

# **PEER TEAM REPORT**

## **OF**

**Name of the  
Institution:**

**INSTITUTE OF HOME ECONOMICS  
UNIVERSITY OF DELHI  
F-4, HAUZ KHAS ENCLAVE  
NEW DELHI-110016**

**Visit Dates : - 22<sup>nd</sup>, 23<sup>rd</sup> and 24<sup>th</sup> September 2016**

**National Assessment and Accreditation council  
An Autonomous Institution of the University Grants Commission  
P.O Box No 1075 Nagar Bhavi, Bangalore -560072**

Peer Section I: GENERAL	Information
1.1 Name & Address of the Institution:	Institute of Home Economics, New Delhi.
1.2 Year of Establishment:	1961
1.3 Current Academic Activities at the Institution (Numbers):	
• Faculties/ Schools:	
• Departments/ Centres:	8
• Programmes/ Courses offered:	16
• Permanent Faculty Members:	47
• Permanent Support Staff:	70
• Students:	1471
1.4 Three major features in the institutional Context (As perceived by the Peer Team):	<ul style="list-style-type: none"> <li>• Advantage of location of the institution and opportunities available .</li> <li>• Interdisciplinary and Multidisciplinary teaching, learning and research to face the present challenges.</li> <li>• Fifty five year old institution of standing in the specialised area of Home Economics</li> </ul>
1.5 Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	22 <sup>nd</sup> , 23 <sup>rd</sup> and 24 <sup>th</sup> Sept 2016
1.6 Composition of the Peer Team which undertook the on- site visit:	
Chairperson:	Dr. K Sudha Rao <i>K Sudha Rao</i>
Member Co-ordinator:	Dr. N Vasugi Raaja <i>N Vasugi Raaja</i>
Member:	Dr. Sr Serena <i>Dr. Sr Serena</i>
NAAC Officer:	K. Rama

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*K Sudha Rao*

*R Mahua*  
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<b>Section II: CRITERION WISE ANALYSIS</b>	<b>Observations (Strengths and/or Weaknesses) on Key-Aspects</b> <i>(Please limit to three major ones for each and use telegraphic language (It is not necessary to indicate all the three bullets each time; write only the relevant ones))</i>
<b>2.1 Curricular Aspects:</b>	
<b>2.1.1 Curricular Planning and Implementation:</b>	<ul style="list-style-type: none"> <li>• Institute adheres to the implementation of curricula provided by the affiliating University.</li> <li>• 3 Staff Members from the IHE are in the core committee of the University that revised the Home Science curriculum.</li> <li>• Several additional programmes have been introduced to cater to the local requirements</li> <li>• Inclusion of internship and linkage with industry remains as the gap in the curriculum.</li> <li>• Curriculum offered is in alignment with the vision and mission of the institution.</li> </ul>
<b>2.1.2 Academic Flexibility:</b>	<ul style="list-style-type: none"> <li>• Good range of programs at UG level ensures flexibility after the introduction of CBCS.</li> <li>• Students have a choice for electives for 2 papers from amongst the 10 papers offered.</li> <li>• CBCS implemented in 2015.</li> <li>• Honours courses, general courses, PG courses and several short term courses are available.</li> </ul>

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<b>2.1.3 Curriculum Enrichment:</b>	<ul style="list-style-type: none"> <li>• Project work and extension activities Seminars, workshops, academic festivals etc.</li> <li>• Lack of logistical support with upgraded infrastructure For e.g better pixels cameras, 3D basis design equipment are required.</li> <li>• Introduction of Skill enrichment activities for all the courses is essential.</li> <li>• Institution integrates the cross cutting issues such as gender, gerontology, environment, human rights etc in to the curriculum.</li> </ul>
<b>2.1.4 Feedback System:</b>	<ul style="list-style-type: none"> <li>• Systematic feedback is obtained and analysed for the year 2015 – 2016.</li> <li>• Positive feedback is given by the students regarding the relevance and efficacy of the course.</li> </ul>
<b>2.2 Teaching-Learning &amp; Evaluation:</b>	
<b>2.2.1 Student Enrolment and Profile:</b>	<ul style="list-style-type: none"> <li>• As per the norms of the University admission process is carried out.</li> <li>• Reservation policy of the Govt. adopted by the University is strictly followed by the institution.</li> <li>• Eligibility criteria is specified by the University for all courses.</li> </ul>
<b>2.2.2 Catering to Student Diversity:</b>	<ul style="list-style-type: none"> <li>• Mentoring of students through advisory committee and counsellor is available to attend to the diverse needs of the students.</li> <li>• Advanced learners are identified and provided opportunities for their academic growth.</li> <li>• Fee exemption/Lifts and ramps for physically disabled/ tutorials for slow learners etc. are made available.</li> <li>• Caters to the diverse group needs.</li> </ul>

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<b>2.2.3 Teaching-Learning Process:</b>	<ul style="list-style-type: none"> <li>• Academic calendar provided by the University is followed for teaching examination/evaluation.</li> <li>• Institution plans its own departmental activities as a body and decides on the time line required for transacting the same.</li> <li>• Adequate support available in terms of laboratories, computer lab, media lab, library to make learning meaningful and student centric.</li> <li>• Staff and students have regular interactions and initiate hands on experience activities.</li> <li>• Though Seminars/workshops and power point presentations are generously used additional intellectual probe needed is not attended to.</li> </ul>
<b>2.2.4 Teacher Quality:</b>	<ul style="list-style-type: none"> <li>• 58 teachers with Ph.D, 11 with M.Phil and 27 with PG degrees.</li> <li>• Good number of teachers have attended workshops, seminars and conferences as participants as well as resource persons.</li> <li>• Institution suffers from large numbers of vacancies which are temporarily managed by adhoc arrangement.</li> </ul>
<b>2.2.5 Evaluation Process and Reforms:</b>	<ul style="list-style-type: none"> <li>• Regular monitoring evaluation is carried over by the head of the department.</li> <li>• Continuous and comprehensive assessment methodology is used for evaluation of students.</li> <li>• Rest of the evaluation process is as per the university norms.</li> <li>• Redressal of Grievances is attended to.</li> </ul>
<b>2.2.6 Student Performance and Learning Outcomes:</b>	<ul style="list-style-type: none"> <li>• In addition to good pass percentage the institution is able to grab 1st or 2nd or 3rd positions every year for the past few years.</li> </ul>

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	<ul style="list-style-type: none"> <li>About 60 to 70% in FAS and about 90% in FN programmes, placements appears to be easy.</li> <li>30 to 45% B.El.Ed students are also placed in different schools including NGOs.</li> </ul>
<b>2.3 Research, Consultancy &amp; Extension:</b>	
<b>2.3.1 Promotion of Research:</b>	<ul style="list-style-type: none"> <li>Promotion of Research by constituting committee and proper monitoring.</li> <li>Research encouragement is given by every department and by introducing dissertation at PG level in addition to doctoral level research.</li> <li>In the last five years 31 persons are awarded Ph.d, 5 have submitted Ph.D thesis and 26 registered for Ph.D.</li> </ul>
<b>2.3.2 Resource Mobilization for Research:</b>	<ul style="list-style-type: none"> <li>The college has been involved in 27 projects since the last 5 years.</li> <li>Interdisciplinary + collaborative Research projects awarded by University of Delhi from 2012 to 2015 in addition to projects from DBT, DST, HSM, ICMR, Sir Ratan Tata Trust and World Bank totally around Rs. 3,69,6360.86</li> <li>Locational advantage to be exploited to enhance resource mobilization.</li> </ul>
<b>2.3.3 Research Facilities:</b>	<ul style="list-style-type: none"> <li>Internet facility in the library, laboratory facilities, computer lab with wi-fi facility etc. are available to staff and students for research.</li> <li>Collaboration with Nestle Nutrition Institute and BARC has been beneficial to the departments.</li> <li>Collaboration with other reputed research institutions are to be strengthened.</li> <li>Inter disciplinary research has resulted in several innovative projects.</li> </ul>

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<b>2.3.4 Research Publications and Awards :</b>	<ul style="list-style-type: none"> <li>• Large numbers of papers are published in national and international journals.</li> <li>• Few teachers received awards for their research and contribution to the society.</li> <li>• In the last five years 200 publications in reputed journals, books and manuals, out of which 98 documents on scopus cited by 759 documents from international institutes, h-index is 17.</li> <li>• 3 Patents granted.</li> <li>• Eleven high ended instruments are available for research in some departments.</li> </ul>
<b>2.3.5 Consultancy:</b>	<ul style="list-style-type: none"> <li>• Consultancy with industries through projects and summer internship.</li> <li>• No formal consultancy is carried out.</li> <li>• Structured consultancy cell is needed.</li> </ul>
<b>2.3.6 Extension Activities and Institutional Social Responsibility:</b>	<ul style="list-style-type: none"> <li>• Wide range of Extension activities at UG level as per syllabus is in vogue in all the departments.</li> <li>• Institution supports all outreach activities carried out by the staff and students.</li> <li>• Besides course work, other extension activities like NSS activities reflect participation of students</li> <li>• Students are actively engaged in addressing social issues such as gender, environment, energy etc.</li> </ul>
<b>2.3.7 Collaborations</b>	<ul style="list-style-type: none"> <li>• Informal Collaborative arrangements with other institutions for students project works / research</li> <li>• Great scope for strengthening formal collaboration.</li> <li>• Few faculty members are collaborating with other institutional members, research institute for research purpose.</li> </ul>

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*Dr. Anshu Datta*  
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	<ul style="list-style-type: none"> <li>Formal system of collaboration needs to be established.</li> </ul>
<b>2.4 Infrastructure and Learning Resources:</b>	
<b>2.4.1 Physical Facilities:</b>	<ul style="list-style-type: none"> <li>Campus area consist of 2.07 acres of land and 9847 sq mtrs of built up area.</li> <li>Spacious classrooms, well established 26 labs, amphitheatre, students and staff common rooms, games court, indoor sports facility health center, gymnasium, ramps for physically disabled students.</li> <li>College does not have hostel facilities.</li> </ul>
<b>2.4.2 Library as a Learning Resource:</b>	<ul style="list-style-type: none"> <li>Library has a collection of over 30,000 books and subscribe to 40 journals.</li> <li>Inflibnet / INC facilities are not available library needs strengthening with E-resources and IT support.</li> <li>Library has 24 hour ERNET connection and access to many data bases subscribed by Delhi University Library system.</li> <li>Library has remote / inhouse access to e-publication through University, intranet.</li> <li>Permanent library staff to be placed</li> </ul>
<b>2.4.3 IT Infrastructure</b>	<ul style="list-style-type: none"> <li>Audio visual aids like OHP, Multimedia projector is available.</li> <li>Department of Communication and Extension / Dept of Resource Management and Design Application labs needs upgradation of equipments.</li> <li>Institute has 3 computer labs and Wi fi facility.</li> <li>University through its PDC has installed CDC in IHE to ensure automation and library network.</li> </ul>

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<b>2.4.4 Maintenance of Campus Facilities:</b>	<ul style="list-style-type: none"> <li>• Regular monitoring and maintenance is carried out through Annual Maintenance Contract.</li> <li>• Generator takes care of alternative energy supply.</li> <li>• Maintenance and cleanliness of the campus is outsourced.</li> </ul>
<b>2.5 Student Support and Progression:</b>	
<b>2.5.1 Student Mentoring and Support:</b>	<ul style="list-style-type: none"> <li>• College has constituted different committees to monitor the student progress.</li> <li>• Scholarships and Freeships are given to needy students.</li> <li>• Mentoring system and counselling facility is available.</li> <li>• Career guidance and placement cell is active.</li> </ul>
<b>2.5.2 Student Progression:</b>	<ul style="list-style-type: none"> <li>• Most of the students pursue higher education after graduation.</li> <li>• In the last 2 years two departments reported of having 100% placement for their PG students.</li> <li>• Students are provided with career counselling.</li> <li>• Dropout rate is negligible.</li> </ul>
<b>2.5.3 Student Participation and Activities:</b>	<ul style="list-style-type: none"> <li>• Intra and inter college competitions held every year.</li> <li>• Active student council is in place in place.</li> <li>• Departmental activities are energized through societies/clubs.</li> </ul>

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✓ <b>2.6 Governance, Leadership and Management:</b>	
<b>2.6.1 Institutional Vision and Leadership:</b>	<ul style="list-style-type: none"> <li>• Vision and mission are spelt well and curriculum and syllabus is geared towards that.</li> <li>• Active Interaction between the stake holders and institution to ensure a culture of excellence is noticeable.</li> <li>• Policy, planning and Implementation in the role of Governing Body appears minimal.</li> </ul>
<b>2.6.2 Strategy Development and Deployment</b>	<ul style="list-style-type: none"> <li>• Institution has a well-defined organizational structure on paper.</li> <li>• Different committees control and monitor concerned activities of the college.</li> <li>• Feedback from students regarding curricular activities is obtained and used while reviewing the syllabi.</li> </ul>
<b>2.6.3 Faculty Empowerment Strategies:</b>	<ul style="list-style-type: none"> <li>• Performance appraisal of Teaching staff needs to be formalized.</li> <li>• Computer training programmes are conducted for the faculty.</li> <li>• All University norms are followed concerning staff benefits and welfare schemes.</li> </ul>
<b>2.6.4 Financial Management and Resource Mobilization:</b>	<ul style="list-style-type: none"> <li>• An internal auditor carries out annual auditing.</li> <li>• Corpus fund is available.</li> <li>• 95% of expenses is met by UGC, 5% share is expected to be met by the management.</li> <li>• UGC grant, fees from students, funds from University, funds from research projects and sponsorship programmes are major sources of income.</li> </ul>

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2.6.5 Internal Quality Assurance System:	<ul style="list-style-type: none"> <li>• IQAC was constituted in 2015 but activities are yet to be planned and implemented.</li> </ul>
✓ 2.7 Innovations and Best Practices:	
2.7.1 Environment Consciousness:	<ul style="list-style-type: none"> <li>• Cleanliness drive, vermicomposting is practised.</li> <li>• Energy conservation is given importance.</li> <li>• Recycling of waste practised.</li> <li>• Carbon foot print reduced through planting of saplings.</li> </ul>
2.7.2 Innovations:	<ul style="list-style-type: none"> <li>• Innovation is tried through many curricula for e.g. Nutrition games, Nutrition Education Advertisements, Food products etc.</li> </ul>
2.7.3 Best Practices:	<ul style="list-style-type: none"> <li>• Community outreach activities through sharing intellectual resources helped students to join NGOs and continue to engage in relevant courses all through their careers.</li> <li>• Interdisciplinary research has fostered vitality and interaction among staff and students.</li> </ul>
Section III: OVERALL ANALYSIS	<ul style="list-style-type: none"> <li>• Observations (Please limit to five major ones for each and use telegraphic language) (It is not necessary to denote all the five bullets for each)</li> </ul>
3.1 Institutional Strengths:	<ul style="list-style-type: none"> <li>• Well qualified committed and motivated faculty and effective and efficient teaching and learning programmes.</li> <li>• Research culture is nurtured in all the departments and good academic ambience is created.</li> <li>• Community outreach and extension activities are streamlined and geared towards the present need.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Locational/urban advantage itself is the greatest strength that need to be exploited.</li> <li>• Availability of competent faculty, linkages with the research organisations and funding agencies is visible.</li> <li>• B.El.Ed. students have contributed to the enhanced learning of students in MCD schools.</li> </ul>
<b>3.2 Institutional Weaknesses:</b>	<ul style="list-style-type: none"> <li>• Limited number of Postgraduate programmes.</li> <li>• Limitations of being a constituent college of the University.</li> <li>• Limited employability for students of some courses.</li> <li>• Institutional visibility to be increased.</li> <li>• The nomenclature entitled Home science needs review to suit the academic content of the course and challenges posed by the present society.</li> <li>• The communication course needs to expand to media and journalism as well to keep pace with challenges.</li> <li>• Lack of autonomous status.</li> </ul>
<b>3.3 Institutional Opportunities:</b>	<ul style="list-style-type: none"> <li>• Being in the heart of capital has many benefits and opportunities for collaboration, consultation and placement.</li> <li>• Being UGC funded institution there is great reduction in financial burden.</li> <li>• Collaborations are possible in a big way as food, textile industries and media, major journalism, design departments are all flourishing.</li> <li>• Mobilization of resources to be enhanced in the interest of the institution</li> </ul>

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K. Anshu Rao  
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	<ul style="list-style-type: none"> <li>• Offering consultancy services.</li> </ul>
3.4 Institutional Challenges:	<ul style="list-style-type: none"> <li>• Limited freedom with syllabus due to constituent college.</li> <li>• Establishment of proper governance structure.</li> <li>• Filling up the vacant positions.</li> <li>• Creating promotional avenues for the non-academic staff.</li> <li>• Overcoming procedural bottlenecks of affiliating university for achieving greater academic flexibility.</li> </ul>

K. Atul Das  
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P. Maheswari  
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S. Suresh  
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**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)**

- Autonomus status be attained at the earliest to ensure academic enrichment and flexibility;
- Diversification of academic activities into upcoming areas enrichment of curriculum to face the challenges posed by present society;
- Upgradation of library and appointment of library staff, Maintenance of departmental library to be strengthened;
- Being girls institution, hygiene and human physiology course be made compulsory to all;
- Institution visibility needs to be increased;
- Governance structure to be stream lined and financial management be strengthened;
- Nomenclature of degree as "Home science" be changed to depict the course content and student achievement;
- Enhance quality of research publication;
- Establish linkage with industry, collaboration and providing consultancy to mobilize resources;
- More computers with internet & high speed facility for better networking.
- Spacious classrooms and state of the Art laboratories for its science & communication course;

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

*Signature of the Head of the Institution*  
Seal of the Institution



**Signatures of the Peer Team Members:**

Name	Designation	Signature with date
Prof. K. Sudha Rao.	Chairperson.	<i>K. Sudha Rao</i> 24/9/16
Dr. N. Vasugi Raja	member coordinator	<i>N. Vasugi Raja</i> 24/9/16
DR-SR-SERENA	MEMBER	<i>Srinu Serena</i> 24/9/16

**Place:** New Delhi

**Date:** 24/9/16