



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

**Accreditation - (Cycle - 1)**

**PEER TEAM REPORT ON  
INSTITUTIONAL ACCREDITATION OF  
DELHI METROPOLITAN EDUCATION  
C-54357**

**Noida  
Uttar pradesh  
201309**

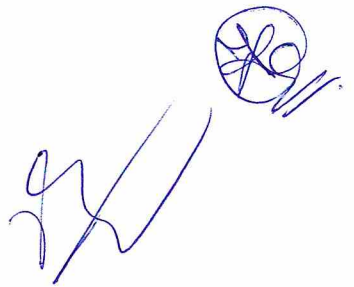
**(Draft)**

*Ravi Kant Swami (h/w)  
14 Dec. 2023  
14/12/23*



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

Ravi Kant Swami (1/10)  
14/12/23



**Section I: GENERAL INFORMATION**

1.Name & Address of the institution:	DELHI METROPOLITAN EDUCATION Noida Uttar pradesh 201309	
2. Year of Establishment	2012	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:	3	
Departments/Centres:	3	
Programmes/Course offered:	4	
Permanent Faculty Members:	107	
Permanent Support Staff:	27	
Students:	2346	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. Good Infrastructure and IT facilities 2. Committed faculty members 3. Pro-active and supportive management	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	Visit Date From : 13-12-2023 Visit Date To : 14-12-2023	
6.Composition of Peer Team which undertook the on site visit:		
	Name	Designation & Organisation Name
Chairperson	DR. DILIP UKEY	Vice Chancellor,maharashtra national law University Mumbai
Member Co-ordinator:	DR. KANCHAN K MALIK	Professor,University of Hyderabad
Member:	DR. RAMANATHAN SUBRAMANIAM	Principal,ASAN MEMORIAL COLLEGE OF ARTS AND SCIENCE
NAAC Co - ordinator:	Dr. Vishnu Mahesh K R	

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[Signature]

## Section II: CRITERION WISE ANALYSIS

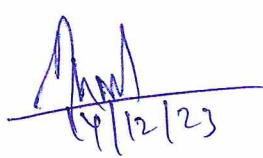
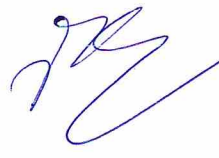

Observations (Strengths and/or Weaknesses) on each qualitative metrics of the key Indicator under the respective criterion (This will be a qualitative analysis of descriptive nature aimed at critical analysis presenting strength and weakness of HEI under each criteria)

Criterion1 - Curricular Aspects (Key Indicator and Qualitative Metrics(QIM) in Criterion1)	
1.1	Curricular Planning and Implementation
1.1.1 QIM	<b>The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment</b>
1.2	Academic Flexibility
1.3	Curriculum Enrichment
1.3.1 QIM	<b><i>Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum</i></b>
1.4	Feedback System

### Qualitative analysis of Criterion 1

Established in 2012, Delhi Metropolitan Education (DME) in Noida, Uttar Pradesh, is affiliated with Guru Gobind Singh Indraprastha University. Operating as a private co-educational college in regular shifts, it offers FOUR undergraduate programs, currently serving 2346 students. The Sunshine Educational & Development Society runs the institution, and the NEP curriculum has been adopted. The curriculum is aligned with the Guru Gobind Singh Indraprastha University's (GGSIU) guidelines, which shape the educational framework. DME provides a diverse learning experience with 37 value-added/certificate and add-on courses, actively engaging a majority of students who benefit from these programs. The institute emphasises skill enhancement and professional development through various value-added courses.

DME's academic calendar is transparent and informative, facilitating effective communication. The placement team supports the facilitation of internship opportunities. The institution's Internal Quality Assurance Cell (IQAC) sought feedback from multiple sources, including management, students, alums, teachers, and parents. The feedback process and an action-taken report contribute positively to the institution's growth.

  
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Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrics(QIM) in Criterion2)	
2.1	Student Enrollment and Profile
2.2	Student Teacher Ratio
2.3	Teaching- Learning Process
2.3.1 QIM	<b>Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences and teachers use ICT-enabled tools including online resources for effective teaching and learning process</b>
2.4	Teacher Profile and Quality
2.5	Evaluation Process and Reforms
2.5.1 QIM	<b>Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient</b>
2.6	Student Performance and Learning Outcomes
2.6.1 QIM	<b>Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website</b>
2.6.2 QIM	<b>Attainment of POs and COs are evaluated.</b>
	Explain with evidence in a maximum of 500 words
2.7	Student Satisfaction Survey

#### Qualitative analysis of Criterion 2

The institute meticulously follows a systematic teaching, learning, and evaluation approach. The emphasis in the teaching-learning paradigm is student-centric, and ICT tools are leveraged to augment the efficacy of instruction. Faculty members generate additional e-content published on the institution's website, potentially focusing on developing student-centric content. Providing practical training opportunities through industry interactions is carried out regularly. Student-staff ratio is good.

Recognising the diversity of learning needs, the institute advocates for separate methodologies catering to slow and advanced learners, fostering talent identification. University examinations adhere to regulations, complemented by internal evaluation through class tests, seminars, projects, and assignments. A dedicated grievance and redressal committee addresses student concerns related to examinations, ensuring prompt resolution.

The institute encourages supportive activities through various clubs and emphasises vocational training to enhance students' exposure. The pass percentage is a testament to the institution's commitment to academic growth. The institute prioritises transparency by uploading results on the ERP platform CollPoll. DME parents confirmed that to foster linkages, parents' and mentors' meetings are conducted to discuss students' performances and challenges.

*Kari Kant Swami*


*19/12/23*

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	<b>Institution has created an ecosystem for innovations, Indian Knowledge System (IKS),including awareness about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident</b>
3.3	Research Publications and Awards
3.4	Extension Activities
3.4.1 QIM	<b>Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.</b>
3.4.2 QIM	<b>Awards and recognitions received for extension activities from government / government recognised bodies</b>
3.5	Collaboration

<b>Qualitative analysis of Criterion 3</b>
<p>The institute has to take the initiative to start research programmes and undertake projects. The college has to go the extra mile to develop a research environment to encourage faculty to apply for international funding for research. The institution has to make efforts to generate funds from Government and non-government agencies for research.</p> <p>The institution should chalk down plans to receive funded research projects and initiate endowments to the institution. Workshops and seminars on research methodology and IPR are being organised. It is being organised in a phased manner throughout the year.</p> <p>Faculty members publish several research papers but should aim for more high-quality publications in indexed journals. The chapter contributions and books with good publishers should also be increased.</p> <p>The active participation of the existing students in various research activities will benefit the institution. The library provides multiple research resources to researchers in offline and online modes. The research facility can be further augmented and modernised. The computer lab is well-maintained and can eventually be updated to match the industry's requirements. The institution is carrying out community connect programs to instil social responsibility in the minds of youth. Several national and international MOUs and academic collaborations with various higher educational institutions will help the college scale new heights.</p>





  

Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrics(QIM) in Criterion4)	
4.1	Physical Facilities
4.1.1 QIM	<p><b>The Institution has adequate infrastructure and other facilities for,</b></p> <ul style="list-style-type: none"> <li>• teaching – learning, viz., classrooms, laboratories, computing equipment etc</li> <li>• ICT – enabled facilities such as smart class, LMS etc.</li> </ul> <p><b>Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc (Describe the adequacy of facilities in maximum of 500 words.)</b></p>
4.2	Library as a Learning Resource
4.2.1 QIM	<i>Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students</i>
4.3	IT Infrastructure
4.3.1 QIM	<p><b>Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection</b></p> <p><i>Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words</i></p>
4.4	Maintenance of Campus Infrastructure

Qualitative analysis of Criterion 4	
<p>The institute has successfully facilitated the teaching-learning process by equipping classrooms with ICTs. With four computer labs, a Video Production Studio, and a well-equipped Audio Lab featuring the latest equipment, the institute ensures a conducive environment for diverse learning experiences. Furthermore, adequate facilities such as the Seminar Hall, Moot Court, Language Lab, and Amphitheatre provide the institution with the required capabilities to conduct multiple activities simultaneously.</p> <p>Encouraging students' participation in sports at both the University and All India Inter University levels is emphasised. There is a call for increased practice and student involvement in various sports activities. The library boasts a substantial collection of books and is committed to continuous acquisition and the smart updating of facilities essential for a higher educational institution. The office operations, including admission, finance, and enrollment, are managed efficiently through ERP automation.</p> <p>The institute has 240 computers, smart classrooms, and LCD projectors, employing the latest technology to benefit students. Significant expenditure has been allocated to maintain and enhance infrastructure facilities, reflecting the institution's commitment to providing a conducive learning environment. The student-computer ratio is suitable. A 100 Mbps Internet Leased Line with Wi-Fi connectivity is available for students. The institute has a Building and Maintenance Committee. DME also houses an indoor sports facility and an open gym on the campus, supplemented by tie-ups with external stadiums for outdoor sports activities.</p>	

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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
5.4	Alumni Engagement
5.4.1 QIM	<b>There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services</b>

#### Qualitative analysis of Criterion 5

DME provides scholarships for students as a proactive step to encourage equity and diversity in their educational institutions. There is a placement cell and dedicated faculty from all departments to facilitate internships and placements. However, the placement outcomes can be improved if the placement cell organises more on-campus training and placement drives. The institute appears to prioritise a "student-first" policy, and committees like the Student Grievances Committee, Internal Complaints Committee, and Anti-Ragging Committee have been established at DME. These committees organise programmes to sensitise students about policies and to instil values such as respect and empathy towards one another.

Capacity development and skill enhancement programs have been devised and implemented to refine and nurture the institution's youth. Awareness programs about various levels of examinations and training for success in these programs are being organised.

The incubation centre supports the entrepreneurial ideas of students, facilitating the launch of start-ups. Students are encouraged to participate in cultural and sports competitions to bring accolades to the college. The involvement of alumni, who contribute suggestions and expertise, is integral to the institute's growth and has been encouraged.

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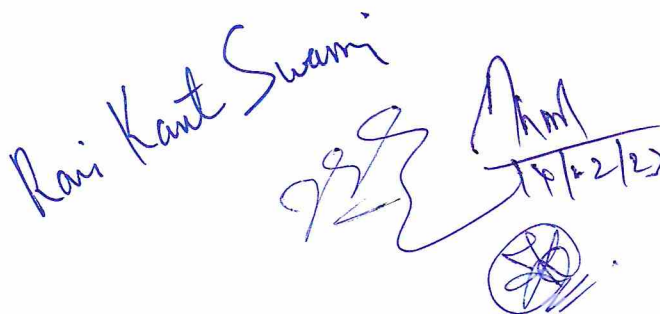
Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrics(QIM) in Criterion6)	
6.1	Institutional Vision and Leadership
6.1.1 QIM	<i>The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.</i>
6.2	Strategy Development and Deployment
6.2.1 QIM	<i>The institutional perspective plan is effectively deployed and functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc</i>
6.3	Faculty Empowerment Strategies
6.3.1 QIM	<b>The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression</b>
6.4	Financial Management and Resource Mobilization
6.4.1 QIM	<b>Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)</b>
6.5	Internal Quality Assurance System
6.5.1 QIM	<b>Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures &amp; methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities</b>

Qualitative analysis of Criterion 6
<p>DME has a clear vision and mission statement to guide the activities and curriculum of the college. The institution implements e-governance in all the spheres of administration and management effectively. IQAC plays a suitable role in moulding the institution in the right direction by providing inputs on all criteria-wise heads—the management at DME practices participative management wherein all stakeholders' suggestions are considered and implemented. The Governing body meets regularly to monitor progress and suggest strategies.</p> <p>IQAC focuses on continuous improvement in the academic process; the team reviews reforms in examination conduct and enhances progress quality. Based on the analysis, the IQAC committee collects feedback on various parameters from all the stakeholders and systematically introduces quality measures.</p> <p>The Performance Appraisal System for the faculty members and staff is transparent and is determined on various appropriate parameters. The leadership and management team of the college are proactive and guided by institutional growth in their approach. They're student-centric, socially conscious and progressive in their outlook. The perspective is oriented towards education and student upliftment.</p>

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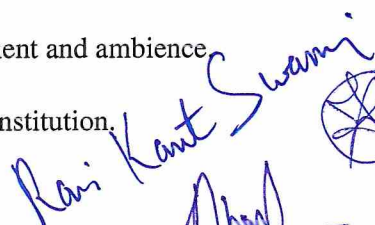

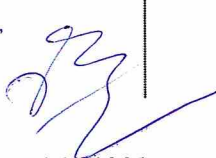
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Criterion7 - Institutional Values and Best Practices (Key Indicator and Qualitative Metrics(QIM) in Criterion7)	
7.1	Institutional Values and Social Responsibilities
7.1.1 QIM	<b>Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.</b>  <i>Describe the gender equity &amp; sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words</i>
7.1.4 QIM	<b>Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)</b>
7.2	Best Practices
7.2.1 QIM	<b>Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual</b>
7.3	Institutional Distinctiveness
7.3.1 QIM	<b>Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words</b>

<b>Qualitative analysis of Criterion 7</b>	
<p>The institute organises various extra and co-curricular activities to create awareness among students about their social responsibilities, such as gender equality, environmental awareness, and moral values. The institution has established a Women Empowerment Cell, which conducts many activities to foster a culture of equity and empowerment, along with the legal aid clinic and NSS. The campus has enabled accessibility features to ensure individuals with special needs can navigate the premises freely.</p> <p>The institution has adopted a Green Campus Policy and eco-friendly initiatives to promote sustainability both within and outside the campus. Waste management has been put in place to address environmental concerns, and plant waste is transformed into compost for garden utilisation. Additionally, energy conservation practices are diligently implemented to prevent energy wastage.</p> <p>The establishment of 'Meraki' – Society for Mental Health – has evolved into a best practice providing dedicated professional mental health support. The best practice of creating awareness about cybersecurity among students inside and outside the campus is appreciable. School Outreach Cell for Higher Education (SOCH) conducts workshops, sessions, and training in nearby schools, focusing on areas such as Career Guidance, IPR Awareness, Entrepreneurial Mindset, Cyber Security, and Mental well-being.</p>	

<b>Section III:OVERALL ANALYSIS</b> based on Institutional strengths.Weaknesses,Opportunities & Challenges(SWOC)(up to 500 words)	
Overall Analysis	
<b>Strength:</b>	
<ol style="list-style-type: none"> <li>1. Good infrastructure, providing a good learning environment and ambience</li> <li>2. Well-qualified and enthusiastic faculty dedicated to the institution.</li> </ol>	

3. Pro-active leadership adhering to human and participatory values.
4. A number of national and international collaborations and MoUs to provide exposure for students.
5. Active community connect initiatives and women empowerment measures.
6. E-governance and NEP implementation are appreciable.
7. Good staff welfare measures and CAS measures.

**Weaknesses:**

1. The hostel and transport facility is not provided.
2. Placement cell networks not adequate
3. Maternity leave not by regulations.
4. Space constraints provide no scope for expansion.
5. Absence of sports directors or on-campus facilities.

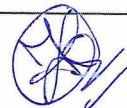
**Opportunities:**

1. More linkage with industries for internships and placements
2. Scope for training students for competitive examinations
3. Research options to be explored further
4. More new and innovative, including PG, courses
5. Quality publications

**Challenges:**

1. Improve employability of students
2. Attain quality research and publications
3. Implement all provisions of NEP
4. Invite experts and experienced visiting faculty
5. Apply for funded projects

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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)

- Documentation to be made more efficient and systematic.
- Steps to further improve library resources and usage.
- More scholarships for students to be awarded.
- Financial assistance and incentives for faculty for research and publications.
- More tie-ups and collaborations with professional bodies.
- More co-curricular activities, including conferences to be organised.
- Non-conventional/alternative source of energy to be installed.
- New clubs may be introduced, focussing on current needs.
- Best practices of NAAC be implemented effectively.

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


Signature of the Head of the Institution




Ravi Kant Swami

Seal of the Institution



Mhm  
15/12/23



Sl.No	Name		Signature with date
1	DR. DILIP UKEY	Chairperson	 14/12/23
2	DR. KANCHAN K MALIK	Member Co-ordinator	 14/12/23
3	DR. RAMANATHAN SUBRAMANIAM	Member	 14/12/23
4	Dr. Vishnu Mahesh K R	NAAC Co - ordinator	

Place Noida

Date 14th Dec. 2023