Peer Team Report

on

University Accreditation
of
AMRITA VISHWA VIDYAPEETHAM
Ettimadai, Coimbatore
Tamilnadu

(Dates of Visit: 3 - 7 November, 2008)

National Assessment and Accreditation Council

Bangalore - 560 072, India

Criterion I: GENERAL	Information
1.1 Name & Address of the Institution:	**Amrita Vishwa Vidyapeetham** **Ettimadai, Coimbatore – 641 105**
1.2 Year of Establishment: (University)	2003, Deemed University under section 3 of UGC Act 1956.
1.3 Current Academic Activities at the Institution (Numbers)	
Faculties/Schools:	**15**
Programmes/Courses offered	**108 (UG – 23 , PG – 47, PhD – 5 , Others – 33)**
Permanent Faculty	**1469 (Men – 792, Woman – 677).**
Permanent Support Staff	**2100 (Technical – 696, Administrative – 1404)**
Students (As on Nov 2008)	**12276 (UG - 10852, PG - 2124, PhD - 200)**
1.4 Three Major features in the institutional Context (As perceived by the Peer Team)	• An upcoming University started as a Multi Campus, Multi-Faculty Institute and conferred the University status under section 3 of UGC Act 1956 in the year 2003-2004.. • Value-based Education in Spiritual Ambience • Academic flexibility with multi-disciplinary R & D programmes • Knowledge-networking among campuses.

1.5 Dates of visit of the Peer Team (Visit schedule attached)	November 3-7 2008
1.6. Composition of the Peer Team which undertook the on-site visit:	Chairperson: Dr. B.C Chhaparwal, Emertus Prof of Pediatrics, M G M Medical College, Indore, Former VC , Devi Ahilya Vishwa Vidyalaya Co-Chairperson Prof. A. Sridharan , Former Dy.Director IISc, Bangalore Members: Prof (Mrs) Mamata Satapathy Former Head & Professor Department of Physics, Utkal University, Bhubaneswar-751004 Prof S.K. Jain Dean Faculty of Sciences Jamia Hamdard University, Hamdard Nagar, New Delhi Dr. (Col) S.K.P Matwankar, Former Chief Advisor, Medical Science & Hospital Management, University of Allahabad. Dr R.G. Sonkawade Senior Scientist, Inter University Accelerator Centre Aruna Asaf Ali Marg New Delhi Prof R. M. Ranganath Department of Botany Bangalore University, Bangalore Prof. C. Lal Ex. Dean, Faculty of Management Studies, Banaras Hindu University, Varanasi. Prof. Anand Mohan, Dept of Electronics Engg. Institute of Technology, Banaras Hindu University, Varanasi Prof. V K Mahna, Former Joint Secy. UPSC, Govt. of India, Former Prof. of Mech. Engg & Dean, Delhi College of Engg. Prof. Om Vikas (Former Director, ABV-IIITM, Former Professor, Computer Science, IIT Kanpur)

	Dr. A.K. Sinha (Former Dean, Professor Delhi College of Engineering, Dept. of Electronics) Dr. Gautam Sanyal Professor and Dean- Academic Affairs and Resource Generation Dept. of Computer Science National Institute of Technology Dr. Vasantha Muthusamy (Former Sr. Deputy Director General, ICMR, New Delhi) Dr. C. Bhaskara Rao Vice President, DCI and Principal Sri Dharmasthala Manjunatheswara College of Dental Science and Hospital Dhavalanagar Prof. C. S. Bhaskaran (Former Professor and Director, Medical Education and Former Vice Chancellor, NTR Health University) Prof. Riaz Khan S. (Former Vice Chairperson, NCTE) Prof. D. N. Sansanwal Professor, Director & Dean Institute of Education Devi Ahilya University NAAC Coordinators: Dr. K Rama Dy.Advisor Dr. Sujata P. Shanbhag, Assistant Adviser

Section II: CRITERION WISE ANALYSIS	
2.1 Curricular Aspects:	
2.1.1 Curricular Design & Development:	• Curriculum of the courses offered in the University and different Schools have been developed in consultation with academic experts and industry and other bodies. • The Curriculum design and model includes foundation courses, core courses and electives covering different knowledge segments • ICT integration is evident in almost all the courses
2.1.2 Academic Flexibility:	• The Amritapuri Campus offers 8 different programmes through 3 separate schools • All the courses are self financed and most of them follow semester system. • Choice based credit system in most of the programmes and provision for credit transfer from other institutions..
2.1.3 Feedback on Curriculum:	• Formal Mechanism of feed back from students on course curriculum has been introduced. • Feedbacks are also obtained from employers, alumina to effect changes in the curriculum in an informal way. • Major Syllabi revisions have taken place in many courses based on the feed back from stakeholders
2.1.4 Curriculum Update :	• All the schools revise their syllabus every two years as per the guidelines of national bodies. • Curriculum committees of the schools meet every year at the beginning of the academic session to include topics in new emerging areas. • A number of new courses have been developed at M.Tech. level in inter disciplinary areas e.g. Cyber security and Nanosciences

2.1.5 Best Practices in Curricular Aspects:	• Compulsory course on cultural education in first two semesters of Schools of Engineering, Medicine and Arts & Science and yoga certificate courses offered by the School of Ayurveda. • All students of engineering and sciences have to undergo at least 2 courses in programming and IT • Electives have been introduced as per the requirements of the Industry in some programmes.
2.2 Teaching-Learning & Evaluation:	
2.2.1 Admission Process and Student Profile:	• Transparent admission process. Admission notification advertised in print, electronic media and on website. • Amrita Entrance Examination for Engineering, Medicine, Ayurveda and Bio-technology is conducted every year. Few Seats are reserved in Engineering and Medicines for disadvantaged communities and scholarship given to weaker sections.
2.2.2 Catering to Diverse Needs:	• Both fast and slow track students are identified through test and class interactions and given due attention • Slow track students are allowed to take less number of credits and fast track students are encouraged to take extra credits in a semester • Orientation /Induction programme for all the new entrants is conducted before the commencement of the academic programme. • Bridge/Remedial courses are offered in some programmes.
2.2.3 Teaching-Learning Process:	• Teaching, learning and evaluation schedule is undertaken through course preference, course allocation, course plan, course file, timetable and tests etc. in a systematic manner. • Lecture method, Assignments, tutorials, lab exercises seminars, and paper presentation, industrial visits and projects are followed in

	several of the courses. • A variety of learning methods that include computer assisted learning, audiovisual aids and ICTs are being used.
2.2.4 Teacher Quality:	• A number of teachers from outside the state and also abroad have been recruited. • The University makes all efforts to recruit good faculty members as and when necessary. However more PhD holders in the faculty of Engineering is needed. • The University encourages teachers to attend seminars/conferences/workshops etc.
2.2.5 Evaluation Process and Reforms:	• Transparent evaluation system with Internal continuous evaluation carrying 20% to 50% of total marks • Supplementary exam within one month of announcement of results. • Class committee addresses the grievances of students regarding examination and answer scripts are made available to all students
2.2.6 Best Practices in Teaching Learning Process	• E-Learning facility connecting the campuses of the University and 42 other Universities/Engineering colleges across the nation via satellite network making available quality lectures by eminent professionals. • Online course in Biotechnology, Medicine, Engineering and Management offered by eminent faculty. • Announcement of results in time. • Academic mentors provide for redressal of student problems. • As a special measure extra slots in the timetable are available for conducting remedial classes to slow learners

2.3 Research, Consultancy & Extension:	
2.3.1 Promotion of Research:	• Research is a significant activity in the various Schools. • Establishment of dedicated centers for sponsored R & D projects. However, no specific and dedicated budgetary provision in the overall university budget for research. • Research Advisory Committee is yet to be formed.
2.3.2 Research and Publication Output:	• The University has a number of research programmes funded by external agencies. There are a number of research scholars with fellowships. • Few departments have published quite a number of research papers in National/International Journals of high impact factors. However some departments have not yet initiated major research activities. • Some books are published by the faculty of Ayurveda, Medicine, Engineering and Management. • Development of insulin pump is in advanced stage. Six patents have been filed out of which two have been awarded for the research carried out at the University.
2.3.3 Consultancy:	• Consultancy service is initiated in the schools of Medicine, Management, Biotechnology and Ayurveda. It us yet to be initiated in other departments. • The Hospital Information Systems (HIS) and the Medical Illustration Unit have been proactive and providing consultation services across the nation.
2.3.4 Extension Activities:	• Extension activities are undertaken both during national calamities and as ongoing process in normal circumstances • The Community Medicine department has

	evolved many innovative approaches to reach out to the community and create awareness on various social evils like anti-tobacco campaign • Institution provides manpower support for sensitizing the community on public health to various NGO's and social service agencies. • The students of almost all the schools are engaged in various extension and rural development activities such as *Amritasanjeevini* and *Nadham.*
2.3.5 Collaboration:	• University has a number of national and international collaboration with various organizations in research and teaching. • Some collaborative research projects have received extra-mural funding • Some of the departments are yet to start collaboration work in teaching, research and extension activities.
2.3.6 Best Practices in Research, Consultancy & Extension (if any):	• MOU's with reputed national and international institutions. • Public-Private-Academia partnership in various projects like E-Learning, WINSOC etc. • In-house production unit for Ayurvedic drugs from local herbs. • The teaching hospital and the associated departments including casualty have all facilities to manage life threatening / saving episodes.
2.4 Infrastructure and Learning Resources:	
2.4.1 Physical Facilities for Learning:	• The multi campus university has a built-up area of 6.2 million sqft and is spread over around 500 acres of land, with adequate number of well furnished class rooms, well equipped laboratories, central and departmental libraries, language lab etc. • Sports facilities like playgrounds, courts, Gymnasium, Swimming pool are available for Amrita campus

	students and staff members. • A herbal garden with large number of medicinal and rare plants. • Infrastructure is optimally used for its own activities and is shared by other institutions under the same management.
2.4.2 Maintenance of Infrastructure:	• There is adequate budgetary allocation for maintenance of infrastructure including equipments. Dedicated service departments with adequate staff to ensure constant upkeep and maintenance. • Infrastructure is well maintained in all the campuses. In-house expertise used for maintaining infrastructure. • Adequate finances are made available for maintenance as and when necessary.
2.4.3 Library as Learning Resources:	• There are central libraries in each campus with adequate number of books and also subscribes to a number of national and international journals. • The library has been computerized using the in-house developed software with 3.5 TB, *VIDYA* and reprographic, computer and internet facility for students and staff members. Online access to e-resources and subscription to DELNET/INDEST/EBSCO are also available. • Budgetary allocations for library do not commensurate with the requirements.
2.4.4 ICT as Learning Resources:	• All the schools have adequate number of computers with internet connection. • Video conferencing facility is also available. • Two software - *AUMS* and *VIDYA* have been developed in-house and are being used in almost all the campuses.
2.4.5 Other Facilities:	• Canteen, sports, hospital, workshops, backup power supply and continuous water supply facility are available. • Hostel facilities are available to most of the students.

	• An Ayurvedic drug manufacturing unit attached to school of Ayurveda in Amritapuri campus.
2.4.6 Best Practices in the development of Infrastructure and Learning Resources (if any):	• Use of in-house expertise to reduce cost • Environment and eco-friendly campus promoting positive values and holistic education. • In house maintenance of computing facilities and network operation.
2.5 Student Support and Progression:	
2.5.1 Student Progression:	• Success rate of students is quite high in many of the programmes. Drop out rate is negligible. • Successful students have found suitable academic and professional placement. • Special provisions have been made for providing additional inputs to students appearing for competitive exams. Good numbers get qualified through competitive exam for both higher studies as well as for employment.
2.5.2 Students Support:	• A Corporate Relations Centre in each of the campuses provides sufficient assistance for placement and support for student progression. • Scheme of tutor / mentor / Counselor is in place. There is a "Gurukul" System with 5 students attached to a teacher for mentoring and counseling. • Studentship, fellowship and sponsorship are available on a limited basis to the students. Also sponsorship for students participating in Sports and cultural activities are available. • Every student on the campus has a health insurance facility.
2.5.3 Student Activities:	• Numbers of students have participated in Inter-University; State level, National level and International level meet in sport events. • In-spite of the encouragement provided to the students, the participation in sports and games is limited.

	• Students are provided with various forum (science club, nadham, astronomy club etc.) to exhibit their talents. .
2.5.4 Best Practices in Student Support and Progression (if any)	• Students representation in class committees • Provision for soft skills and industry oriented courses. • Conduct of Orientation programs every year for new entrants • 'Gurukul' System for mentoring and counseling. • Academic Correction Body for weaker students.
2.6 Governance and Leadership:	
2.6.1 Institutional Vision and Leadership:	• Institution's vision and mission are to transform it to a premier institution of learning by providing ideal environment, and offering courses in modern and relevant subjects, imparting practical knowledge based courses • University-wide Academic Review Committee takes care of improving all academic activities • Decentralized administration with a centralized budgetary provision.
2.6.2 Organizational Arrangements:	• The University has adopted a matrix type of organizational arrangements with participation from different schools. • The Academic council directly reports to the Board of Management and there is a need for a more appropriate link with other authorities of the University. • Though there is an attempt to maintain the administrative hierarchy as per standard norms of University Grants Commission the University in view of the distributed campus structure follows ad-hoc arrangements for conducting the day to day business.
2.6.3 Strategy Development and Deployment:	• Strategy of further growths is formulated at the University level and deployed at the school level

	by the Principal/Dean. However, the involvement of faculties and HODs is not visible. • Although there has been a steady growth in the number of faculty and research funding, it is not reflected in the contribution of the faculty in research output. • Management intervention is limited to prescribing the broad guidelines and overall monitoring of effective implementation. • A clear cut road map for futuristic growth of the University is yet to be evolved.
2.6.4 Human Resource Management:	• HR management is in accordance with internally evolved practices. • Self appraisal of faculty and evaluation of teachers by students is in place. • The University has a mechanism of attracting faculty from other states and abroad. • The university has to introduce skill upgrading programmes for non-teaching staff.
2.6.5 Financial Management and Resource Mobilization:	• Resource generated through Students' course fees and from service departments of the health care systems and funding agencies. • Financial Management system is computerized to a great extent.
2.6.6 Best Practices:	• Student representation in course committees. • Open door policy enables students and faculty alike to have direct access to all senior management and personnel. • Resource sharing by all the units. • Databases for students and staff are created • The rules and regulations for academic and general administration are well defined and highly decentralized to some extent.
2.7 Innovative Practices:	
2.7.1 Internal Quality Assurance	• Quality assurance in academic administration is

Systems:	achieved to some extent through various committees. • Value added courses on soft skill and personality development, culture etc. are offered. • The School of Medicine constantly endeavors for quality which is visible from their opting for NABH and NABL, ISO 9000-2001 and other Calibration and Quality Assurance agencies. • IQAC is yet to be established • Most of the programmes in the school of engineering are accredited by the NBA (AICTE).
2.7.2 Inclusive Practices:	• No discrimination on the basis of religion caste, gender and economic background of students. • There is increase in strength of female students in almost all programmes i.e. U.G., P.G., Research. • The University provides limited facilities for the benefit of SC/ST and OBC Students. • Even though there are a large number of female students a Gender Harassment Cell has not been constituted.
2.7.3 Stakeholder Relationship:	• Progress of students is regularly communicated to parents • The institution has a good stakeholder relationship as observed from the various interactions and social perceptions of the parents and other stakeholders. However, parent-teacher and alumni meetings are scanty. • There are no major issues/cases filed or pending in the consumer forum or other such bodies.
Section III: OVERALL ANALYSIS **Observation (Please limit to *five major ones* for each and use telegraphic language) (It is not necessary to denote all the five bullets for each)**	
3.1 Institutional Strengths:	• An environmental friendly campus with adequate well maintained infrastructure optimally utilised.

	• Student discipline is noteworthy. • ICT integration in almost all courses • Value based education in spiritual ambience. • Collaborative R & D projects with national /foreign universities. • Interdisciplinary focus of the various programmes and innovative and modern teaching methods using ICT.
3.2 Institutional Weakness:	• Around 15% of teachers and faculty on consolidated pay basis. • Provident Fund facility is not available to faculty. • Lack of sanctioned research activities in some departments. • Research projects and consultancy across departments not commensurate with available facilities. • Self financing courses not attracting socio-economical disadvantaged students • Delayed mandatory re-recognition of Blood Bank unit • Absence of RTI and Gender Harassment Cells.
3.3 Institutional Challenges:	• Full realization of Vision, Mission and goals of the University. • To achieve excellence in research and consultancy. • Resources Mobilisation through Academic Excellence • Sustenance Multi-disciplinary collaborative research of relevance in emerging areas. • Coping up with the changing higher education scenario. • More number of publications in reputed journals.
3.4 Institutional opportunities:	• Scope for future growth and expansion with programme diversification of global relevance

	• Seed Resources for high quality value-based technical education • To develop more super-specialty programme and paramedical courses in various Healthcare schools. • Industry-university interaction leading to higher placement opportunities in Schools of Arts, Science and Ayurveda. • Scope in Ayurveda for research and marketing herbal medicines.

Section IV: Recommendations for Quality Enhancement of the Institution

- The University may think of introducing more courses, both at U.G. and P.G. levels with relevance to global opportunities and local needs.
- Well qualified senior faculty members need to be inducted in basic science departments.
- Integration of various programmes and disciplines for sustaining research and advancement may be given due consideration in the University level planning.
- Reservation policy as laid down by various regulatory bodies may be adopted both for admission and recruitments.
- Organizational structure and operational guidelines to be standardized.
- Transport facility to be provided to staff and students beyond normal working hours in some of the campuses.
- More industrial exposure to Engineering and Management programmes to be provided.
- All the libraries need augmentation; more budget, working space, books and journals.
- In schools such as Dental, nursing, Pharmacy more specialized courses need to be introduced. However, care should be taken that such courses and their nomenclature are in accordance with rules of the regulatory bodies.
- Students may be allowed to use laptops and other equipments to follow e-learning, especially in Health Sciences.

- Separate Departments for Oral Implantology and Forensic Odontology may be started for effective implementation of 5-year BDS programme.
- School of Ayurveda has potential to undertake advanced research in the field of herbal medicines, which should be exploited
- Inter-disciplinary research involving different schools may be given much more emphasis
- A mechanism for periodic and formal interaction with parents may be established
- More scholarships and financial support to the students from deprived sections
- Short term diploma/ certificate add-on, value based courses including dual-degree programmes may be introduced.
- A perspective plan for futuristic growth and development be prepared and systematically followed and implemented.

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

Date: 07.11.2008
Coimbatore.

Signature of the Head of the Institution

Dr. P. Venkat Rangan
Vice Chancellor

Amrita Vishwa Vidyapeetham
(University)
Ettimadai,
Coimbatore 641105. INDIA.

Signatures of the Peer Team Members:

(Dr. Bharat C Chapparwal)
Chairman

(Prof. A Sridharan)
Co-Chairman

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Signatures of the Peer Team Members:

Name and Designation		Signature with Date
Dr. B.C Chhaparwal, Emertus Prof of Pediatrics, M G M Medical College, Indore, Former VC , Devi Ahilya Vishwa Vidyalaya	Chairperson	7.11.08
Prof. A. Sridharan , Former Dy.Director IISc, Bangalore	Co-Chairperson	7/11/08
Prof (Mrs) Mamata Satapathy Former Head & Professor Department of Physics, Utkal University, Bhubaneswar-751004	Member	Mamata Satapathy 7.11.2008
Prof S.K. Jain Dean Faculty of Sciences Jamia Hamdard University, Hamdard Nagar, New Delhi	Member	7/11/08
Dr. (Col) S.K.P Matwankar, Former Chief Advisor, Medical Education & Hospital Management, University of Allahabad.	Member	07/XI/08 Dr(Col) SKP Matwankar
Dr R.G. Sonkawade Senior Scientist, Inter University Accelerator Centre Aruna Asaf Ali Marg New Delhi	Member	7/11/08
Prof R. M. Ranganath Department of Botany Bangalore University, Bangalore	Member	7/11/08
Prof. C. Lal Ex. Dean, Faculty of Management Studies, Banaras Hindu University, Varanasi.	Member	7/11/08
Prof. Om Vikas Former Director, ABV-IIITM, Gwalior.	Member	07.11.08
Prof. Anand Mohan Dept of Electronics Engg. Institute of Technology, Banaras Hindu University, Varanasi	Member	7.11.08
Prof. V K Mahna, Former Joint Secy. UPSC, Govt. of India, Former Prof. of Mech. Engg & Dean, Delhi College of Engg.	Member	07/XI/08

Place: Coimbatore
Date: 7th November, 2008

राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद

विश्वविद्यालय अनुदान आयोग का स्वायत्त संस्थान

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

An Autonomous Institution of the University Grants Commission

Quality Profile

Name of the Institution : Amrita Vishwa Vidyapeetham (university)
Place : Coimbatore, Tamil Nadu

Criteria	*Weightage (W_i)*	*Criterion-Wise Grade Point Averages (Cr_i GPA)*	W_i X Cr_iGPA
I. *Curricular Aspects*	150	3.13	470
II. *Teaching-Learning and Evaluation*	250	3.36	840
III. *Research, Consultancy and Extension*	200	3.05	610
IV. *Infrastructure and Learning Resources*	100	3.45	345
V. *Student Support and Progression*	100	3.30	330
VI. *Governance and Leadership*	150	3.10	465
VII. *Innovative Practices*	050	2.70	135
Total	$\sum_{i=1}^{7} w_i$ = 1000		$\sum_{i=1}^{7}(W_i \text{ X } Cr_i GPA)$ = 3195

$$\textit{Institutional Score} = \frac{\sum_{i=1}^{7}(W_i \text{ X } Cr_i GPA)}{\sum_{i=1}^{7} W_i} = \frac{3195}{1000} = \boxed{3.20}$$

Grade = [A]

Descriptor = [VERY GOOD]

H A Rauza
Director

Date : January 29, 2009

- This certification is valid for a period of *Five* years with effect from January 29, 2009
- An institutional CGPA on four point scale in the range of 3.01 - 4.00 denotes A grade (Very Good), 2.01 - 3.00 denotes B grade (Good), 1.51 - 2.00 denoted C grade (Satisfactory)
- Scores rounded off to the nearest integer

EC/47/A & A/47