



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

Accreditation - (Cycle - 1)

**PEER TEAM REPORT ON
INSTITUTIONAL ACCREDITATION OF
MANAGEMENT EDUCATION AND RESEARCH INSTITUTE**

**New Delhi
Delhi
110058**

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

Section I:GENERAL INFORMATION

1.Name & Address of the institution:	MANAGEMENT EDUCATION AND RESEARCH INSTITUTE New Delhi Delhi 110058	
2.Year of Establishment	1995	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:		
Departments/Centres:	2	
Programmes/Course offered:	3	
Permanent Faculty Members:	37	
Permanent Support Staff:	17	
Students:	367	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. Co-ed Professional Management Institute Located in New Delhi 2. Offer both UG & PG degree to a better off section of society 3. Society run Institute affiliated to Guru Gobind Singh Indraprastha University, Delhi and approved by AICTE	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 28-09-2018 To : 29-09-2018	
6.Composition of Peer Team which undertook the on site visit:		
	Name	Designation & Organisation Name
Chairperson	DR. SAT PARKASH BANSAL	Vice Chancellor,HIMACHAL PRADESH TECHNICAL UNIVERSITY HAMIRPUR HIMACHAL PPRADESH
Member Co-ordinator:	DR. P K HALDAR	FormerDean,TRIPURA UNIVERSITY
Member:	DR. HARISH CHAUDHARY	Dean,BANARAS HINDU UNIVERSITY
NAAC Co - ordinator:	Dr. Priya N	

Section II: CRITERION WISE ANALYSIS

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

Criterion1 - Curricular Aspects (Key Indicator and Qualitative Metrics(QIM) in Criterion1)	
1.1	Curricular Planning and Implementation
1.1.1 QIM	The institution ensures effective curriculum delivery through a well planned and documented process
1.2	Academic Flexibility
1.3	Curriculum Enrichment
1.3.1 QIM	Institution integrates cross- cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum
1.4	Feedback System

Qualitative analysis of Criterion 1

The institute is imparting education and knowledge in Management profession and IT being located in New Delhi proper. The institute provides professional education to the students from comparatively well-off section of the society. Being affiliated to Guru Gobind Singh Indraprastha University, Delhi offering one undergraduate and two post graduate degree programs. The institute follows both UG and PG curriculum framed by affiliating University. The institute for effective implementation and operationalisation of the curriculum prescribed by the university has undertaken some activities such as preparing academic calendar, teaching plans, time table in tune with university's own calendar. During the running of the semester institute arranges lecture tutorial, mid-term exam and give assignment to students, obtain student feedback and analyse and review the same. Feedback is collected on the basis of set form from alumni, employers, students and faculty and analysed for recommending some action. They also conduct some practical oriented lecture, mapping the mentor, classes for managerial skill development and collaborative learning through MoUs with the national and international institute. The institute offers less scope for choice under CBCs. Some socio economic cross cutting issues already exist in the curriculum in the form of course content but even then, a number of committees are in place for integrating and sensitising the students about the other contemporary cross cutting and sensitive issues. A number of activities and events are undertaken which are student responsive actions. Some of the faculty members are members of BoS of affiliating university.

Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrics(QIM) in Criterion2)	
2.1	Student Enrollment and Profile
2.2	Catering to Student Diversity
2.2.1 QIM	The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners
2.3	Teaching- Learning Process
2.3.1 QIM	Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences
2.3.4 QIM	Innovation and creativity in teaching-learning
2.4	Teacher Profile and Quality
2.5	Evaluation Process and Reforms
2.5.1 QIM	Reforms in Continuous Internal Evaluation(CIE) system at the institutional level
2.5.2 QIM	Mechanism of internal assessment is transparent and robust in terms of frequency and variety
2.5.3 QIM	Mechanism to deal with examination related grievances is transparent, time-bound and efficient
2.5.4 QIM	The institution adheres to the academic calendar for the conduct of CIE
2.6	Student Performance and Learning Outcomes
2.6.1 QIM	Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students
2.6.2 QIM	Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution
2.7	Student Satisfaction Survey

Qualitative analysis of Criterion 2

The institute adheres to the admission policy of the affiliating university. A very little number of students are coming from reserved categories and that too in last two years. The institute has no choice as such in making their own selection and say in the matter of admitting the students. Students' learning levels are assessed. Slow learners are improved by remedial classes and advanced learners are encouraged to participate in different outside programmes. Seminars, case studies are administered for nurturing critical thinking. Students are also participating in learning events taking place outside. In teaching learning process a number of tools and techniques e.g presentations, case studies, management games, role plays are put into use in enriching and making the delivery effective. A few case studies have been developed by the teachers of the institute. Case studies of Harvard business publishing have been found in use. Simulated management games have been found in use in teaching management and economics. Leadership development role and initiatives for promoting entrepreneurial mindset seems making headways in creating income employment opportunities for the student. A number of start-ups and young enterprises have been found created by the pass outs. Some of whom came and narrated their success in the alumni meet. Average rate of placement according to the alumni is 70%. The institution has collaborative practice through MoUs with foreign universities. There are 37 permanent teachers, 7 PhDs and 3 MPhils, rest with respective PG degrees and most of them are NET qualified. Evaluation process prescribed by affiliating university is followed by institute but the pedagogy used in the matter of internal assessment bears dynamism. Institute has initiated in culminating the needs of student personality development and communication skills. The teachers are aware and capable of using meaningful e resources in the teaching learning process. Performance of Students of institute in comparison to

performance as a whole of university may be seen as realisation of commendable outcome.

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Criterion3 - Research, Innovations and Extension (Key Indicator and Qualitative Metrics(QIM) in Criterion3)	
3.1	Resource Mobilization for Research
3.2	Innovation Ecosystem
3.2.1 QIM	Institution has created an ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge
3.3	Research Publications and Awards
3.4	Extension Activities
3.4.1 QIM	Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years
3.5	Collaboration

Qualitative analysis of Criterion 3

The institute in last five years has mobilised altogether 4.69 lakhs resources only on account of research. Few number of teachers of the institute are recognised research guides. But there is no industrial government funded research projects in the institute. Institute conducts two FDP programs each year which are being attended by in house members and outside participants .The teachers of the institute also attend FDP in other universities/institutes. During last five years 27 Conferences and Seminars on IPR and industry practices have been organised but it lacks in creating an ecosystem for innovation including incubation as well as initiatives for creation and transfer of knowledge but one teacher has obtained a Copyright on “ Teachers Attribute Assessment Inventory TAAI “. A number of extension programs in the neighbourhood are being conducted by CSR club. Extension and outreach programs conducted in collaboration with industry, community and NGOs during last 5 years are 33. Faculty has published 150 research papers in journals and 42 in conference proceedings. Faculty has also written 5 books and 16 book chapters in edited volume. Institute is yet to make headway in the field of consultancy. A robust role is required to be played by a well organised research committee for pursuit of quality research and mobilisation of resources. Institute has a policy to provide financial support to teachers pursuing research or intends to go for attending Conference/ Seminar /FDP for improving the teaching learning process. Learning process and mastering the art and practice of adding value to institute of delivering system.

Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrics(QIM) in Criterion4)	
4.1	Physical Facilities
4.1.1 QIM	The institution has adequate facilities for teaching- learning. viz., classrooms, laboratories, computing equipment, etc.
4.1.2 QIM	The institution has adequate facilities for sports, games (indoor, outdoor),gymnasium, yoga centre etc., and cultural activities
4.2	Library as a Learning Resource
4.2.1 QIM	Library is automated using Integrated Library Management System (ILMS)
4.2.2 QIM	Collection of rare books, manuscripts, special reports or any other knowledge resources for library enrichment
4.3	IT Infrastructure
4.3.1 QIM	Institution frequently updates its IT facilities including Wi-Fi
4.4	Maintenance of Campus Infrastructure
4.4.2 QIM	There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

Qualitative analysis of Criterion 4

Institute have a total built up area of 7125.85 sq. metre over a well built multi storeyed structure. It has all together 19 classrooms 6 tutorial classes. Most of the classes are ICT enabled and some classes are fitted with smart boards. Institute has 3 computer labs with 155 PCs as well as software required that too. Most of the working areas including offices, board rooms, meeting rooms, are air conditioned. Teachers have been given small cubicles and one Laptop each and Broadband. Campus is wi-fi enabled. Students are entitled to use the wi-fi on their laptop and smart phones. As the most important learning resources institute has 1 automated library 27118 numbers of books mainly related to management and IT and 98 national level journals and other e-resources. Institute has 1 air conditioned equipped auditorium with 250 capacity and 2 AC seminar halls with smart boards and a sitting capacity of 120 each. Institute also has a 50 seater open theatre. It has some in-house indoor sports facility; outdoor games are conducted in using facilities of other institutes of the Group in a little far off place. Institute has its own fully equipped fitness centre without a trainer. Institute has a outsource cafeteria. Institute has a budgetary allocation for procurement of books and journals and other infrastructure.

Criterion5 - Student Support and Progression (Key Indicator and Qualitative Metrics(QIM) in Criterion5)	
5.1	Student Support
5.2	Student Progression
5.3	Student Participation and Activities
5.3.2 QIM	Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution
5.4	Alumni Engagement
5.4.1 QIM	The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years

Qualitative analysis of Criterion 5

Some students receive scholarships and freships through Govt and affiliating University. Institute has no student council but has formed a Student Welfare Committee and other committee have representations from the students such as student grievance cell, Entrepreneurship Cell, CSR club, Photography club, Cultural Committee, Anti Ragging Committee, Sports and Tour Committee and Disadvantageous Group Welfare Committee. During last five years only 11 students have qualified in State/National level examination. Student career profiling and mentoring are in practice. During last five years some 15 passouts have progressed to some national and international institutes of repute for pursuing higher studies like London Southbank University, IIT Roorkee, NYU Poly, and University of Texas. Institute does not have registered alumni association but some alumni are taking part in mentoring, arranging camping and even extending financial support to the institution for student welfare. Students have showcased their excellent cultural talent that deserves appreciation. In the field of games and sports students have brought honour and laurels to the institution from state level, national and international competitions.

Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrics(QIM) in Criterion6)	
6.1	Institutional Vision and Leadership
6.1.1 QIM	The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the institution
6.1.2 QIM	The institution practices decentralization and participative management
6.2	Strategy Development and Deployment
6.2.1 QIM	Perspective/Strategic plan and Deployment documents are available in the institution
6.2.2 QIM	Organizational structure of the institution including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism
6.2.4 QIM	Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions
6.3	Faculty Empowerment Strategies
6.3.1 QIM	The institution has effective welfare measures for teaching and non-teaching staff
6.3.5 QIM	Institution has Performance Appraisal System for teaching and non-teaching staff
6.4	Financial Management and Resource Mobilization
6.4.1 QIM	Institution conducts internal and external financial audits regularly
6.4.3 QIM	Institutional strategies for mobilisation of funds and the optimal utilisation of resources
6.5	Internal Quality Assurance System
6.5.1 QIM	Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes
6.5.2 QIM	The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms
6.5.5 QIM	Incremental improvements made during the preceding five years (<i>in case of first cycle</i>) Post accreditation quality initiatives (<i>second and subsequent cycles</i>)

Qualitative analysis of Criterion 6
<p>The institute is run by Board of Governors having members from academia society and industry. Committees and clubs functions are delegated to teachers but their role in BoG and Policy matters is not clear. Institute has perspective plan. Academic audit is conducted by affiliating university in which institute has been awarded 'A' status and inspection team of Delhi Govt has recommended the institute to be in category 'A+' in view of their own benchmark. However recommendation by the audit and inspection has been complied with. The institute has to bank on their own sources of resource mobilisation. External financial audits of the institute are done regularly. Institute has own standardised practice of performance appraisal of teaching and non teaching staff using their own set form and feedbacks. IQAC set up as per norms and four meetings have been so far taken place since establishment and recommendations made by IQAC are often implemented.</p>

Criterion7 - Institutional Values and Best Practices (Key Indicator and Qualitative Metrics(QIM) in Criterion7)	
7.1	Institutional Values and Social Responsibilities
7.1.2 QIM	<p>1. Institution shows gender sensitivity in providing facilities such as:</p> <ol style="list-style-type: none"> 1. Safety and Security 2. Counselling 3. Common Room
7.1.5 QIM	<p>Waste Management steps including:</p> <ul style="list-style-type: none"> • Solid waste management • Liquid waste management • E-waste management
7.1.6 QIM	Rain water harvesting structures and utilization in the campus
7.1.7 QIM	<p>Green Practices</p> <ul style="list-style-type: none"> • Students, staff using <ol style="list-style-type: none"> a) Bicycles b) Public Transport c) Pedestrian friendly roads • Plastic-free campus • Paperless office • Green landscaping with trees and plants
7.1.18 QIM	Institution organizes national festivals and birth / death anniversaries of the great Indian personalities
7.1.19 QIM	The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions
7.2	Best Practices
7.2.1 QIM	Describe at least two institutional best practices (as per NAAC Format)
7.3	Institutional Distinctiveness
7.3.1 QIM	Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

Qualitative analysis of Criterion 7

Institution is a co-ed Institute having all facilities for gender sensitivity and scope for women development and growth. There are number of activities regarding women awareness and empowerment. Waste management system is in place and E-waste are exchanged and resold. The college has a system of diverting rain water into sink pits contributing to rise in ground water level. Institute uses LED energy for energy saving. Institute participates in different green drives. College conducts Marathon-“Run for Green Delhi” of 5-7.5 KM, in one such event, AICTE chairman was present. College also engages its students in the activities. The college has

ramp to ground floor leading to elevators- which can be used by “Divyaang”(Differently-abled). College has separate common rooms for both boys and girls. Institute organises national festivals like Republic day, Independence day, Teachers day, Gandhi Jayanti, International Yoga Day, Martyrs day and Good Governance Day.

Best Practices followed within the institute are-College has multifaceted mentoring practice leading to growth of entrepreneurial culture and a record of good professional placements.

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

Strength

Strengths

1. Institute is located in institutional area in New Delhi having very well built seven storeyed building.
2. Moderate infrastructure.
3. Providing market oriented professional education.
4. Institute has national and international MoUs.
5. One of the top ranked institutes of the affiliating university.
6. Good Library.

Weakness

1. Institute has limit to expansion due to space constraint.
2. Institute has limited scope in modifying and redesigning the syllabus prescribed by the affiliating university.
3. Institute has virtually no role in defining admission process.
4. Focus lacking in quality research.
5. Few number of teachers have UGC NET and PhD.

Opportunities

1. Being located in centralised institutional area they have opportunity of inviting industry experts in the institute.
2. Institute can organise more MDP for industry people.
3. Having experience of more than two decade in management and IT education and in entrepreneurship development cell the institute has opportunity of starting incubation centre.

Challenges

1. Maintaining quality in management education is a big challenge.
2. To compete with corporate supported emerging institutes is another great challenge ahead.
3. Institute is likely to face strong challenge for accommodating future expansion due to space constraint.

Section IV: Recommendations for Quality Enhancement of the Institution

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

- More experienced Faculty having PhD/NET and industrial & business background needs to be recruited.
- More focus must be given to Industry Academia linkages by inviting industry people regularly for MDP.
- Faculty be encouraged to publish quality research papers, taking Major and Minor Research Projects, attending and organising national and international conferences and seminars.
- Gym instructor must be there to help the students.
- Medical and healthcare facilities be introduced with quality doctor and nurse.
- More skill based add on courses be introduced to enhance the employ ability and entrepreneur capacity of students.
- ERP must be introduced for better governance of administrative and academic functions
- Alumni network be strengthened and alumni association be registered
- Institute can think of introducing evening executive MBA program.
- Existing Entrepreneurship Development Cell should be upgraded to Entrepreneurship Development Center for enterprise and business creation in future.
- Students should be encouraged to take part in decision making process of the institute.

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

Signature of the Head of the Institution

Seal of the Institution

Sl.No	Name		Signature with date
1	DR. SAT PARKASH BANSAL	Chairperson	
2	DR. P K HALDAR	Member Co-ordinator	
3	DR. HARISH CHAUDHARY	Member	
4	Dr. Priya N	NAAC Co - ordinator	

Place

Date

NAAC