materials are used for the purpose of teaching and learning. ICT & Other tools such as Web Online Public Access System (Web OPAC), Digital Library, Computer Based Retrieval of information, Institutional Repository, Reprography, Scanning, Laser Printing etc have been deployed for maximum access to the library collection. Moreover, the use of the SLIM21 Software and INFLIBNET by the faculty members and students is praiseworthy.

- **Recommendation #4:**

  Faculty shortage in some of the Departments, particularly in the newly started Centres of emerging areas, be remedied expeditiously. Programmes started with a lecturer as the nucleus generally fail to take off on account of lack of academic leadership.

- ❖ **Action Taken on Recommendation #4:**

  Faculty shortage in the University has been looked into very seriously by the authorities for the last five years and the number of teaching staff recruited during the last five years is given below:

Year	Newly Recruited Faculty		
	Professor	Associate Professor	Assistant Professor
2008-09	2	3	43
2009-10	4	-	17
2010-11	3	11	28
2011-12	1	0	52
2012-13	2	2	29
Up to August 31, 2014	-	-	56

In the month of August-2014, the University has made an advertisement to recruit 150 vacant positions for the posts of Professors, Associate Professor and Assistant Professors in various teaching departments and these posts are likely to fill up in 5-6 months.

- **Recommendation #5:**

  Consolidation of all the newly started programmes (as many as 42) deserves top priority, before going on for further expansion/diversification.

- ❖ **Action Taken on Recommendation #5:**

  All the programmes offered in University Institute of Emerging Areas in Science & Technology (UIEAST) and University Institute of Emerging Areas in Social Sciences (UIEASS) have been given top priority in all academic activities and have been provided with spacious building (in Sector-25 and Sector-14 respectively), reasonably good infrastructure, Internet Access, Wi-Fi and manned by well experienced senior faculty members and making fresh recruitment of teaching staff.

- **Recommendation #6:**

  The nomenclature of some programmes (MA/M.Sc.[Hons School], BA/B.Sc.[Hons.School]) historically conditioned and peculiar to Punjab State (quite different from the national practice) may need to be relooked at the State level, for ensuring parity with the rest of the Country.

❖ **Action Taken on Recommendation #6:**

Honours School is a unique system of education at Panjab University in which Senior Professors teach and ignite young minds for future leadership roles and encourage them to think critically. Also, Research Students of Senior Professors take Laboratory sessions, thereby giving students a better appreciation of what "real world" research is all about.

Honors School system enjoys autonomy in question paper setting, its evaluation and final result preparation.

'Continuous Internal Evaluation' is the central feature of the evaluation in this system. A teacher who offers the course is the best person to assess performance of the students. However, there is the end-semester evaluation. And, to ensure transparency, fairness, and accountability appropriate mechanisms such showing evaluated answer sheet to students for verification have been devised.

Keeping all this in mind, University never thought of offering this system in its affiliated colleges.

▪ **Recommendation #7:**

The student support services such as grievance redressal, placement services, and special support (by way of cross subsidy) to the deserving weaker students in the high fee/self-financing programmes be given due emphasis.

❖ **Action Taken on Recommendation #7:**

Panjab University has constituted a **grievance redress cell** in all the Professional Institutes at the campus to handle student or staff grievance. To handle student's grievances, there is a mechanism in place in which 5 to 10 first-year students are assigned to each teacher. Panjab University has also launched the **online examination grievance-monitoring system** to redress the examination-related queries in a time-bound manner.

The University has set up a special cell headed by a Senior Professor to handle **sexual harassment** on the campus. Another special cell is there to handle **ragging** on the campus and running hostels. Not only does it muster opinion among students against ragging but also hears all such cases of juniors' grievance against seniors.

The University also has a specific Caste (SC) and Scheduled Tribes (ST) Cell that promotes the special interests of students in the reserved category.

The University has set up a **Central Placement Cell** (CPC) headed by a Senior Professor of University Business School to support and facilitate students to find gainful engagements after their university education. During the assessment period, every year AVSAR, a campus placement drive is

being organized by the CPC jointly with Panjab University campus students' council for placement of campus students.

The University has put in place structures and policies for creating a healthy and inclusive learning environment for its students. There are a large number of **scholarships and fee waivers** available for meritorious and needy students.

- **Recommendation #8:**

  The Departments with sub-optimal faculty strength be encouraged to offer short-term Diploma/Certificate Courses (with career/skill focus) which can be opted by the current students of other programmes on concurrent basis; these Departments need not also offer regular PG programmes, compromising the quality.

- ❖ **Action Taken on Recommendation #8:**

  The Advanced Diploma, Diploma and Certificate programmes are offered as add-on programmes for enriching the students further with relevant specializations and learn additional foreign languages. Under this system the University provides an opportunity to get one UG/PG degree and Advanced Diplomas / Certificates within a period of two/ three years of stay at the University.

  The University encourages its affiliated colleges to provide additional skill-oriented programmes relevant to regional needs.

  The colleges are encouraged to introduce add-on courses and vocational courses with funding support from the UGC. The affiliated colleges have introduced large number of add-on/vocational courses such as Community Development, E-Banking, Guidance and Counseling, Food Preservation, Web Designing and Multimedia, Tax Procedure & Practice etc.

- **Recommendation #9:**

  In order to encourage inter-disciplinary teaching/research programmes, closely related Departments be grouped into "Schools", may be cutting across the stutorily formed Faculty groups, by appropriate amendments to the statutes.

- ❖ **Action Taken on Recommendation #9:**

  In order to encourage inter-disciplinary teaching/research programmes, closely related disciplines such Microbial Biotechnology, Public Health, System Biology & Bio-Informatics, Nuclear Medicine, Medical Physics, Nano Science & Nano Technology, Stem Cell & Tissue Engineering have been grouped into "University Institute of Emerging Areas in Science & Technology (UIEAST)".

Also disciplines like Social Work, Police Administration and Human Rights & Duties have been grouped into " University Institute of Emerging Areas in Social Sciences (UIEASS)".

School of Communication Studies has been set up to offer PG Diploma in Advertising & Public Relations, PG Diploma in Hindi Journalism and P G Diploma in Punjabi Journalism programmes.

- **Recommendation #10:**

  E-Governance be systematically adopted with basic principles of transparency/accountability. The de-bureaucratization of University administration by suitable professional training of the administrative staff may be pursued. The administration be made hassle-free for the execution of research projects. For a holistic quality enhancement, a pro-active IQAC and a perspective plan for the University are of immediate priority.

- ❖ **Action Taken on Recommendation #10:**

  The University greatly relies on ICT, to automate and simplify its daily activities thereby establishing an automated, accountable and transparent Governance System.

  The processing of examination results have been computerized which has enabled the declaration of early results. The use of OMR technology has been implemented in the entrance tests which also helps early results declaration and reduce errors in compilation. The pay rolls and provident fund accounts are also completely computerized. The students' registration is also fully computerized; further streamlining and coordinating between the examination branches and the registration branch and eliminate delays in Result Late cases. For hassle-free execution of research projects, Office of the Dean Research has been established with senior most faculty member next to Dean of University Instruction acting as Dean Research.

  Research Promotion Cell (RPC) has been created which has senior faculty members as well as research scholars to inculcate team spirit and to facilitate research and to provide avenues for handling grievances of students/faculty.

  After a long gap, more than 300 fresh appointments were made at lower level of administration having IT knowledge to improve functioning of the administrative set up.

  During the assessment period, the University has organized Induction Training Programme through Academic Staff College and others for newly recruited ministerial and secretarial (non-teaching) staff to make them aware about the functions of the University and use of campus portal (http://campus.pu.ac.in) for efficient operations.

  The Internal Quality Assurance Cell (IQAC) has been set-up in the university, with Vice-Chancellor as the Chairman and Dean Research as the member Secretary. The IQAC has prepared a road map for improving quality in the

teaching and non-teaching departments as well as the administrative wing of the University. The focus areas in this road map include restructuring of curricular design in the light of changing socioeconomic environment; promotion of inter-disciplinary/multi-disciplinary programmes and courses; introduction of ADD-ON Courses of an inter-disciplinary character; Faculty enrichment programmes; international and national research projects; international collaboration in the emerging areas of research; and computerization of admissions, administration and examinations.

Mini-IQAC cells have been created in individual departments to monitor quality of teaching learning processes.

Certificate of Accreditation

राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिष
विश्वविद्यालय अनुदान आयोग का स्वायत्त संस्

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
An Autonomous Institution of the University Grants Commission

प्रा. एच. ए. रंगनाथ
निदेशक
Prof. H.A. Ranganath
FASc, FNASc, FEAI, FNA.,
Director

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NAAC/A&RA/EC-47/11/2009/   January 29, 2009

The Vice-Chancellor
Panjab University
Chandigarh - 160014
Punjab

Dear *Colleague,*

Greetings of Quality from NAAC.

I am glad to inform you that the outcome of the Re-accreditation exercise of your institution has been processed and approved by the Executive Committee of NAAC and your institution has been *Accredited* for a further period of five years with a CGPA of 3.47 on a four point scale at A *Grade* valid from 29/01/2009. The provisional certificate of accreditation will be sent to you shortly. However, the original certificate of accreditation with the quality profile will be issued during the "Accreditation Awards Programme", which NAAC proposes to organize in the near future to formally handover the certificates to the heads of accredited institutions. I am sure the detailed peer team report given to you already by the peer team will enable the institution to initiate further quality enhancement measures.

With best wishes,

Yours sincerely,

(H. A. Ranganath)

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