

Performance Analysis of Government Colleges

A Brief Report



राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद

विश्वविद्यालय अनुदान आयोग का स्वायत्त संस्थान

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

An Autonomous Institution of the University Grants Commission

Post Box No.1075, Nagarbhavi, Bengaluru - 560 072, India



NAAC

VISION

To make quality the defining element of higher education in India through a combination of self and external quality evaluation, promotion and sustenance initiatives.

MISSION

- ❖ To arrange for periodic assessment and accreditation of institutions of higher education or units thereof, or specific academic programmes or projects;
- ❖ To stimulate the academic environment for promotion of quality of teaching-learning and research in higher education institutions;
- ❖ To encourage self-evaluation, accountability, autonomy and innovations in higher education;
- ❖ To undertake quality-related research studies, consultancy and training programmes, and
- ❖ To collaborate with other stakeholders of higher education for quality evaluation, promotion and sustenance.

VALUE FRAMEWORK

To promote the following core values among the HEIs of the country:

- ❖ Contributing to National Development
- ❖ Fostering Global Competencies among Students
- ❖ Inculcating a Value System among Students
- ❖ Promoting the Use of Technology
- ❖ Quest for Excellence

**Report of the
Performance Analysis of
Government Colleges**

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1. Introduction

THE UNIVERSITY GRANTS COMMISSION (UGC) established the National Assessment and Accreditation Council (NAAC) in 1994 in Bengaluru. NAAC's vision and mission statements clearly articulate its functioning, highlighting the need for a quality assurance mechanism in Higher Education Institutions (HEIs) with a combination of self and external evaluation and promotion, and sustenance of quality-enhancing initiatives. The primary agenda of NAAC is to assess and accredit institutions of higher learning with the objective of helping them to work continuously to improve the quality of tertiary education. Assessment is the performance evaluation of an institution and/or its units and is accomplished through a process based on self-study and peer-review using predefined criteria. Accreditation refers to the certification given by NAAC which is valid for a period of five years and seven years in some cases.

In 2017, NAAC introduced the Revised Accreditation Framework (RAF), where approximately 70% are quantitative metrics (QnM) and the remaining 30% are qualitative metrics (QIM). There is a perceptible shift from peer judgment based on qualitative metrics to data-based quantitative evaluation with increased objectivity and transparency. An extensive use of ICT with scalability and robustness has been designed and the total number of questions have been drastically reduced. Third party validation has been introduced for quantitative data validation and verification. Many new Key Indicators like Student Satisfaction Survey, Innovation Ecosystem, Alumni Engagement, Institutional Values, and Institutional distinctiveness have been introduced.

2. Background

During the last two years, NAAC has taken concerted efforts to accredit many more institutions and quite a few Universities and Government colleges applied for NAAC accreditation. But some institutions, especially Government colleges across the nation, have a poor score in their overall grade and CGPA. There are several key aspects in which these Government colleges have scored very poorly and these needs to be looked into by the respective Higher Education Departments. This report gives a brief analysis of these institutions' performance with regard to the different Criteria and the Key Indicators.

3. Need for the Study

Several Government colleges across the country have performed poorly in many of the Key Indicators. A majority of them have scored either a 'C' or 'B' Grade. Only a few government Colleges have scored an 'A' Grade. Hence, there is a need to find out why many Government colleges have performed badly and identify the Key Indicators in which their performance is dismal so that suitable initiatives could be undertaken by their respective governments for enhancing the performance of the Government colleges in general, thereby improving the quality of education these institutions provide.

4. Objectives of the Study

- To identify the Government colleges that have scored less than 2.00 in their CGPA
- To identify the Criteria in which the Government colleges have scored less than 2.00
- To identify the Key Indicators in which Government colleges have scored less than 2.00
- To arrive at appropriate conclusions based on the analysis of their performance with regard to the Criteria and the Key Indicators and
- To offer suggestions for Government Colleges to improve their performance

During the last two years (2018-19 and 2019-20), NAAC accredited 402 UG colleges, 948 PG colleges and 131 Autonomous colleges.

Table 1: Total number of UG, PG and Autonomous Colleges accredited by NAAC grade-wise as on 11th March 2020

	A++	A+	A	B++	B+	B	C	D	Total
UG Colleges	-	-	7	19	49	152	164	11	402
PG Colleges	1	37	96	168	199	319	115	13	948
Autonomous Colleges	8	20	24	33	17	26	3	0	131
Total									1481

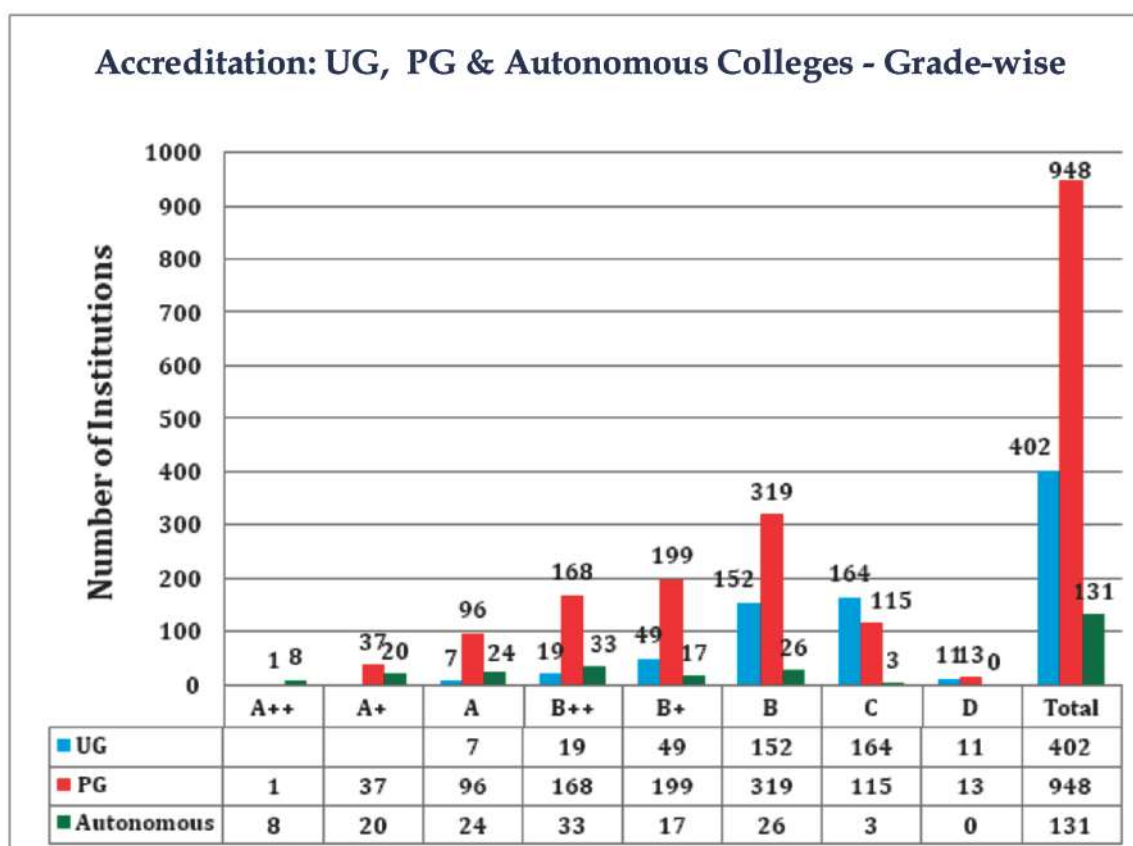


Figure 1 Number of Colleges Accredited (Grade-wise)

Out of 1481 colleges accredited by NAAC during 2018-2020, **137 are UG Government Colleges**, **148 are PG Government Colleges** and **33 are Government Autonomous Colleges**.

Table 2: Grade-wise Analysis

Category	A			B			C	Total
	A++	A+	A	B++	B+	B	C	
Autonomous Colleges	0	2	2	8	5	15	1	33
Affiliated UG Colleges	0	0	0	1	8	51	77	137
Affiliated PG Colleges	0	0	5	6	17	67	53	148
Total	0	2	7	15	30	133	131	
	09			178				

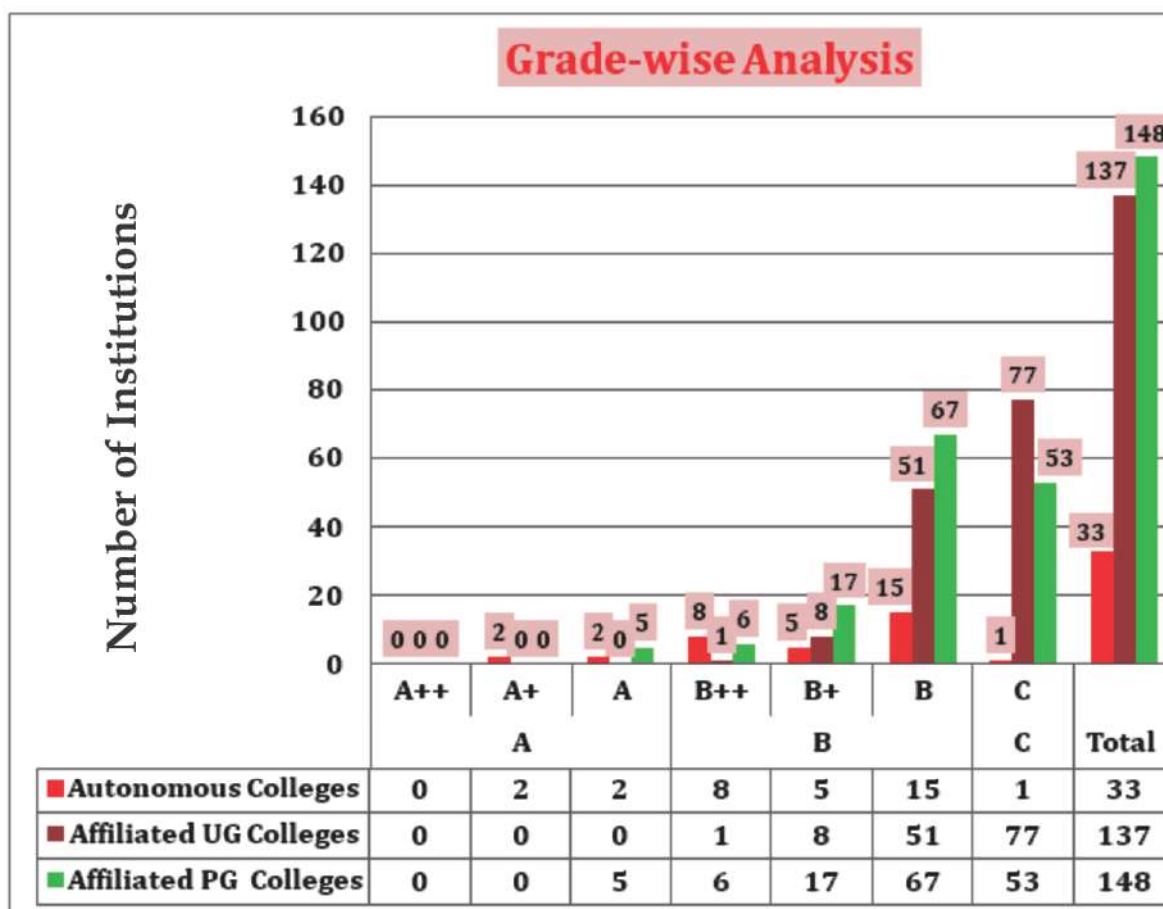


Figure 2 Grade-wise Analysis

5. Analysis of the Data

NAAC adopts different instruments (Manuals) for assessing Affiliated/Constituent and Autonomous Colleges. While the nomenclature with regard to the Key Indicators is the same, there are two additional Key Indicators in the case of Autonomous Colleges. While Universities and Autonomous Colleges have 34 Key Indicators, Affiliated/Constituent UG colleges have 31 and Affiliated/Constituent PG colleges have 32 Key Indicators. There is also a difference in the number of both Qualitative (QIM) and Quantitative Metrics (QnM). While Universities have 36 QIM and 79 QnM, Autonomous Colleges have 35 QIM and 72 QnM. While Affiliated/Constituent UG Colleges have 35 QIM and 58 QnM, Affiliated/Constituent PG Colleges have 36 QIM and 60 QnM.

The distribution of the weightage is given below:

Distribution of Key Indicators and Metrics with regard to Autonomous colleges and Affiliated/Constituent Colleges as on 11th March 2020

Details	Autonomous Colleges	Affiliated/ Constituent Colleges
Number of Criteria	7	7
Number of Key Indicators (KIs)	34	32
Total Qualitative Metrics (Q _i M)	38	41
Total Quantitative Metrics (Q _n M)	98	80
Total Number of Metrics (Q _i M + (Q _n M)	136	121

Note: All the metrics (QIM and QnM) are validated on 0-4 point scale. While the quantitative metrics are evaluated on the basis of the benchmarks developed by NAAC, the qualitative metrics are evaluated by the peer term during its onsite visit.

Analysis of all Seven Criteria

The following are the Key Indicator-wise analysis of UG, PG and Autonomous Colleges.

Key Indicator-wise Report				
Key Indicator ID	Key Indicator	Total: PG Colleges (148)	Total: UG Colleges (137)	Total: Autonomous Colleges (33)
		PG Colleges that scored less than 2	UG Colleges that scored less than 2	Autonomous Colleges that scored less than 2
		PG	UG	Autonomous

Criteria 1 Curricular Aspects				
1.1	Curricular Planning and Implementation	29	34	0
1.1	Curriculum Design and Development	0	0	2
1.2	Academic Flexibility	71	64	11
1.3	Curriculum Enrichment	103	103	5
1.4	Feedback System	83	79	9
Criteria 2 Teaching-Learning and Evaluation				
2.1	Student Enrollment and Profile	62	77	9
2.2	Catering to Student Diversity	79	65	9
2.3	Teaching- Learning Process	54	53	1
2.4	Teacher Profile and Quality	33	59	8
2.5	Evaluation Process and Reforms	15	20	14
2.6	Student Performance and Learning Outcomes	84	84	9
Criteria 3 Research, Innovations and Extension				
3.1	Promotion of Research and Facilities	0	0	20
3.2	Resource Mobilization for Research	86	97	2
3.3	Innovation Ecosystem	124	126	3
3.4	Research Publications and Awards	134	132	3
3.6	Extension Activities	70	72	12
	Consultancy	0	0	24
3.7	Collaboration	101	115	21

Criteria 4 Infrastructure and Learning Resources				
4.1	Physical Facilities	28	14	7
4.2	Library as a Learning Resource	113	124	17
4.3	IT Infrastructure	64	68	7
4.4	Maintenance of Campus Infrastructure	37	17	7
Criteria 5 Student Support and Progression				
5.1	Student Support	101	114	14
5.2	Student Progression	86	98	16
5.3	Student Participation and Activities	121	63	16
5.4	Alumni Engagement	46	129	16
Criteria 6 Governance, Leadership and Management				
6.1	Institutional Vision and Leadership	12	26	5
6.2	Strategy Development and Deployment	23	53	10
6.3	Faculty Empowerment Strategies	36	93	13
6.4	Financial Management and Resource Mobilization	34	96	8
6.5	Internal Quality Assurance System	32	91	7
Criteria 7 Institutional Values and Best Practices				
7.1	Institutional Values and Social Responsibilities	38	111	8
7.2	Best Practices	35	83	8
7.3	Institutional Distinctiveness	30	81	6

Criteria-wise Report				
Criteria Number	Criteria	Score: Less than 2		
		Count (148) PG	Count (137) UG	Count (33) Auto
1.	Curricular Aspects	71	68	0
2.	Teaching-Learning and Evaluation	10	15	1
3.	Research, Innovations and Extension	100	118	22
4.	Infrastructure and Learning Resources	45	29	4
5.	Student Support and Progression	106	122	11
6.	Governance, Leadership and Management	74	80	5
7.	Institutional Values and Best Practices	61	77	3

6. Criteria-wise Analysis

6.1 Criterion-1 Curricular Aspects

Table 3: Number of Institutions that have scored less than 2 in 0-4 scale

	Curriculum Design and Development	Curriculum Planning and Implementation	Academic Flexibility	Curriculum Enrichment	Feedback System
UG	0	34	64	103	79
PG	0	29	71	103	83
Autonomous	2	0	11	5	9

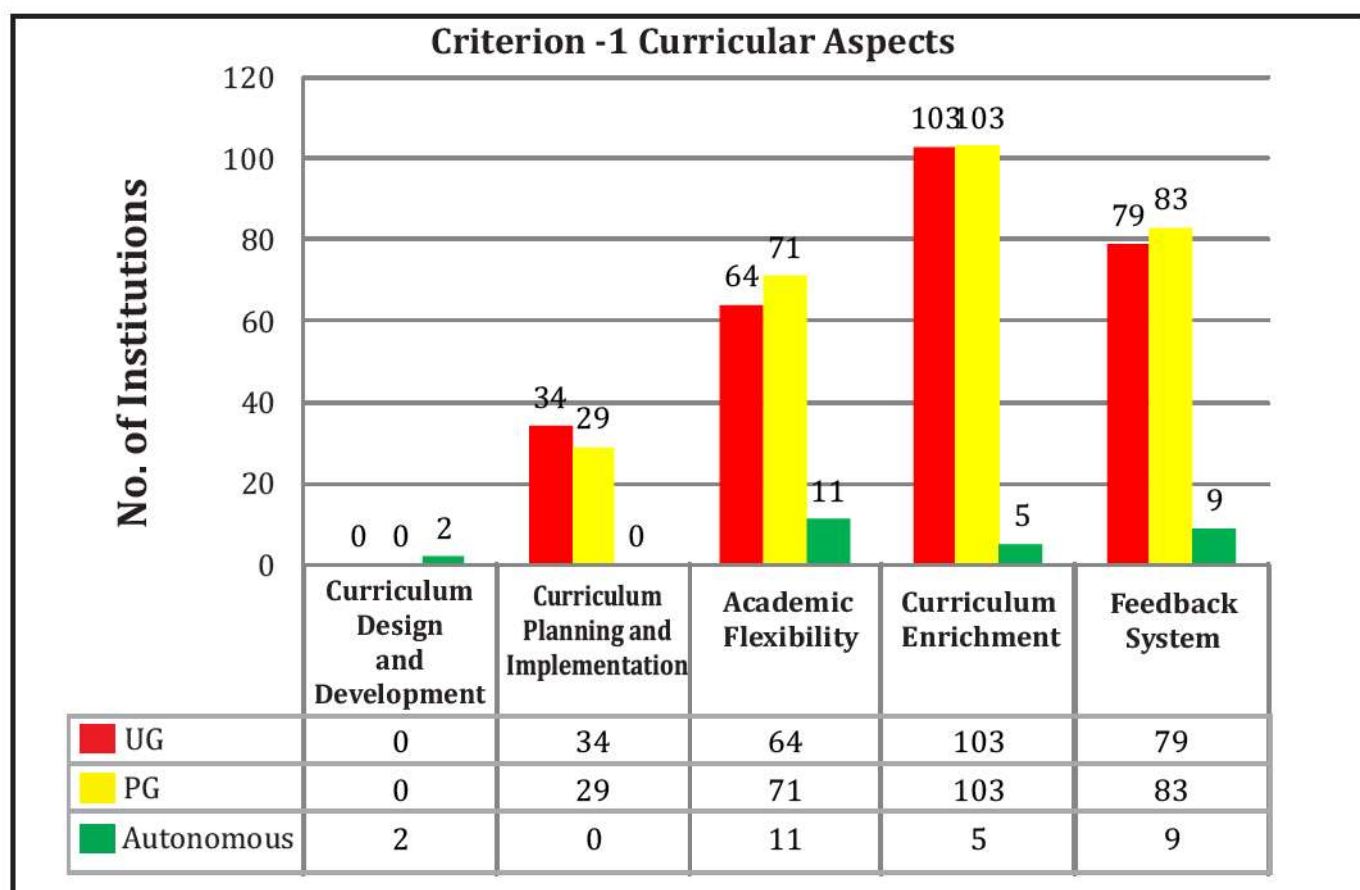


Figure 3: Curricular Aspects-Number of Colleges that have scored less than 2 in 0-4 Scale

In general, Government UG and PG colleges and Autonomous colleges have not scored well in the 0-4 point scale in terms of Curriculum Design and Development (in the case of Autonomous colleges), Curricular Planning and Implementation (not applicable to Autonomous institutions), Academic Flexibility, Curriculum Enrichment and Feedback System. And this has resulted in their low Grade and CGPA.

Analysis of UG and PG Colleges:

More than 24% of the UG colleges and around 19% of the PG colleges have scored less than 2 in the 0-4 point scale in Curriculum Planning and Implementation. In Government UG and PG colleges, Certificate/Diploma programmes were not introduced during the last five years and this has adversely affected their Academic Flexibility and Curriculum Enrichment. Most of the full-time teachers of these colleges are not members of the academic bodies of Universities and other Autonomous colleges such as the Board of Studies (BoS) and the Academic Council.

More than 46% of the UG colleges and around 47% of the PG colleges have scored less than 2 in the 0-4 point scale with regard to Academic Flexibility. Majority of the colleges did not introduce any new programme during the last five years. Nor did they introduce new courses in the programmes that they are already offering. Most colleges have not yet introduced the Choice Based Credit System (CBCS)/Elective Course System. Very few students enrolled in Diploma/Certificate/Add-on programmes. Sincere efforts need to be taken by HEIs and the Higher Education Departments to introduce Diploma/Certificate/Add-on programmes.

More than 75% of the UG colleges and around 69% of the PG colleges have scored less than 2 in the 0-4 point scale in terms of Curriculum Enrichment. In Majority of the colleges, Gender, Environment and Sustainability, Human Values and Professional Ethics are not part of the curriculum. Many Government colleges do not impart value-added courses and Life Skills. Most students do not undertake field projects and/or internships and these needs to be looked into on a priority basis.

More than 57% of the UG colleges and around 56% of the PG colleges have scored less than 2 in Feedback System. Most institutions do not maintain the records related to feedback.

Colleges need to maintain feedback reports from different stakeholders—students, teachers, employers, peers, alumni and parents. The minutes of the meeting (s) and action taken report in this connection need to be placed before the Governing Council/Board of Management and should be uploaded in the college website. Most Government Colleges did not maintain records properly, resulting in a low score with regard to this Key Indicator.

Analysis of Autonomous Colleges:

Around 06% of the Autonomous colleges have scored less than 2 in the 0-4 point scale in Curriculum Design and Development. The Autonomous colleges did not frame learning objectives articulating their Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs). A few institutions have not revised their curricula for quite some time. Colleges have not yet launched courses focusing on employability, entrepreneurship, and skill development. This needs to be taken up on a priority basis.

More than 33% of the Autonomous colleges have scored less than 2 in the 0-4 point scale interms of Academic Flexibility. A majority of the Government Autonomous colleges did not introduce new programmes during the last five years. Even the course content of the subjects that are taught was not revised and updated during this period. Most colleges have not yet introduced Choice Based Credit System (CBCS)/Elective Course System.

Around 15% of the Autonomous colleges have scored less than 2 interms of Curriculum Enrichment. Issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics are not part of the curriculum in many colleges. The number of value-added courses and Life Skills is quite insignificant in many Autonomous Government colleges. Most students do not undertake field projects and/or internships and this needs to be monitored by the faculty.

Around 27% of the Autonomous colleges have scored less than 2 in Feedback System. Most institutions do not maintain the records related to feedback properly. Colleges need to maintain records of feedback collected from students, teachers, employers, alumni and parents. The minutes of meeting (s) and the action taken report need to be placed before the Governing Council/ Syndicate/ Board of Management and should also be uploaded in the college website.

With regard to Curriculum Design and Development and with regard to Academic Flexibility about 36% and more than 24% respectively have scored less than 2 in the 0-4 point scale. This is a serious issue and needs to be addressed by Higher Education Departments.

On the whole, Government colleges, both UG and PG including autonomous institutions, have scored poorly in the 0-4 point scale with regard to Criterion-1 titled “Curricular Aspects”.

6.2 Criterion 2 -Teaching-Learning and Evaluation

Table 4: Number of Institutions that have scored less than 2 in 0-4 scale

	Student Enrollment and Profile	Catering to Student Diversity	Teaching-Learning Process	Evaluation Process and Reforms	Teacher Profile and Quality	Student Performance and Learning Outcomes	Student Satisfaction Survey
UG	77	65	53	59	20	84	0
PG	62	79	54	33	15	84	0
Autonomous	9	9	1	8	14	9	0

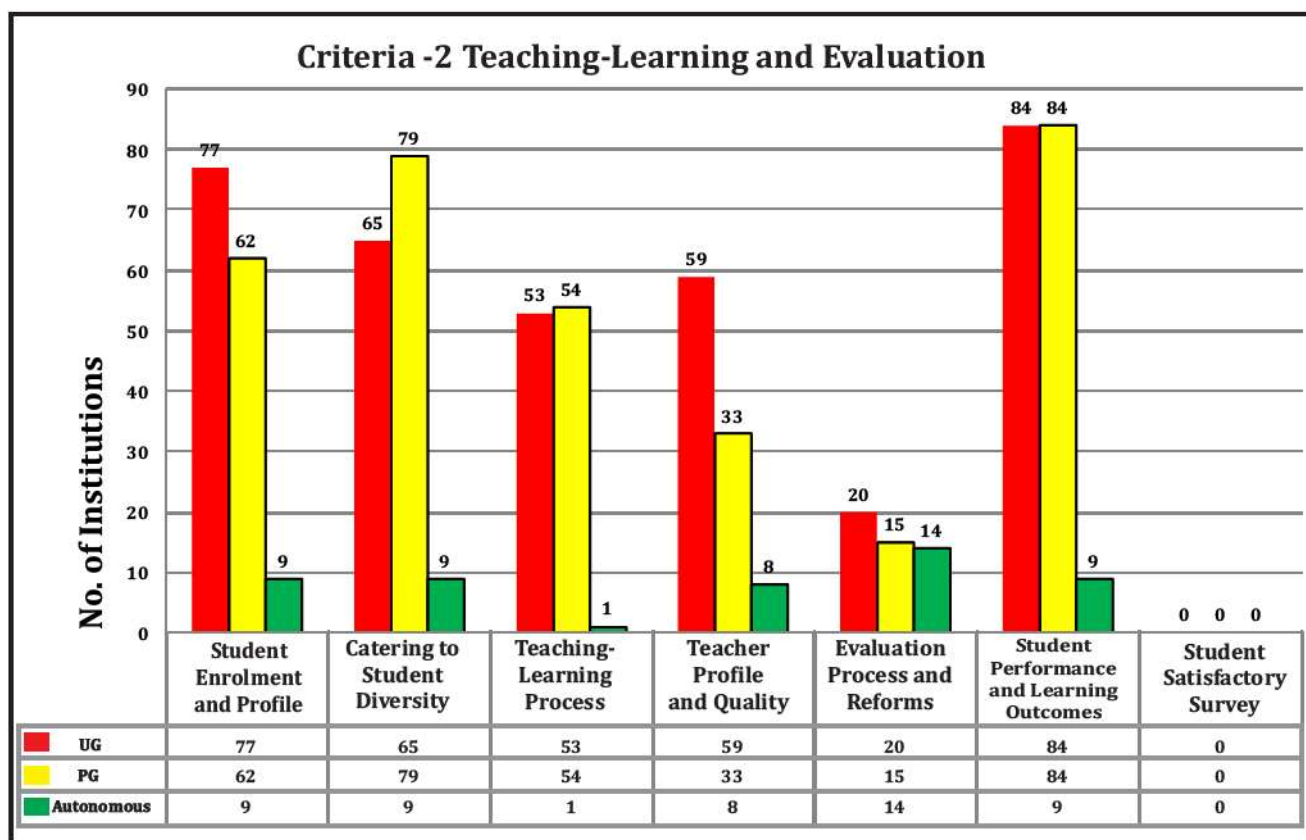


Figure 4: Criteria - 2 Teaching-Learning and Evaluation

In general, Government UG and PG colleges and Autonomous colleges have not scored well in the 0-4 point scale in terms of Student Enrollment and Profile, Catering to Student Diversity, Teaching-Learning Process, Teacher Profile and Quality, Evaluation Process and Reforms, Student Performance and Learning Outcomes and Student Satisfaction Survey, and it has to be borne in mind that this criterion carries the maximum weightage.

Analysis of UG and PG Colleges:

More than 56% of the UG colleges and 41% of the PG colleges have scored less than 2 in Student Enrollment and Profile. The average enrollment ratio of students in Government colleges is low. The percentage of seats filled against seats reserved for various categories as per the Government reservation policy is also low in these institutions. The fact that Government colleges have scored less in this Key Indicator requires the attention of the respective Governments and they should look into the issue of enrollment of students in Government colleges.

More than 47% of the UG colleges and 53% of the PG colleges have scored less than 2 in Catering to Student Diversity. Institutions are required to assess the learning levels of students immediately after admission and organize specialized programmes for both advanced and slow learners. But this is not happening in many institutions. More than 50% of the PG colleges and a majority of the UG colleges do not have the stipulated student-full-time teacher ratio. A satisfactory, if not an ideal, student-full-time teacher ratio would make a lot of difference in terms of students' performance.

More than 38% of the UG colleges and 36% of the PG colleges have scored less than 2 in Teaching-Learning Process. Student-centric methods such as experiential learning, participative learning and problem-solving methodologies are not used by the faculty for enhancing learning experiences. The percentage of teachers using ICT with proper Learning Management Systems is quite less. E-learning resources are rarely used by the faculty. Due to faculty shortage, the ratio of students to mentor for academic and stress-related issues is not healthy. It has to be noted that in terms of innovation and creativity in teaching-learning, Government colleges have done fairly well.

More than 43% of the UG colleges and 22% of the PG colleges have scored less than 2 in Teacher Profile and Quality. Most UG colleges are short of full-time teachers against sanctioned posts. Besides, the number of full-time teachers with Ph.Ds is very low in these colleges. The total teaching experience of full-time teachers in a particular institution is also

very less and frequent transfers could be one of the contributing issues. The number of full-time teachers who received awards, recognition, and fellowships is insignificant.

More than 14% of the UG colleges and 10% of the PG colleges have scored less than 2 in Evaluation Process and Reforms. Most of the colleges have scored low in Continuous Internal Evaluation (CIE) system at the institutional level. In these colleges, internal assessment is not transparent and there is no robust mechanism to deal with examination-related grievances. It is to be noted that government colleges are adhering to the academic calendar for the conduct of Continuous Internal Evaluation.

More than 61% of the UG colleges and 56% of the PG colleges have scored less than 2 in Student Performance and Learning Outcome. These colleges have not spelt out their Programme Outcomes, Programme Specific Outcomes and Course Outcomes. Many institutions have not displayed them on their website and many have not communicated them to their teachers and students. Many institutions have not attempted any evaluation of their POs, PSOs and COs. The pass percentage of students in these colleges is much less compared to other accredited colleges.

Analysis of Autonomous Colleges:

More than 27% of the Autonomous colleges have scored less than 2 in Student Enrollment and Profile. The average enrollment of students is low in these colleges. The percentage of seats filled against seats reserved for various categories as per the Government reservation policy is also low. The fact that Government colleges have scored less in terms of this Key Indicator calls for the attention of the respective Higher Education Departments.

More than 27% of the Autonomous colleges have scored less than 2 in catering to Student Diversity. These institutions do not assess the learning levels of their students soon after admission and do not organize any special programmes for both advanced and slow learners. Several Government Autonomous colleges fall short of the stipulated student-full time teacher ratio.

Around 3% of the Autonomous colleges have scored less than 2 in Teaching-Learning Process. The percentage of teachers using ICT for effective teaching with Learning Management Systems is moderately good. The shortage in faculty is reflected in the low score. In these institutions, the ratio of students to mentor for academic and stress-related issues is not healthy.

About 24% of the Autonomous colleges have scored less than 2 in Teacher Profile and Quality. Most UG colleges have a shortage of full-time teachers against sanctioned posts. Besides, the number of full-time teachers with Ph.Ds is very less in these institutions. The total teaching experience of full-time teachers in a particular institution is also very less and frequent transfers could be one of the contributing factors. The number of full-time teachers who received awards, recognition, and fellowship is insignificant in these colleges.

More than 42% of the Autonomous colleges have scored less than 2 in Evaluation Process and Reforms. Most colleges have scored low in Continuous Internal Evaluation (CIE) system at the institutional level. Internal assessment is not transparent and there is no robust mechanism to deal with examination-related grievances. It has to be underlined that most Government institutions adhere to the academic calendar for the conduct of CIE.

About 27% of the Autonomous colleges have scored less than 2 in Student Performance and Learning Outcome. These colleges have not articulated their POs, PSOs and COs have neither displayed them on their website nor communicated them to their teachers and students. These institutions have also not attempted any evaluation of their POs, PSOs and COs. The pass percentage of students in these institutions is less compared to other accredited colleges.

On the whole, Government colleges, both UG and PG, have scored poorly in the 0-4 point scale with regard to Criterion-2 titled “Teaching-Learning and Evaluation”. This has resulted in their poor Grade and CGPA, for it carries a weightage of 300 for Autonomous colleges and 350 each for both UG and PG Affiliated/Constituent colleges.

6.3 Criterion- 3 Research, Innovations and Extension

Table 5: Number of institutions who have scored less than 2 in 0-4 scale

	Promotion of Research and Facilities	Resource Mobilization for Research	Innovation Ecosystem	Research Publications and Awards	Consultancy	Extension Activities	Collaboration
UG	0	97	126	132	0	72	115
PG	0	86	124	134	0	70	101
Autonomous	20	16	19	28	24	12	21

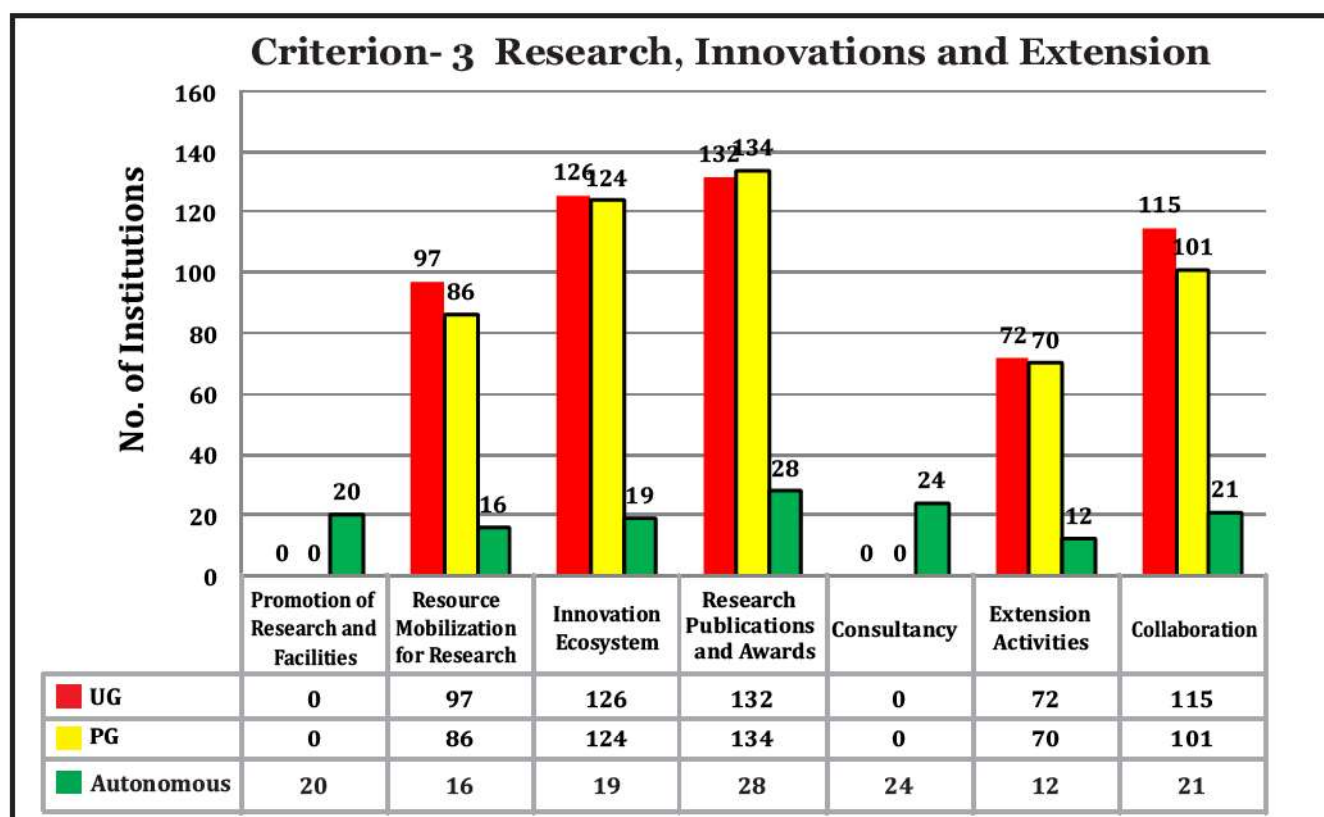


Figure 5: Criterion- 3 Research, Innovations and Extension

In general, Government UG and PG colleges and Autonomous colleges have not performed well in the 0-4 point scale in the third criterion titled “Research, Innovations and Extension” with regard to the following Key Indicators: Promotion of Research and Facilities (does not apply to UG and PG Affiliated/Constituent colleges), Resource Mobilization for Research, Innovation Ecosystem (does not apply to UG Affiliated/Constituent colleges), Research Publications and Awards, Consultancy (does not apply to UG and PG Affiliated/Constituent colleges), Extension Activities and Collaboration.

Analysis of UG and PG Colleges:

More than 70% of the UG colleges and 58% of the PG colleges have scored less than 2 in 0-4 point scale, Resource Mobilization for Research. Majority of these colleges do not have any sponsored research projects funded by the government and/or non-government sources such as industry, corporate houses, international bodies, endowments and chairs. In PG colleges, Majority of the teachers have not been recognized as research guides. Most teachers in

government colleges do not have sponsored research projects funded by the government and/or non-government agencies. These institutions need to take efforts to get sponsored research projects from the government and non-government agencies.

More than 91% of the UG colleges and 83% of the PG colleges have scored less than 2 in Innovation Ecosystem. Majority of the government colleges have not created an ecosystem for innovation. In PG colleges, there are no incubation centers and there have been no initiatives to create and transfer knowledge. Only a few institutions have conducted workshops and seminars on Intellectual Property Rights (IPR) and Industry-Academia innovative practices. Majority of the institutions have scored low in this metric and the respective Governments need to look into this issue.

More than 96% of the UG colleges and 90% of the PG colleges have scored less than 2 in Research Publication and Awards. Majority of the colleges do not have a Code of Ethics to check malpractices and plagiarism in research. These institutions do not provide any incentives to teachers who receive state, national and international awards. In PG colleges, the number of Ph.Ds awarded per teacher during the last five years is very low. Majority of the faculty has not published research papers in the journals notified on the UGC website. The number of books and chapters in edited volumes, anthologies, and papers in journals and in national/international conference-proceedings per teacher is very low.

More than 52% of the UG colleges and 47% of the PG colleges have scored less than 2 in Extension Activities. A good number of these colleges have not undertaken extension programmes. Some colleges have carried out extension activities in the neighborhood but their impact is not visible and has not been assessed. These colleges have not received any significant awards and recognition for their extension activities. These institutions have not collaborated with industries, the community and non-Government organizations such as Red Cross and Youth Red Cross for extension activities. The number of students participating in programmes such as *Swachh Bharat*, *Ek Bharat Shreshtha Bharat*, *Unnat Bharat Abhiyan*, AIDS awareness, and Gender issues is very less. These students have not received any training aimed at their holistic development.

More than 83% of the UG colleges and 68% of the PG colleges have scored less than 2 in Collaboration. Majority of the colleges have scored low in the 0-4 point scale in linkages for faculty and student exchanges, internship, field trips, on-the-job training, research, etc.

These colleges have scored low in the metric that talks about the number of functional MoUs they have signed with institutions of national/international importance, other universities, industries, corporate houses, etc.

Analysis of Autonomous Colleges:

More than 60% of the Autonomous colleges have scored less than 2 in Promotion of Research and Facilities. Majority of the colleges do not have a well-defined policy for promotion of research which needs to be uploaded on the institutional website. Majority of the institutions do not provide any seed money to their teachers for research. Teachers have not taken any effort to apply for international fellowships for advanced studies and research. Most institutions do not have facilities such as Central Instrumentation Centre, Green House, Museum, Media Lab, Business Lab, Studio, and Research/Statistical Databases.

More than 6% of the Autonomous colleges have scored less than 2 in Resource Mobilization for Research. Majority of these colleges do not have research projects funded by the government and/or non-government organizations such as industry, corporate houses, international bodies, endowment and chairs. Majority of their teachers have not been recognized as research guides and the number of students awarded Ph.Ds in these institutions is extremely less.

More than 9% of the Autonomous colleges have scored less than 2 in Innovation Ecosystem. Majority of these colleges have not created an ecosystem for innovation. They have not taken any efforts for establishing incubation centres and have not taken any initiatives for the creation and transfer of knowledge. Only a few institutions have taken some efforts for conducting workshops and seminars on Intellectual Property Rights (IPR) and promote industry-academia innovative practices.

More than 9% of the Autonomous colleges have scored less than 2 in Research Publication and Awards. Majority of the colleges do not have a Code of Ethics to check malpractices and plagiarism in research. They do not provide any incentives to teachers who receive state, national and international awards. In PG colleges, the number of Ph.Ds awarded per teacher during the last five years is significantly low. Majority of the faculty has not published research papers in the journals notified on the UGC website. The number of books and chapters in edited volumes and papers in journals and in national and international conference-proceedings per teacher is very low.

More than 72% of the Autonomous colleges have scored less than 2 in Consultancy. It has to be underlined that most colleges have scored very low in this metric. Hardly any revenue was generated through consultancy and corporate training by utilizing their faculty's services and the infrastructure available on campus.

More than 36% of the Autonomous colleges have scored less than 2 in Extension Activities. Most of them have not undertaken proper extension programmes and the impact of their extension activities, if any, is not reflected in their institutional functioning. These colleges have not collaborated with industry, community and non-governmental organizations such as Red Cross and Youth Red Cross for carrying out extension activities. Only a few percentage of their students participated in extension activities such as Swachh Bharat, Ek Bharat Shreshtha Bharat, Unnat Bharat Abhiyan, AIDS awareness and Gender issues. These colleges have scored low in terms of awards and recognitions given for extension activities and their students have not received any training aimed at their holistic development.

More than 63% of the Autonomous colleges have scored less than 2 in the 0-4 point scale in Collaboration. Majority of the colleges have scored low with regard to linkages with industries and institutions for faculty and student exchange, internship, field trips, on-the-job training, project work, sharing research facilities, etc. Both UG and PG Government colleges have scored very poorly in the metric that talks about the number of functional MoUs with institutions of national/international importance, other universities, industries, corporate houses, etc.

On the whole, Government colleges have scored very low in the 0-4 point scale with regard to Criterion-3 titled "Research, Innovations and Extension" which carries a weightage of 110 for UG and 120 for PG colleges and 150 for Autonomous colleges. And this has resulted in a low Grade and CGPA.

6.4 Criterion- 4 Infrastructure and Learning Resources

Table 6: Number of Institutions who have scored less than 2 in 0-4 scale

	Physical Facilities	Library as a Learning Resource	IT Infrastructure	Maintenance of Campus Infrastructure
UG	14	124	68	32
PG	28	113	64	37
Autonomous	7	17	5	7

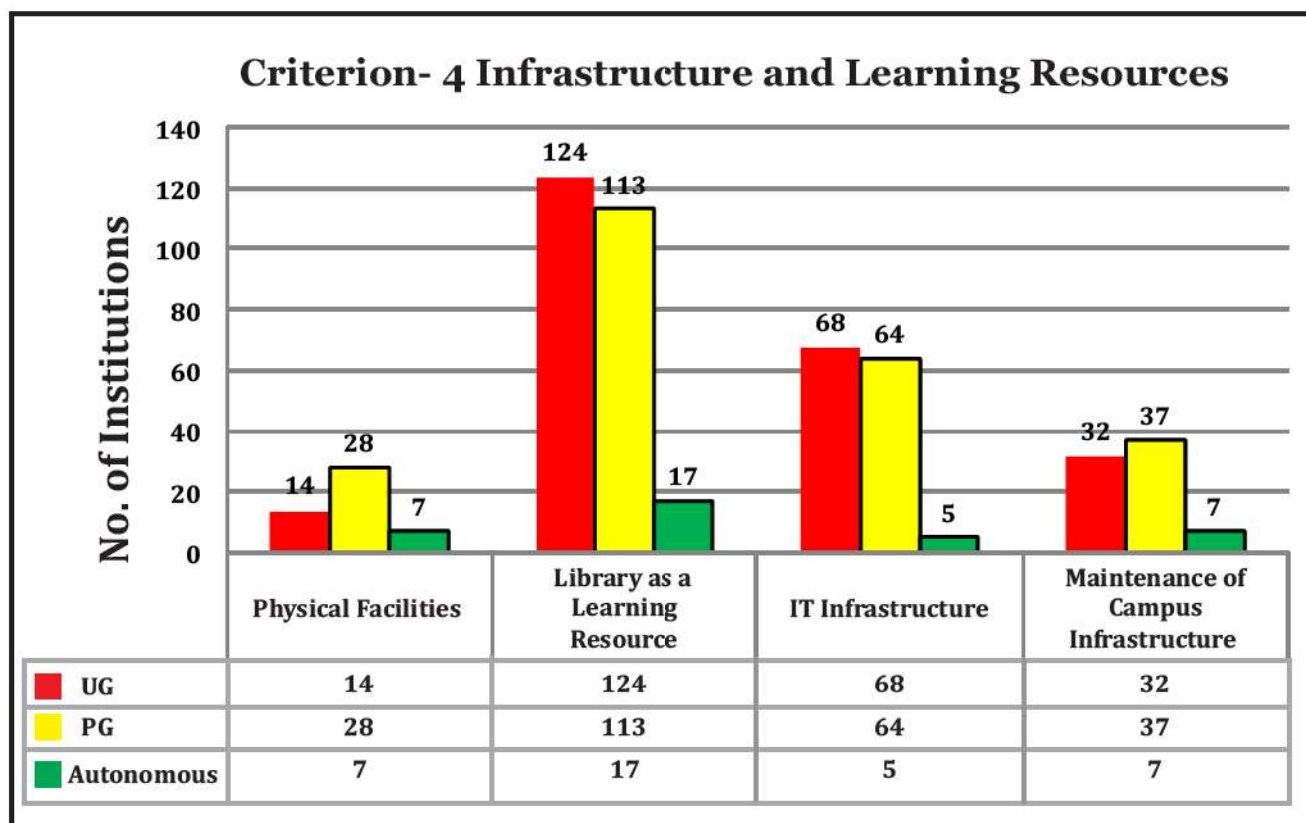


Figure 6: Criterion- 4 Infrastructure and Learning Resources

In general, Government UG and PG colleges and Autonomous colleges have not performed well in the 0-4 point scale in the fourth criterion which deals with “Infrastructure and Learning Resources”. These institutions have performed poorly in the following Key Indicators: Physical Facilities, Library as a Learning Resource, IT Infrastructure and Maintenance of Campus Infrastructure.

Analysis of UG and PG Colleges:

Around 10% of the UG colleges and 18% of the PG colleges have scored less than 2 in 0-4 point scale with regard to Physical Facilities. Most institutions do not have adequate facilities in terms of classrooms, laboratories, computing equipment, gymnasium, etc. Several institutions do not have facilities for sports and games (indoor and outdoor), yoga and cultural activities. Classrooms and seminar halls with ICT-enabled facilities are very few in number and the budget allocation for infrastructure augmentation is very less.

More than 90% of the UG colleges and 76% of the PG colleges have scored less than 2 in Library as a Learning Resource. Most Institutions have not automated their libraries and there is no Integrated Library Management System (ILMS). They do not possess rare books, manuscripts and other knowledge resources. Most of them do not have access to e-journals, e-Shodh Sindhu, e-books and data bases. The average annual expenditure for the purchase of books and journals is meagre. In most Government colleges, internet connectivity is very poor and the bandwidth is quite low. Students use the library and access e-content only occasionally.

More than 49% of the UG colleges and 43% of the PG colleges have scored less than 2 in IT Infrastructure. Majority of these do not have good IT infrastructure and do not update their IT facilities, including Wi-fi. The students to computer ratio are very low and the working condition of many of their computers is dismal, which is reflected in both the quantitative and qualitative metrics. Facilities for e-content development such as Media Centre, Studio and Lecture Capturing System (LCS) are not available in these institutions. Majority of the faculty has not prepared any e-content modules.

More than 12% of the UG colleges and 25% of the PG colleges have scored less than 2 in Maintenance of Campus Infrastructure. Most of these institutions do not maintain their physical and academic support facilities. A robust mechanism for maintaining and utilizing

their physical, academic and support facilities such as laboratory, library, sports complex, computers, and classrooms is not available in these colleges.

Analysis of Autonomous Colleges:

More than 21% of the Autonomous colleges have scored less than 2 in Physical Facilities. Most of them do not have enough classrooms, laboratories, computing equipment, etc. Facilities for sports and games (indoor and outdoor), yoga and cultural activities are very poor. Classrooms and seminar halls with ICT-enabled facilities are very less in number and the budget allocations for infrastructure augmentation are paltry.

More than 51% of the Autonomous colleges have scored less than 2 in Library as a Learning Resource. Most of these institutions have not automated their library using Integrated Library Management System (ILMS). They do not possess rare books, manuscripts and other knowledge resources. They do not have access to e-journals, e-Shodh Sindhu, e-books and data bases. The average annual expenditure for purchase of books and journals is meagre. Remote access to e-resources in the library is not available. In most Government colleges, internet connectivity is very poor and the bandwidth is quite low. Students use the library and access e-content only occasionally.

More than 21% of the Autonomous colleges have scored less than 2 in IT Infrastructure. Most of them do not update their IT facilities, including Wi-fi. The students to computer ratio are very low and the working condition of the available computers is poor and the bandwidth is extremely low. Facilities for e-content development such as Media Centre, Recording Studio and Lecture Capturing System (LCS) are not available in these institutions and Majority of the faculty has not developed any e-content modules.

More than 21% of the Autonomous colleges have scored less than 2 with regard to Maintenance of Campus Infrastructure. Majority of these colleges do not maintain their physical and academic support facilities. A robust mechanism for maintaining and utilizing their physical, academic and support facilities such as laboratory, library, sports complex, computers, and classrooms is not visible in these institutions.

On the whole, most of the colleges have scored moderately low in the 0-4 point scale with regard to Criterion-4 which deals with Physical Facilities, Library as a Learning Resource, IT Infrastructure and Maintenance of Campus Infrastructure. It has to borne in mind that many of these institutions are starved of funds and this has adversely affected their infrastructure and learning resources.

6.5 Criterion- 5 Student Support and Progression

Table 7: Number of Institutions who have scored less than 2 in 0-4 scale

	Student Support	Student Progression	Student Participation and Activities	Alumni Engagement
UG	114	98	124	129
PG	101	86	121	124
Autonomous	14	16	16	16

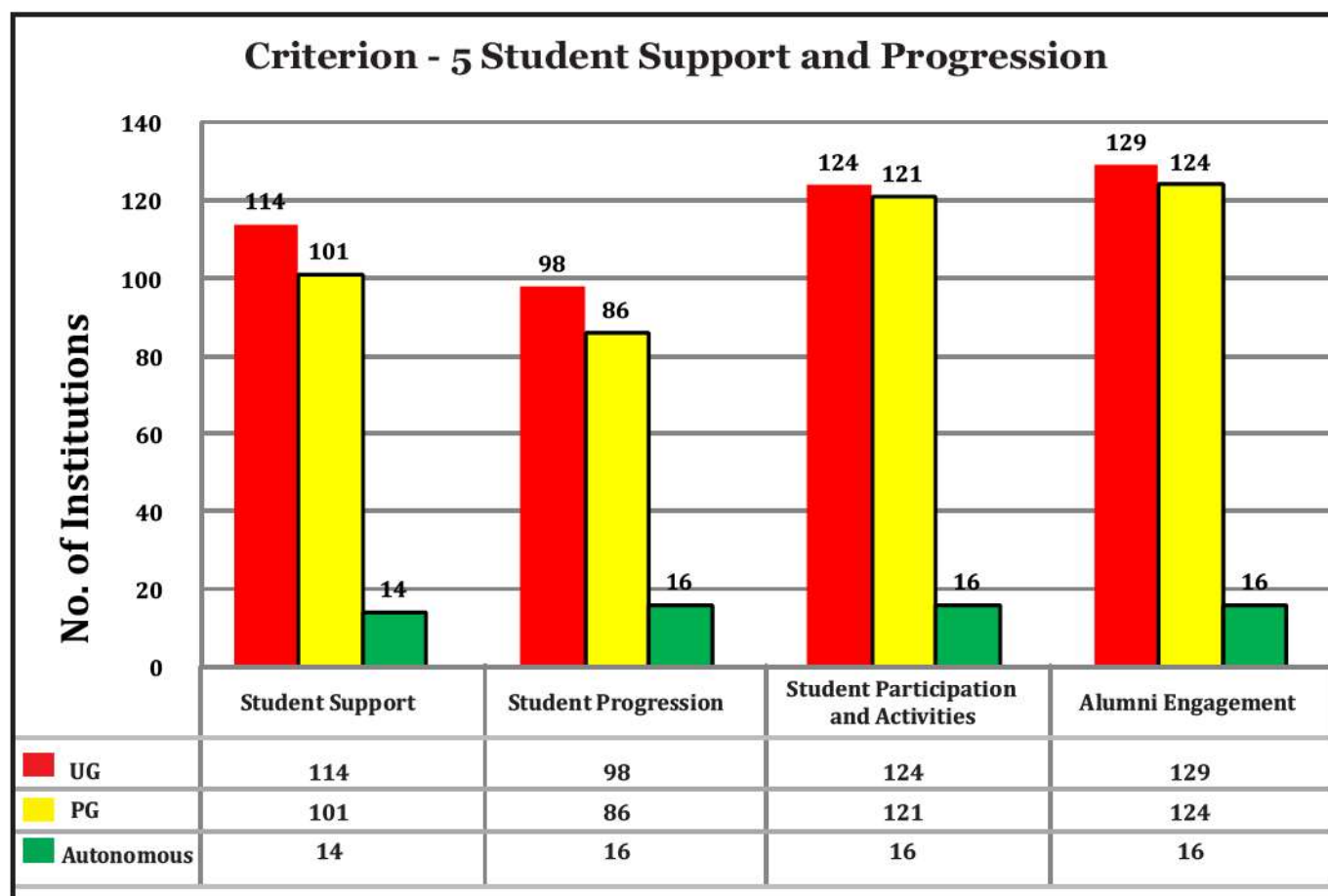


Figure 7: Criterion- 5 Student Support and Progression

In general, Government UG and PG colleges and Autonomous colleges have not performed well in the 0-4 point scale with reference to Criterion-5 which deals with “Student Support and Progression”. These institutions have not performed well in the following Key Indicators: Student Support, Student Progression, Student Participation and Activities, and Alumni Engagement.

Analysis of UG and PG Colleges:

More than 83% of the UG colleges and 68% of the PG colleges have scored less than 2 in the 0-4 point scale with regard to Student Support. Most students have received scholarships and free ships provided by the government but these institutions have not taken adequate steps to get financial support from non-governmental agencies. Colleges need to strengthen schemes/activities such as soft skills, career and personal counseling, remedial coaching, bridge courses, guidance for competitive examinations, and yoga and meditation. Vocational education and training need to be provided to the students. If the college is listed under 12B of UGC Act, 1956, it may apply for suitable B.vocational programmes. Students' grievances need to be properly handled by the colleges.

More than 71% of the UG colleges and 58% of the PG colleges have scored less than 2 in Student Progression. Most institutions do not have placement cells. The percentage of student progression to higher education is very low. The number of students who cleared state, national and international level examinations is extremely low.

More than 45% of the UG colleges and 81% of the PG colleges have scored less than 2 in the 0-4 point scale in Student Participation and Activities. In most institutions; students have not received any awards or medals for outstanding performance in sports and cultural activities at the national and/or international levels. A lot of talent is available in these colleges and these students should be given opportunities to develop and showcase their talents. Most colleges do not have a students' council and the representation of students in various academic and administrative bodies is extremely low.

More than 94% of the UG colleges and 31% of the PG colleges have scored less than 2 in Alumni Engagement. Most institutions do not have a functional alumni association; nor do they have alumni chapters. Some institutions have alumni associations but their contribution is significantly low. It has to be underlined that alumni support is essential as it will have a spiraling effect on the overall improvement of the institution.

Analysis of Autonomous Colleges:

More than 42% of the Autonomous colleges have scored less than 2 in the 0-4 point scale in Student Support. Institutions need to take efforts for obtaining financial grants from non-governmental organizations for the benefit of their students. Colleges need to strengthen schemes/programmes such as soft skills, career and personal counseling, remedial coaching, bridge courses, guidance for competitive examinations, and yoga and meditation. Vocational education and training need to be provided to the students. If the college is listed under 12B of UGC Act, 1956, it may apply for suitable B vocational programmes. Students' grievances need to be handled by the college professionally.

More than 48% of the Autonomous colleges have scored less than 2 in Student Progression. Most colleges do not have a placement cell and the percentage of student progression to higher education is very low. The number of students qualifying in state, national and international examinations is extremely low.

More than 48% of the Autonomous colleges have scored less than 2 in Student Participation and Activities. Very few students have received awards and medals for outstanding performance in sports and cultural activities at the national and international levels. There is no dearth of talent in these institutions but the talented ones should be identified and nurtured. Most colleges do not have the students' council and the students' representation in various academic and administrative bodies is not visible.

More than 48% of the Autonomous colleges have scored less than 2 in Alumni Engagement. Majority of the institutions do not have functional alumni associations and chapters. Some institutions do have alumni associations but their contribution is significantly low.

On the whole, Government colleges have performed poorly in Criterion-5 titled "Student Support and Progression". This has resulted in their low Grade and CGPA.

6.6 Criterion- 6 Governance, Leadership and Management

Table 8: Number of Institutions who have scored less than 2 in 0-4 scale

	Institutional Vision and Leadership	Strategy Development and Deployment	Faculty Empowerment Strategies	Financial Management and Resource Mobilization	Internal Quality Assurance System (IQAS)
UG	26	53	93	96	91
PG	36	61	88	95	87
Autonomous	5	10	13	8	7

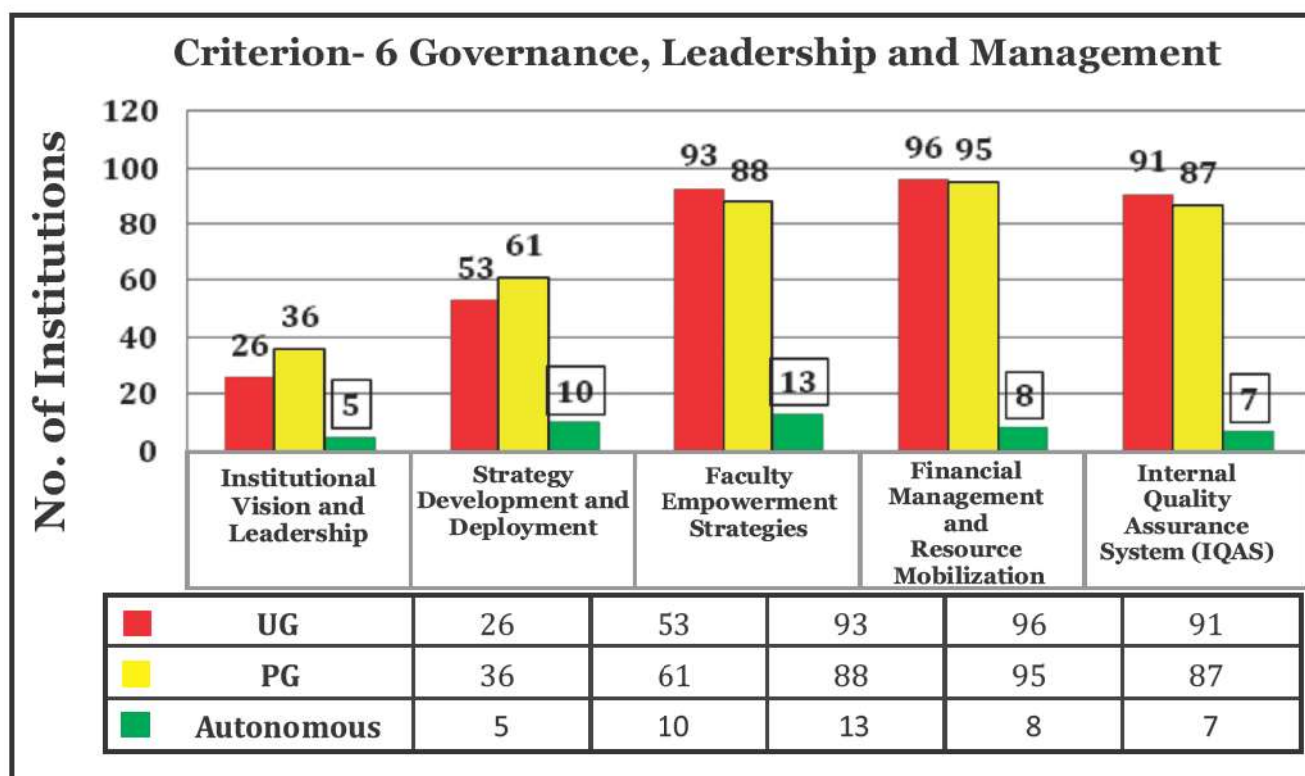


Figure 8: Criterion- 6 Governance, Leadership and Management

In general, Government UG and PG colleges and Autonomous colleges have not performed well in the 0-4 point scale with reference to the sixth criterion which deals with “Governance, Leadership and Management”. These institutions have not performed well in the following Key Indicators: Institutional Vision and Leadership, Strategy Development and Deployment,

Faculty Empowerment Strategies, Financial Management and Resource Mobilization, and Internal Quality Assurance System.

Analysis of UG and PG Colleges:

More than 18% of the UG colleges and around 08% of the PG colleges have scored less than 2 with 0-4 point scale regard to Institutional Vision and Leadership. Most institutions have not scored well in this criterion. It needs to be underlined that the absence of dynamic leadership prevents many government colleges from opting for accreditation. The head of the institution should involve the faculty in improving the college and should ensure that institutional policies and action plans are in tune with the vision and mission of the institution.

More than 38% of the UG colleges and around 15% of the PG colleges have scored less than 2 in Strategy Development and Deployment. Majority of the colleges do not have any perspective or strategic plan for the institution. There are several Government schemes meant for colleges and it is up to the college authorities to implement them. Many colleges do not have the required strategies to implement the suggestions put forth by different college committees. Majority of these institutions follow the general guidelines of the Government in terms of service, recruitment and promotion rules. Several government colleges have adopted e-governance as per the respective state government directives but have not made any significant progress in e-governance in terms of administration, finance and accounts, student admission and support, and examination.

More than 67% of the UG colleges and around 24% of the PG colleges have scored less than 2 in Faculty Empowerment Strategies. Most colleges do not have effective welfare measures for teaching and non-teaching staff. A large number of faculty members have not participated in any professional development and administrative training programmes. Teachers need to be supported financially for attending conferences and workshops. The non-teaching staff are not sent for any training in finance and administration. Only some teachers have participated in Orientation Programmes, Refresher Courses, Short Term Courses, and Faculty Development Programmes. An effective Performance Appraisal System is not visible in most institutions.

More than 70% of the UG colleges and around 22% of the PG colleges have scored less than 2 in the 0-4 point scale in Financial Management and Resource Mobilization. Most institutions do not conduct internal and external financial audits regularly. Efforts are not taken by the college to secure funds from non-governmental bodies/agencies, individuals,

and philanthropists. Colleges need to develop effective strategies for mobilization of funds and the optimal utilization of the available resources.

More than 66% of the UG colleges and around 21% of the PG colleges have scored less than 2 in Internal Quality Assurance System. Many colleges do not have a functional Internal Quality Assurance Cell (IQAC). Colleges need to institutionalize quality assurance strategies for quality enhancement and sustenance. The learning outcomes need to be spelt out by the college. IQAC should submit Annual Quality Assurance Report (AQAR) to NAAC regularly. In many institutions, Academic and Administrative Audits (AAA) are not conducted. Many colleges did not participate in the National Institutional Ranking Framework (NIRF) but should participate from the forthcoming academic year.

Institutional progress should be visible in the incremental growth of the colleges but this is not evident from the data gathered and presented. Post-accreditation quality initiatives need to be planned and implemented by the colleges in a professional manner.

Analysis of Autonomous Colleges:

More than 15% of the Autonomous colleges have scored less than 2 in the 0-4 point scale in Institutional Vision and Leadership. An effective leadership is not visible in government colleges and this is one of the crucial reasons as to why government colleges do not generally opt for accreditation. Most of their efforts and actions are not in tune with their institutional vision and mission. Faculty involvement in developing the institution is another major agenda that should be implemented by the head of the institution.

More than 30% of the Autonomous colleges have scored less than 2 in Strategy Development and Deployment. Most colleges do not have any perspective or strategic plan for the institution. The government offers many schemes for government colleges but it is the individual institution's initiative to implement at least some of them. Many colleges do not have any strategy to implement the suggestions put forth by different college committees. These institutions follow the general guidelines of the Government in terms of service, recruitment and promotion rules. Several Government colleges claim to have adopted e-governance but have done little in terms of administration, finance and accounts, student admission and support and examination.

More than 39% of the Autonomous colleges have scored less than 2 in Faculty Empowerment Strategies. Colleges should have effective welfare measures for the teaching and non-teaching staff. Majority of the faculty members have not participated in professional development and

administrative training programmes and they need to be supported financially to attend conferences and seminars/workshops. The non-teaching staff has not undergone any training in finance and administration. Very few teachers have participated in Orientation Programme, Refresher Course, Short Term Course, and Faculty Development Programmes. An effective Performance Appraisal System is not in place in these institutions.

More than 24% of the Autonomous colleges have scored less than 2 in Financial Management and Resource Mobilization. Most colleges do not conduct internal and external financial audits regularly. Efforts are not taken by these colleges to secure funds from non-government bodies, individuals, and philanthropists. Colleges should strategize for mobilization of funds and also ensure the optimal utilization of the available resources.

More than 21% of the Autonomous colleges have scored less than 2 in Internal Quality Assurance System. Many colleges do not have a functional and vibrant Internal Quality Assurance Cell (IQAC). Colleges should institutionalize quality assurance strategies for quality enhancement and sustenance. The learning outcomes need to be articulated by the college. IQAC should regularly send Annual Quality Assurance Reports (AQAR) to NAAC. In these institutions, Academic and Administrative Audits (AAA) are not conducted. Many colleges did not participate in the National Institutional Ranking Framework (NIRF) and should participate in NIRF from the forthcoming academic year.

On the whole, government institutions have not performed well in the 0-4 point scale with regard to the sixth criterion that talks about Governance, Leadership and Management and this is one of the reasons for their poor Grade and CGPA. It is quite obvious that leadership plays a key role in the functioning of any institution and the absence of dynamic leadership stifles the progress of these institutions.

6.7 Criterion- 7 Institutional Values and Best Practices

Table 9: Number of Institutions who have scored less than 2 in 0-4 scale

	Institutional Values and Social Responsibilities	Best Practices	Institutional Distinctiveness
UG	111	83	81
PG	100	90	78
Autonomous	8	8	6

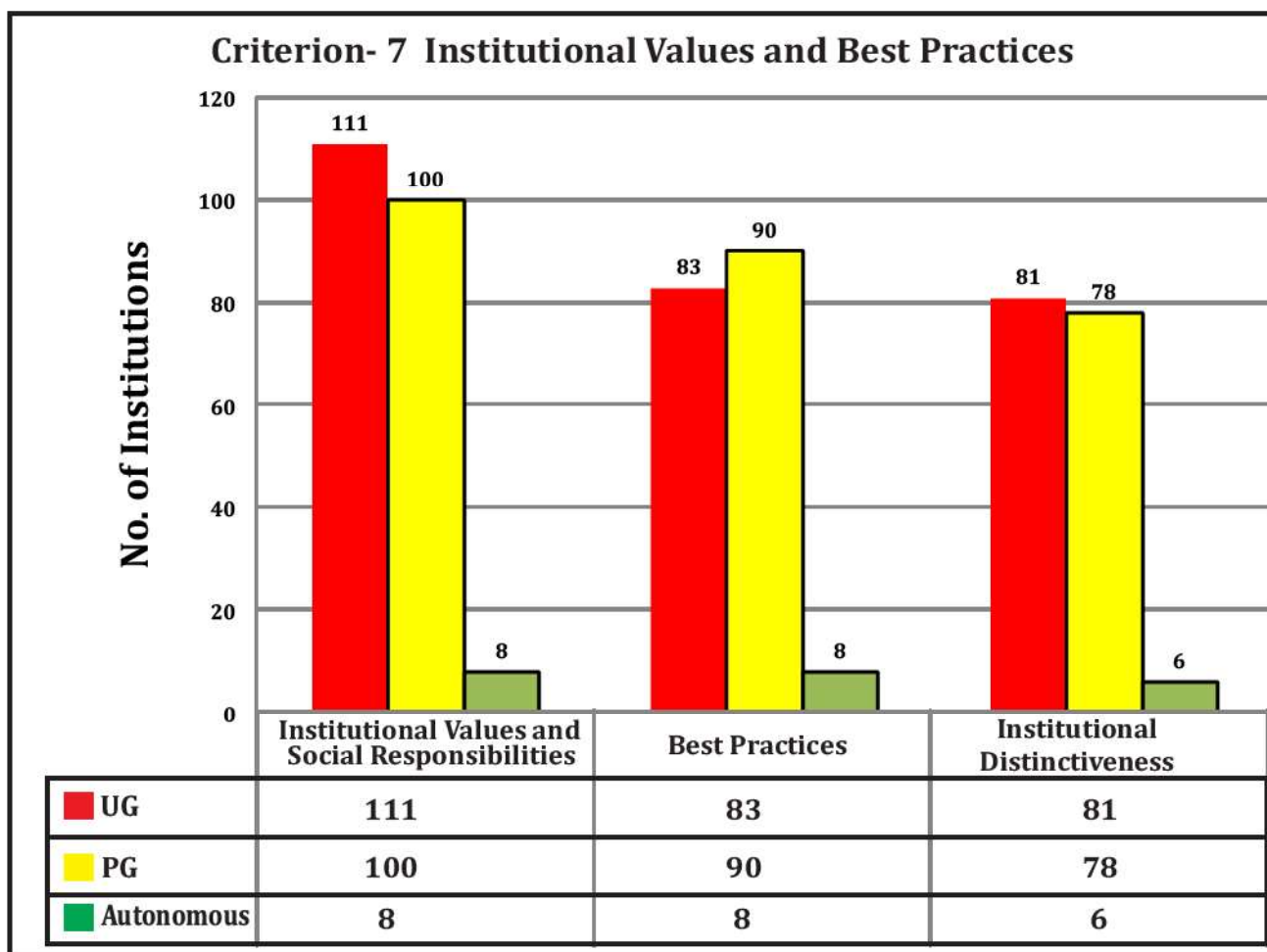


Figure 9: Criterion- 7 Institutional Values and Best Practices

In general, Government UG and PG colleges and Autonomous colleges have not done well in the 0-4 point scale with reference to the seventh criterion dealing with “Institutional Values and Best Practices”. They have not clearly articulated their best practices and distinctiveness.

Analysis of UG and PG Colleges:

More than 81% of the UG colleges and around 25% of the PG colleges have scored less than 2 in Institutional Values and Social Responsibilities. These colleges have not taken steps to promote gender equity. They have said very little about the initiatives they had taken to promote alternate energy such as solar and wind energy, install bio-gas plants, switch over to LED bulbs, and turn to sensor-based energy conservation.

These colleges do not have an effective mechanism to deal with waste-solid, liquid and e-waste. They have also not taken steps to harvest rainwater. There are no visible green practices and no sustained initiatives to ensure a paperless office and a plastic-free campus. These institutions are also not disabled-friendly, for there are no ramps, rails, Braille books and reading software for the visually challenged, customized toilets, and scribes for writing examinations. In short, there are no special initiatives to meet the needs of students under the Divyangjan category. There is no handbook articulating the Code of Conduct for their students and staff. These colleges do not display their core values at vantage points and on their website. Several institutions have not organized any workshop on human values, national ethos, national integration, and communal harmony, and have not observed important national festivals and the birth/death anniversaries of great Indian personalities.

More than 60% of the UG colleges and 23% of the PG colleges have scored less than 2 in Best Practices. Majority of these institutions have not properly described their best practices. They have not shared their best practices and success stories effectively.

More than 59% of the UG colleges and around 20% of the PG colleges have scored less than 2 in Institutional Distinctiveness. Majority of the colleges have not described their institutional distinctiveness clearly and effectively. They are unable to fuse their vision and mission with their best practices and distinctiveness. As a result, they have not identified their uniqueness and articulated it clearly.

Analysis of Autonomous Colleges:

Around 24% of the Autonomous colleges have scored less than 2 in the 0-4 point scale in Institutional Values and Social Responsibilities. These colleges have not organized gender sensitization programmes. They have also not taken concerted steps to harness alternate energy sources such as wind and solar energy and switch over to LED bulbs.

These institutions are not effective in waste management-solid, liquid and e-waste management. They have not taken steps to harvest rainwater and use it effectively. Green practices are not visible and there are no sustained initiatives to ensure a paperless office and a plastic-free campus. These institutions are not disabled-friendly. There are no ramps, rails, Braille books and reading software for the visually challenged, customized toilets, and scribes for writing examinations. In short, there are no initiatives to meet the needs of students under the Divyangjan category. They have not come out with a handbook

articulating the Code of Conduct meant for students and staff. These institutions do not have the practice of displaying their core values at vantage positions and also on their website. They have not organized any workshop on human values, national ethos and integration, and communal harmony, and have not observed important national festivals and the birth/death anniversaries of great Indian personalities.

More than 24% of the Autonomous colleges have scored less than 2 in Best Practices. Majority of the institutions have not properly described their institutional best practices and have not shared their success stories.

Around 18% of the Autonomous colleges have scored less than 2 in Institutional Distinctiveness. Most of these institutions are unable to distinguish between best practices and institutional distinctiveness and have not aligned their vision and mission with their best practices and uniqueness.

On the whole, most Government UG colleges have not performed well in the seventh criterion. They have not done well in terms of Institutional Values and Social Responsibilities, Best Practices, and Institutional Distinctiveness and this is one of the reasons for their poor Grade and CGPA. They have not articulated their best practices and distinctiveness clearly. It needs to be underlined that best practices infuse quality in the functioning of institutions and the absence of best practices affect their academic growth.

Criterion-wise Data Showing Low Scores

Table 10: Number of Institutions who scored less than 2 in 0-4 point scale

	Criterion -1 Curricular Aspects	Criterion -2 Teaching-Learning and Evaluation	Criterion -3 Research Innovations and Extension	Criterion -4 Infrastructure and Learning Resources	Criterion -5 Student Support and Progression	Criterion -6 Governance, Leadership and Management	Criterion -7 Institutional Values and Best Practices
UG	68	15	118	29	122	80	77
PG	71	10	100	45	106	74	61
Autonomous	0	1	22	4	11	5	3

Number of Institutions who have scored less than 2 in 0-4 scales

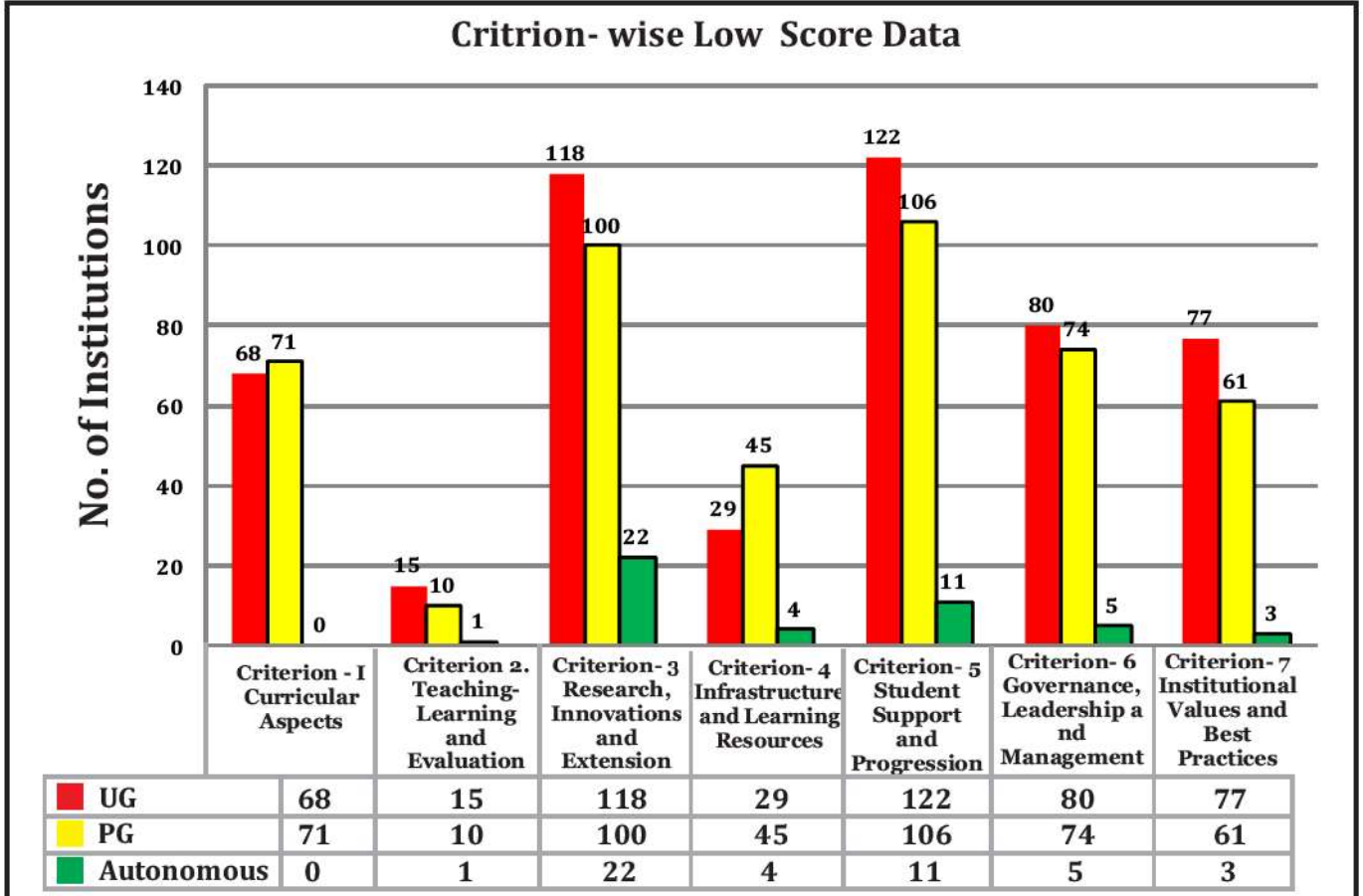


Figure 10: Criterion-wise Low Score Data

7. Findings

Criterion-1 Curricular Aspects:

- Government UG and PG colleges have not introduced Diploma and Certificate courses/programmes during the last five years and this gap needs to be addressed.
- Full-time teachers of these colleges are not members of various academic bodies such as the Board of Study and the Academic Council of the affiliating universities and autonomous colleges.
- Most colleges have not introduced any new programmes during the last five years and with regard to the existing programmes no new courses have been introduced.
- Most colleges have not introduced the Choice Based Credit System (CBCS)/Elective Course System.
- Gender, Environment and Sustainability, Human Values and Professional Ethics are not part of their curricula. Value-added courses and Life Skills are offered in very few Government colleges.
- Most of the students do not undertake field projects and/or internships and this demands the attention of the faculty.
- Government colleges have not maintained the records of feedback collected from different stakeholders—students, teachers, employers, alumni and parents. The minutes of meeting(s) and Action Taken Report were not placed before the Governing Council/Syndicate/Board of Management and not uploaded in the institutional website.

Autonomous Colleges

- Many Autonomous colleges have not developed learning objectives including Programme Outcomes, Programme Specific Outcomes and Course Outcomes for all programmes.
- A few institutions have not revised their curricula for quite some time.
- These colleges have not launched new courses focusing on employability, entrepreneurship and skill development.

- Most students do not undertake field projects and/or internships. These should become part of the curricula.
- Colleges have not maintained record of the feedback gathered from different stakeholders-students, teachers, employers, alumni and parents. The minutes of the meeting(s) and Action Taken Report were not placed before the Governing Council/Syndicate/Board of Management and not uploaded in the institutional website.

Criterion-2 Teaching-Learning and Evaluation

- In Government colleges, there were no student enrolled from others states. Most institutions do not assess the learning levels of their students. Hence not attended to the needs of advanced and slow learners. Bridge courses and remedial coaching were not conducted in almost all government colleges. More than 60% of the UG colleges do not have the ideal student-full-time teacher ratio and this gap needs to be addressed by the respective Higher Education Departments.
- Student-centric methods such as experiential learning, participative learning and problem-solving methodologies are not used by the faculty for enhancing students' learning experiences. The percentage of teachers using ICT for teaching is insignificant. E-learning resources are rarely used by the faculty. The Higher Education Departments and the faculty have not addressed this issue for the improvement of students' learning experience.
- Full-time teachers with Ph.Ds are very few in number in Government colleges. The total teaching experience of full-time teachers in a particular institution is very less. Frequent transfer may be one of the reasons for this phenomenon. The number of full-time teachers who have received awards, recognition, and fellowships is insignificant.
- Most colleges have scored low in Continuous Internal Evaluation (CIE). Two major issues are that internal assessment is not transparent and the mechanism to deal with examination-related grievances is not transparent and efficient.

- Majority of the autonomous colleges have not prepared Programme Outcomes, Programme Specific Outcomes and Course Outcomes. Most institutions have not displayed them on their institutional website and have also not communicated them to their teachers and students.

Criterion-3 Research, Innovations and Extension

- Majority of the UG and PG college teachers do not have any research projects funded by the Government and/or Non-Governmental sources such as industry and corporate houses. Their inclination towards undertaking research projects is not very encouraging.
- Government colleges need to create an ecosystem for innovation. Many institutions have not taken any effort to establish incubation centres to facilitate the creation and transfer of knowledge. Only a few institutions have taken some efforts for conducting workshops and seminars on Intellectual Property Rights (IPR) and promote Industry-Academia innovative practices.
- Colleges do not have an effective system to check malpractices and plagiarism in research. In PG colleges, the number of PhDs awarded per teacher during the last five years is very low. Majority of the faculty has not published research papers in CARE journals or in the journals notified by UGC. The number of books and chapters in edited volumes, published books and papers in journals and in national/international conference-proceedings per teacher is very low. Institutions do not give any incentives to teachers who receive state, national and international awards.
- Most colleges have not reached out to the community with effective extension programmes. Also, the impact of extension activities undertaken by them is not reflected in their institutional functioning. Colleges need to collaborate with industry, community and Non-Government organizations for conducting meaningful extension activities. The number of students participating in extension such as *Swachh Bharat*, *Ek Bharat Shreshtha Bharat*, *Unnat Bharat Abhiyan*, AIDS awareness, and gender issue is insignificant.
- Most colleges have scored low in linkages for faculty and student exchange, internship, field trips, on-the-job training, research, etc.

Criterion-4 Infrastructure and Learning Resources

- Facilities for teaching-learning viz., classrooms, ICT-enabled seminar halls, laboratories, computing equipment, and library and support systems for sports and games (indoor and outdoor), yoga, and cultural activities are less in Government Institutions.
- Government colleges have not used the infrastructure facilities available with local or regional authorities, regional development agencies NGOs, and National and/or International development organizations.
- Students have not used library resources—reference books, encyclopedia, textbooks, e-books and e-journals to a larger extent.
- Library automation was not done on a priority basis. Information available in various formats like print, electronic, graphical, and audio-visuals were not known to the students. Hence should were not able to search National and International databases and retrieve information and use it for research and other academic purposes.
- Students were not constantly motivated and encouraged to participate in various sports as well as cultural competitions organized at the college and also at the inter-collegiate, zonal, university, regional, state and national levels. Adequate infrastructure and other facilities for sports and cultural activities were not available to the students. Facilities for sports and cultural activities available at sister institutions were not used properly.

Criterion-5 Student Support and Progression

- Colleges didn't pay attention to capacity building schemes/programmes such as soft skills, career and personal counseling, remedial coaching, bridge courses, guidance for competitive examinations, yoga and meditation. Vocational Education and training (VET) including Students' grievances have not been handled professionally.
- Students were not motivated to crack national and international examinations and those conducted by the State Government by organizing mock tests and other suitable exercises.

- Government colleges have not promoted students who were talented in sports and cultural activities and nurtured their talents. Even students representation in academic and administrative bodies was not seen.
- Alumni engagement were not encouraged as it will have a spiraling effect on the overall improvement of the institution.

Criterion-6 Governance, Leadership and Management

- An institution's quality depends on its vision and leadership. Dynamic leadership plays a major role in defining the quality of any organization. The data collected suggests that both UG and PG government colleges are not performing well and one major reason is the lack of effective governance. In quite a few institutions, key administrative positions are vacant. Hence, they are unable to take and implement effective and bold decisions.
- The quality of any institution depends on its strategies and their effective implementation. Every member of the institution plays an important role in taking it forward. The institutions didn't identify its weaknesses and take suitable measures to address these gaps. Careful and proper documentation is necessary to identify and assess the strengths and weaknesses of each staff and department/centre/unit which enables the institutional head to strategize for the improvement of the institution and its faculty.
- Majority of the government colleges have secured only a 'B' and even a 'C' Grade and one of the crucial reasons for this dismal performance is the lack of faculty empowerment strategies. The quality of HEIs depends largely on the quality of their teachers. If teachers are encouraged and motivated to update themselves professionally, the institution progresses.
- Majority of the government colleges do not have a proper mechanism for resource mobilization and financial management. Many of them are unable to secure funds and grants from non-government organizations. The institutional heads have not encouraged the faculty members to collaborate with non-government organizations through their research and innovative activities. Many private companies and organizations which provide funds under the banner of Corporate Social Responsibility (CSR) have not been tapped by these colleges.

- Internal Quality Assurance System is one of the most important quality initiatives by NAAC. All accredited institutions are mandated to establish IQAC in their institutions. The data reveals that Majority of the accredited institutions do have IQACs but they are largely non-functional. A functional IQAC, on the contrary, is expected to take initiatives to infuse quality with regard to all the seven criteria and strengthen the institution.

Criterion-7 Institutional Values and Best Practices

- Colleges have not implemented best practices such as online student admission and strengthen teaching-learning through e-resources.
- Colleges have not promoted gender equity and sensitization through curricular and co-curricular activities and take initiatives which will be reflected in the overall development of the institution.
- Government colleges have not explored and invested in alternate energy sources and switch to LED bulbs which will be potent energy savers.
- Colleges do not have a mechanism for rainwater harvesting. They have not promoted green practices with attention to landscaping and set up a plastic-free campus and a paperless office. The campus was not disabled-friendly for the benefit of *divangjan* students and ramps, rails, Braille books, audio software, customized toilets, and scribes for examination.
- A handbook highlighting the Code of Conduct was not made available for students and teachers. Institutions have not organized workshops on human values and national ethos, programmes to promote national integration, communal harmony, celebrate national festivals and observe birth/death anniversaries of great Indian personalities.
- There was no clear policy on waste management, solid (degradable and non-degradable), liquid and e-waste.
- Colleges have not clearly described their best practices and their institutional distinctiveness and post them on their websites.

8. Suggestions for further Improvements

- Value-added courses and Life Skills need to be introduced. Gender, Environment and Sustainability, Human Values and Professional Ethics should be part of the curricula.
- UG and PG Government colleges need to introduce Certificate and Diploma courses/programmes.
- Colleges need to upload the feedback collected from students, teachers, employers, alumni and parents along with the Action Taken Report (ATR) on the college website.
- 43% of the UG colleges and 22% of the PG colleges and 24% of the Autonomous colleges do not have the stipulated student-full-time teacher ratio. This needs to be looked into by Higher Education Departments.
- ICT-enabled teaching needs to be introduced and if already introduced, should be enhanced. Learning Management Systems should be in place.
- Autonomous colleges need to articulate the Programme Outcomes, Programme Specific Outcomes and Course Outcomes for all programmes and courses and should display them on their websites.
- Majority of the faculty has not published research papers in CARE journals or the journals notified by the UGC. All faculty members should be motivated to publish research papers. Those who publish papers in CARE journals should be incentivized.
- Government colleges should sign MoUs for faculty and student exchange, internship, field trip, on-the-job training, and research.
- Students taking part in sports and cultural and other activities should be supported.
- Capacity building and capability enhancement schemes/programmes such as soft skills, career and personal counseling, remedial coaching, Spoken English through language lab, Bridge courses, guidance for competitive examinations, and yoga and meditation need to be organized periodically.
- Alumni engagement needs to be strengthened. Wherever possible, different chapters should be started.

- College must harvest rainwater and should adopt green practices with landscaping and should set up a plastic-free campus and a paperless office.
- There should be an efficient system for waste management.
- IQAC should be strengthened and it should take up benchmarking for quality enhancement and sustenance.
- Colleges should consciously become disabled-friendly. Ramps, rails, Braille books, audio software, customized toilets, and scribes for writing examinations for *divangjan* students will bring about this transformation.
- Colleges should prepare a handbook articulating the Code of Conduct for students and staff.
- Government Colleges should take the help of local or regional authorities, NGO's and national and /or international development organizations to develop infrastructure and learning resources.
- Colleges should encourage students to participate in cultural and sports activities organized at the national as well as international level.
- Colleges should pay more attention towards capacity building schemes – programmes such as soft skills, carrier and structural counseling, remedial coaching, bridge courses and guidance for competitive examinations. Importance should also be given to encourage alumni activities.
- Colleges need to maintain proper documentation related to both academic as well as administrative aspects.
- Government colleges should encourage their staff members to attend faculty development programmes to enrich their knowledge and skills.
- Colleges should have collaborations with non-governmental organizations by conducting various kinds of research and innovative activities. They also can get funds under Corporate Social Responsibility (CSR) from private companies and organizations.
- Colleges should promote gender equity and sensitization through curricular and co-curricular activities that could be reflected in the overall development of the institutions.

- Colleges should make their campus disabled-friendly for the benefit of divyangjan students by providing ramps, rails, braille books, audio software, customized toilets and scribes for examination.
- The colleges should come out with clear policy on waste management for solid (degradable and non-degradable), liquid and e-waste.
- Colleges should clearly describe their best practices and their institutional distinctiveness and post them on their website.

**State-wise Government Colleges Accredited by NAAC
(from July 2017 to 31st January 2020)**

State Name	Autonomous	UG	PG
Andaman and Nicobar	0	1	0
Andhra Pradesh	4	2	6
Arunachal Pradesh	0	1	1
Assam	2	14	9
Bihar	0	7	4
Chandigarh	0	0	0
Chhattisgarh	3	1	7
Dadra and Nagar Haveli	0	0	0
Daman and Diu	0	1	0
Delhi	0	1	3
Goa	0	0	0
Gujarat	0	17	7
Haryana	0	0	1
Himachal Pradesh	1	11	5
Jammu and Kashmir	1	27	4
Jharkhand	0	2	3
Karnataka	3	18	23
Kerala	0	0	5
Madhya Pradesh	3	12	44
Maharashtra	1	1	2
Manipur	0	3	1
Meghalaya	0	0	0
Mizoram	0	4	0

Nagaland	0	4	0
Odisha	2	1	0
Puducherry	1	0	0
Punjab	0	0	1
Rajasthan	0	1	4
Sikkim	0	4	1
Tamil Nadu	9	0	10
Telangana	3	1	2
Tripura	0	7	0
Uttarakhand	0	0	8
Uttar Pradesh	0	2	5
West Bengal	0	0	2
	33	143	158

**Accredited Government Colleges
(Key indicator wise Score less than or equal to 2)**

Annexure-1

State Name	Autonomous	UG	PG	Total
Andaman and Nicobar	0	1	0	1
Andhra Pradesh	4	2	6	12
Arunachal Pradesh	0	1	1	2
Assam	2	14	8	24
Bihar	0	6	4	10
Chhattisgarh	3	1	7	11
Daman and Diu	0	1	0	1
Delhi	0	1	3	4
Gujarat	0	16	7	23
Haryana	0	0	1	1
Himachal Pradesh	1	11	5	17
Jammu and Kashmir	1	26	4	31
Jharkhand	0	2	3	5
Karnataka	3	18	22	43
Kerala	0	0	5	5
Madhya Pradesh	3	9	39	51
Maharashtra	1	1	2	4
Manipur	0	3	1	4
Mizoram	0	4	0	4
Nagaland	0	4	0	4
Odisha	2	1	0	3
Puducherry	1	0	0	1
Punjab	0	0	1	1
Rajasthan	0	1	3	4

Sikkim	0	4	1	5
Tamil Nadu	9	0	10	19
Telangana	3	1	2	6
Tripura	0	7	0	7
Uttarakhand	0	0	6	6
Uttar Pradesh	0	2	5	7
West Bengal	0	0	2	2
Total	33	137	148	318

Annexure-II**List of Colleges Affiliated UG and above**

Sl. No.	HEI Name	AISHE ID	State	Grade	CGPA
1	Dr. B. R . Ambedkar Institute of Technology	C-6528	Andaman and Nicobar	B+	2.61
2	C.S.T.S. Government Kalasala	C-24166	Andhra Pradesh	C	1.98
3	Government Degree College Rayachoti	C-30270	Andhra Pradesh	C	1.99
4	Dera Natung Government College	C-16291	Arunachal Pradesh	C	1.99
5	Girls' College, Kokrajhar	C-17235	Assam	C	1.83
6	Madhabdev College	C-8411	Assam	B	2.48
7	Jogananda Deva Satradhikar Goswami (J.D.S.G.) College	C-8465	Assam	B	2.11
8	Bilasipara College	C-17346	Assam	B	2.09
9	Manohari Devi Kanoi Girls' College	C-8420	Assam	B	2.39
10	Devicharan Barua Girls College	C-8471	Assam	B	2.39
11	Lumding College	C-17141	Assam	B	2.37
12	Harhi College	C-8362	Assam	B	2.12
13	Ledo College	C-8506	Assam	C	1.97
14	Kamargaon College	C-8453	Assam	B+	2.53
15	Nabinchandra College, Badarpur	C-26427	Assam	C	1.94
16	Tezpur College	C-17275	Assam	B+	2.52
17	The Gargaon College	C-8482	Assam	B	2.37
18	D. H. S. K. Commerce College	C-84152	Assam	B	2.48
19	R.B.B.M College, Muzaffarpur	C-19016	Bihar	C	1.89
20	Oriental College	C-12900	Bihar	C	1.92

21	Patna Law College	C-22854	Bihar	B	2.09
22	Rohtas Mahila College	C-27164	Bihar	B	2.15
23	Rajendra Memorial Women's College	C-12941	Bihar	C	1.69
24	Raja Singh College, Siwan	C-6479	Bihar	C	1.61
25	Shaskiya Matakarma Girls College Mahasamund	C-21774	Chhattisgarh	C	1.83
26	Government College, Daman	C-687	Daman and Diu	C	1.79
27	Sri Aurobindo College - Evening	C-22465	Delhi	B+	2.51
28	Government Arts and Commerce College, Kathlal	C-47832	Gujarat	B+	2.53
29	Government Arts and Commerce College, Paddhari	C-45278	Gujarat	B	2.03
30	Government Science College Ahwa, Dist. Dang	C-45936	Gujarat	C	1.81
31	Gujarat Arts and Commerce College (Evening)	C-5867	Gujarat	C	1.88
32	M P Shah Arts and Science College	C-833	Gujarat	B+	2.73
33	Government Arts and Commerce College, Sami	C-42717	Gujarat	B	2.12
34	Shri Chunilal Himmatbhai Bhil Government Arts and Commerce College, Naswadi	C-5842	Gujarat	C	1.97
35	H. and H. B. Kotak Institute of Science	C-731	Gujarat	B+	2.67
36	Government Arts College, Shahera	C-5833	Gujarat	B	2.49
37	Government Arts and Commerce College, Vansda	C-653	Gujarat	C	1.81
38	Bahauddin Government Science College	C-1019	Gujarat	B	2.46

39	Government Arts and Commerce College, Kachhal	C-705	Gujarat	C	1.59
40	Government Arts College, Maninagar	C-6342	Gujarat	B	2.39
41	Government Arts College, Amirgadh	C-6894	Gujarat	B	2.41
42	Government Arts and Commerce College, Songadh	C-539	Gujarat	B	2.04
43	Government Arts College, Jhagadia, District-Bharuch	C-45939	Gujarat	C	1.68
44	Shaheed Captain Vikram Batra Government College	C-11374	Himachal Pradesh	B	2.19
45	Govt.College, Drang at Narla, Dist. Mandi	C-11334	Himachal Pradesh	C	1.59
46	Government Degree College, Arki	C-11475	Himachal Pradesh	B	2.30
47	Government Degree College, Theog	C-268	Himachal Pradesh	B	2.27
48	Government College Barsar, Dist.- Hamirpur	C-11377	Himachal Pradesh	C	1.79
49	Government College, Jhandutta	C-11344	Himachal Pradesh	C	1.57
50	Government College, Jukhala, Dist.- Bilaspur	C-11429	Himachal Pradesh	C	1.62
51	Government College, Sangrah	C-11439	Himachal Pradesh	C	1.80
52	Government College Bassa (Gohar)	C-11298	Himachal Pradesh	C	1.80
53	Government Degree College Shahpur	C-11451	Himachal Pradesh	C	1.59
54	Government College, Naura	C-11279	Himachal Pradesh	C	1.89
55	Government Degree College Ramnagar	C-22986	Jammu and Kashmir	C	1.56
56	Government Degree College Billawar	C-22988	Jammu and Kashmir	C	1.70
57	Government Degree College Akhnoor	C-22882	Jammu and Kashmir	C	1.87

58	Government Degree College Samba	C-2288	Jammu and Kashmir	B	2.07
59	Government Degree College Ganderbal	C-21440	Jammu and Kashmir	C	1.88
60	Government Degree College for Women, Baramullah, KMR	C-21459	Jammu and Kashmir	C	1.94
61	Eliezer Joldan Memorial College Leh	C-21451	Jammu and Kashmir	B	2.07
62	Government Degree College Basohli	C-22984	Jammu and Kashmir	C	1.86
63	Government Degree College Dooru, Anantnag Kashmir	C-21421	Jammu and Kashmir	C	1.72
64	Government Degree College Thannamandi	C-22862	Jammu and Kashmir	C	1.96
65	Government College for Women Udhampur	C-22923	Jammu and Kashmir	C	1.98
66	Government Degree College Kulgam	C-21414	Jammu and Kashmir	C	2.00
67	Government Degree College Kilam	C-21449	Jammu and Kashmir	C	1.64
68	Government Degree College Sumbal	C-50912	Jammu and Kashmir	C	1.70
69	Government Degree College Kargil	C-21423	Jammu and Kashmir	B	2.28
70	Government Degree College for Women, Pulwama	C-21411	Jammu and Kashmir	C	1.55
71	Government Degree College Mendhar	C-22950	Jammu and Kashmir	B	2.24
72	Government Degree College Tral	C-21438	Jammu and Kashmir	C	1.91
73	Government Degree College Beerwah	C-21439	Jammu and Kashmir	B	2.05

74	Government Degree College Magam	C-48525	Jammu and Kashmir	B	2.19
75	Government Degree College Ramban	C-22942	Jammu and Kashmir	C	1.75
76	Government Degree College for Women, Sopore	C-35390	Jammu and Kashmir	B	2.11
77	Government Degree College Kokernag	C-21431	Jammu and Kashmir	B	2.01
78	Government Degree College Bijbehara	C-21448	Jammu and Kashmir	B	2.30
79	Government General Zorawar Singh Memorial Degree College, Reasi	C-22934	Jammu and Kashmir	B	2.22
80	Sheikhul Alam Memorial Degree College, Budgam	C-21441	Jammu and Kashmir	C	1.78
81	Mandar College, Mandar	C-15072	Jharkhand	C	1.90
82	Suraj Singh Memorial College	C-15059	Jharkhand	C	1.84
83	Government First Grade College	C-17730	Karnataka	C	1.91
84	Government First Grade College	C-35625	Karnataka	C	1.74
85	Government First Grade College Navanagar, Bagalkot	C-10166	Karnataka	B	2.18
86	Government First Grade College Bhalki	C-9240	Karnataka	B	2.14
87	Government First Grade College Varthur, Bangalore	C-20740	Karnataka	C	1.83
88	Smt. Gouramma Kom Basavanneppa Ankalkoti Government First Grade College, Shiggaon, Tal. Shiggaon, Dist. Haveri	C-35678	Karnataka	B	2.06
89	Government First Grade College Kushalnagar	C-16805	Karnataka	B	2.03

90	Government First Grade College Kanakapura	C-20605	Karnataka	B	2.23
91	GFGC Jagalur	C-17739	Karnataka	C	1.72
92	B M Shetty Government First Grade College	C-17521	Karnataka	C	1.96
93	GFGC Mulbagal	C-21160	Karnataka	B	2.29
94	Government First Grade College Raibag	C-10104	Karnataka	C	1.87
95	Vedavathi Government First Grade College	C-42255	Karnataka	B	2.13
96	Smt Neelamma Kudur K A Satyanarayana Shetty Government First Grade College Kudur	C-20680	Karnataka	C	1.79
97	Government First Grade College Nyamathi	C-17754	Karnataka	C	1.69
98	Government First Grade College Birur	C-17800	Karnataka	C	1.74
99	Bashumiyan Sahukar Government First Grade College, Manvi	C-9319	Karnataka	C	1.77
100	Government First Grade College	C-21133	Karnataka	C	1.99
101	Government Girls College, Raisen	C-35107	Madhya Pradesh	C	1.94
102	Government College Mehgaon	C-34889	Madhya Pradesh	C	1.88
103	Government College, Bagli	C-31694	Madhya Pradesh	B	2.08
104	Government College, Kundam	C-33375	Madhya Pradesh	B	2.04
105	Government Chhatrasal Maharaja College, Maharajpur	C-58183	Madhya Pradesh	C	1.67
106	Government College, Dhampuri	C-29681	Madhya Pradesh	C	1.79
107	Government College, Raghogarh	C-34825	Madhya Pradesh	C	1.66

108	Government Arts College	C-33470	Madhya Pradesh	C	1.87
109	Government College Pithampur, Dhar	C-47414	Madhya Pradesh	C	1.75
110	Shivai Shikshan Prasarak Mandal's Sundarrao More Arts, Commerce and Science College, Poladpur	C-34103	Maharashtra	B	2.28
111	Ideal Girl's College, Akampat	C-9401	Manipur	C	1.69
112	C.I. College, Bishnupur	C-9431	Manipur	C	1.61
113	The Maharaja Bodhchandra College	C-9406	Manipur	C	1.91
114	Government Kolasib College	C-8307	Mizoram	B	2.07
115	Government Aizawl North College	C-8313	Mizoram	C	1.99
116	Government Hrangbana College	C-8036	Mizoram	B++	2.76
117	Government Mizoram Law College	C-8310	Mizoram	C	1.97
118	PFUTSERO Government College	C-16712	Nagaland	B	2.27
119	Zisaji Presidency College	C-16734	Nagaland	B	2.34
120	PHEK Government College	C-16702	Nagaland	B	2.18
121	Mount Tiyi College	C-16736	Nagaland	C	1.78
122	Ranpur Degree College	C-39651	Orissa	C	1.94
123	Government College, Jaitaran (Pali)	C-13066	Rajasthan	B	2.25
124	Government College, Rhenock	C-6598	Sikkim	C	1.77
125	Government Sanskrit Mahavidyalaya	C-50871	Sikkim	C	1.93
126	Sikkim Government College Gyalshing	C-47497	Sikkim	C	1.91
127	Namchi Government College	C-6600	Sikkim	B	2.16
128	Government Degree College	C-27473	Telangana	B	2.18
129	Government Degree College Teliamura	C-47428	Tripura	C	1.79

130	Rabindranath Thakur Mahavidyalaya	C-47422	Tripura	B	2.15
131	Government Degree College Kanchanpur	C-47420	Tripura	C	1.85
132	Michael Madhusudan Dutta College	C-9576	Tripura	C	1.72
133	Kabi Nazrul Mahavidyalaya	C-9601	Tripura	B	2.07
134	Swami Vivekananda Mahavidyalaya	C-47423	Tripura	B	2.06
135	Bir Bikram Memorial College	C-9578	Tripura	C	1.91
136	Government Degree College Manikpur, Chitrakoot	C-22575	Uttar Pradesh	C	1.58
137	Ramabai Ambedkar Government Degree College, Gajraula, Amroha	C-13352	Uttar Pradesh	C	1.64

Annexure-III

List of Colleges Affiliated PG and above

Sl. No.	HEI Name	AISHE ID	State	Grade	CGPA
1	S.Y.T.R. Government Degree College, Madakasira	C-30969	Andhra Pradesh	B	2.27
2	Government College for Men Kurnool	C-26263	Andhra Pradesh	B+	2.75
3	K. T. S. Government Degree College	C-30933	Andhra Pradesh	B+	2.67
4	Government Degree College for Women	C-27767	Andhra Pradesh	B+	2.73
5	Government Degree College Paderu	C-24087	Andhra Pradesh	C	1.99
6	S.V.A. Government College Srikalahasti	C-27630	Andhra Pradesh	B	2.70
7	Jawaharlal Nehru College Pasighat	C-16302	Arunachal Pradesh	B	2.32
8	Mangaldai College	C-17324	Assam	C	1.96
9	Darrang College	C-17319	Assam	B+	2.68
10	Bongaigaon College	C-17355	Assam	B	2.02
11	Dhemaji Commerce College	C-8456	Assam	B	2.15
12	Bagadhar Brahma Kishan College	C-17278	Assam	C	1.91
13	Haflong Government College	C-26414	Assam	C	1.70
14	Nalbari College	C-17259	Assam	B	2.32
15	Pandu College	C-17151	Assam	B	2.38
16	Munshi Singh College	C-19001	Bihar	C	1.61
17	Gaya College	C-12911	Bihar	B	2.04
18	Anugrah Memorial College Gaya	C-12867	Bihar	C	1.78

19	D. S. College	C-29628	Bihar	C	1.54
20	Government Kavyopadhyay Hiralal College, Abhanpur	C-21686	Chhattisgarh	B	2.07
21	Bhanupratapdeo Government P. G. College, Kanker	C-24964	Chhattisgarh	B	2.09
22	Shaskiya Mahaprabhu Vallabhacharya Snatkottar Mahavidyalaya, Mahasamund	C-21676	Chhattisgarh	C	1.94
23	Government Pt. Shyamacharan Shukla College, Dharsiwa, Raipur, Dist-Raipur	C-21805	Chhattisgarh	B	2.02
24	Government B.P. Arts Commerce College, Arang	C-21759	Chhattisgarh	C	1.78
25	Government Rajeevlochan College Rajim	C-21663	Chhattisgarh	C	1.76
26	Rajiv Gandhi Government Arts and Commerce College Lormi	C-22403	Chhattisgarh	C	1.92
27	Shyama Prasad Mukherji College (for Women)	C-6372	Delhi	B	2.26
28	Ram Lal Anand College	C-6358	Delhi	B++	2.84
29	Sri Aurobindo College	C-6362	Delhi	B+	2.55
30	M.N. College, Visnagar	C-6878	Gujarat	B++	2.97
31	Government Science College Chikhli	C-648	Gujarat	C	1.97
32	Bahauddin Government Arts College	C-722	Gujarat	C	1.75
33	Gujarat Commerce College Ellisbridge, Ahmedabad	C-5945	Gujarat	B	2.47
34	Shri K.K. Shastri Government Commerce College	C-5906	Gujarat	B	2.49

35	Government Arts and Commerce College, Khergam	C-509	Gujarat	B	2.03
36	Government Arts College	C-6343	Gujarat	C	1.70
37	Government College for Girls Panchkula	C-10624	Haryana	B+	2.62
38	Government College Nagrota Bagwan	C-11407	Himachal Pradesh	B	2.09
39	Government College, Karsog	C-11401	Himachal Pradesh	B	2.10
40	Government Degree College Sarkaghat	C-11456	Himachal Pradesh	B	2.16
41	Government College, Dhaliara	C-11424	Himachal Pradesh	B	2.41
42	Government Sanskrit College, Solan	C-11550	Himachal Pradesh	C	1.73
43	Government College for Women	C-21405	Jammu And Kashmir	B+	2.69
44	Government Degree College	C-22954	Jammu and Kashmir	B	2.03
45	Government Degree College, Kathua	C-23011	Jammu and Kashmir	B	2.03
46	Government Degree College	C-22904	Jammu and Kashmir	B	2.41
47	Ram Lakhan Singh Yadav College Ranchi	C-15062	Jharkhand	C	1.86
48	A. B. M. College, Jamshedpur	C-44944	Jharkhand	B	2.19
49	Kashi Sahu College, Seraikella	C-43540	Jharkhand	C	1.55
50	Government First Grade College	C-16937	Karnataka	B++	2.89
51	Government First Grade College Koratagere	C-6952	Karnataka	B	2.03
52	Government First Grade College	C-17439	Karnataka	B	2.37
53	Government First Grade College Kamalapur	C-9208	Karnataka	B	2.03

54	Government First Grade College Doddaballapura	C-20895	Karnataka	B	2.23
55	Government First Grade College and Centre for PG Studies	C-16911	Karnataka	B+	2.57
56	Government First Grade College	C-21195	Karnataka	C	1.83
57	Government First Grade College	C-35590	Karnataka	B	2.28
58	Shri Kalavara Varadaraja M Shetty Government First Grade College Kundapura	C-16904	Karnataka	B+	2.55
59	Government First Grade College	C-21078	Karnataka	B	2.18
60	Smt. Indira Gandhi Government First Grade Women's College	C-17781	Karnataka	B	2.05
61	Government First Grade College	C-17734	Karnataka	C	1.97
62	Government First Grade College K R Puram, Bengaluru	C-20751	Karnataka	B	2.28
63	Government First Grade College Old Town, Shivaji Circle, Hosamane, Bhadravati	C-17794	Karnataka	B	2.28
64	Government First Grade College Humnabad	C-9066	Karnataka	C	1.87
65	Government College for Boys	C-20719	Karnataka	B	2.08
66	Government First Grade College	C-17712	Karnataka	B+	2.68
67	Government First Grade College Raichur	C-9057	Karnataka	B	2.07
68	Government First Grade College Krishnaraja Nagar	C-17550	Karnataka	C	1.79
69	Government First Grade College	C-21093	Karnataka	B	2.33
70	Government First Grade College	C-16844	Karnataka	B	2.28

71	Dr. G. Shankar Government Women First Grade College and P.G. Study Centre, & #39;s Ajjarkadu, Udupi	C-16851	Karnataka	B	2.20
72	University College	C-43671	Kerala	A	3.02
73	Government College	C-8086	Kerala	A	3.10
74	T.M. Jacob Memorial Government College	C-11711	Kerala	B	2.44
75	EKNM Government College	C-43778	Kerala	B	2.37
76	Government College Mananthavady	C-43837	Kerala	A	3.01
77	Government P. G. College, Sendhwa	C-29806	Madhya Pradesh	B+	2.57
78	Government College Multai, Distt. Betul	C-35301	Madhya Pradesh	C	1.97
79	Government PG College, Rajgarh	C-35384	Madhya Pradesh	C	1.76
80	Government College Barhi	C-33366	Madhya Pradesh	B	2.14
81	Government Nehru Degree College Ashoknagar	C-34729	Madhya Pradesh	C	1.55
82	Shri Atal Bihari Vajpayee Government Arts and Commerce College	C-29873	Madhya Pradesh	B+	2.65
83	Swami Vivekanand Government College, Lakhnadon	C-33423	Madhya Pradesh	C	1.93
84	Government Mahatma Gandhi Mahavidyalaya, Jawad	C-31646	Madhya Pradesh	C	1.91
85	Raja Bhoj Government College Mandideep	C-47992	Madhya Pradesh	B	2.31
86	Government J.S.T. P.G. College Balaghat	C-33334	Madhya Pradesh	B	2.14

87	Government Girls College , Bhind	C-34812	Madhya Pradesh	C	1.65
88	Government Girls College Dhar	C-29659	Madhya Pradesh	C	1.80
89	Government Degree College Pushprajgarh	C-31815	Madhya Pradesh	C	1.66
90	Madhav College, Ujjain	C-31603	Madhya Pradesh	C	1.82
91	Government Maharani Laxmibai Girls PG College	C-29767	Madhya Pradesh	B+	2.60
92	Jawaharlal Nehru Government Degree College Barwaha	C-29784	Madhya Pradesh	C	1.84
93	Government Vivekanand Mahavidyalaya, Maihar Dist. Satna	C-31849	Madhya Pradesh	C	2.00
94	Mahavidyalaya P. G. College, Bina	C-19200	Madhya Pradesh	B	2.20
95	Government Degree College Hatpipliya	C-31727	Madhya Pradesh	B	2.10
96	Government College, Khurai	C-19260	Madhya Pradesh	C	1.66
97	Government Degree College Barghat	C-33381	Madhya Pradesh	C	1.60
98	Government R.V.P.S. College, Umaria	C-31897	Madhya Pradesh	C	1.86
99	Shri Makhanlal Chaturvedi Government College, Babai	C-35177	Madhya Pradesh	C	1.78
100	Government S.K. College, Mauganj	C-31836	Madhya Pradesh	C	1.94
101	Government Mahatma Gandhi Memorial Post Graduate College Itarsi	C-35341	Madhya Pradesh	B	2.02
102	Government College Thandla	C-29648	Madhya Pradesh	C	1.88
103	Government Narmada College Hoshangabad	C-35229	Madhya Pradesh	B	2.22

104	Shaheed Bheema Nayak Government Post Graduate College	C-29815	Madhya Pradesh	B	2.47
105	Veerangna Jhalkari Bai Government Girls College	C-34687	Madhya Pradesh	C	1.85
106	Maharaja Bhoj Government P.G. Autonomous College, Dhar	C-29893	Madhya Pradesh	C	1.64
107	Government Graduate College, Aron	C-34769	Madhya Pradesh	C	1.90
108	Shri Sitaram Jaju Government Girls College	C-31723	Madhya Pradesh	B	2.31
109	Rani Durgawati Shaskiya Mahavidyalay Paraswada, Balaghat MP	C-33419	Madhya Pradesh	C	1.84
110	MIC Government Girls College PG Khandwa	C-29877	Madhya Pradesh	B	2.37
111	Government Post Graduate College	C-33475	Madhya Pradesh	B	2.36
112	Government Motilal Vigyan Mahavidyalaya, Bhopal	C-35342	Madhya Pradesh	B	2.25
113	Government Girls College	C-33386	Madhya Pradesh	C	1.78
114	Government Tilak PG College	C-33455	Madhya Pradesh	B++	2.99
115	B.K.S.N Government College, Shajapur	C-31657	Madhya Pradesh	B	2.06
116	Vasantrao Naik Government Institute of Arts and Social Sciences	C-18312	Maharashtra	B+	2.52
117	Institute of Science	C-18938	Maharashtra	A	3.07
118	DM College of Commerce	C-9409	Manipur	B	2.03
119	Government College	C-27909	Punjab	B++	2.89
120	M.S.J. College, Bharatpur	C-38306	Rajasthan	C	1.99
121	Sw. Pandit Nawal Kishore Sharma Government P. G. College	C-38417	Rajasthan	C	1.89

122	Government Dhuleshwar Acharya Sanskrit College, Manoharpur	C-26633	Rajasthan	C	1.77
123	Sikkim Institute of Higher Nyingma Studies (SHEDA), Pangthang, Taktse, Gangtok	C-52375	Sikkim	B	2.06
124	Government Arts College for Women, Ramanathapuram	C-28521	Tamil Nadu	B	2.07
125	Government Arts College	C-35851	Tamil Nadu	C	1.97
126	Government Arts College for Women	C-17042	Tamil Nadu	C	2.00
127	Arignar Anna Government Arts College	C-36381	Tamil Nadu	B	2.20
128	Rajeswari Vedachalam Government Arts College	C-43901	Tamil Nadu	B	2.37
129	Alagappa Government Arts College	C-28526	Tamil Nadu	B	2.50
130	Government Arts College	C-36524	Tamil Nadu	C	1.73
131	Government Arts College Tiruchirappalli	C-35773	Tamil Nadu	B+	2.74
132	Arignar Anna Government Arts College	C-9543	Tamil Nadu	C	1.90
133	National Institute for Empowerment of Persons with Multiple Disabilities (NIEPMD)	C-14544	Tamil Nadu	B	2.41
134	Government Degree College for Women	C-27253	Telangana	A	3.03
135	Government Degree College for Women, Hussainialam, Hyderabad	C-25846	Telangana	B	2.35
136	Km. Mayawati Government Girls Post Graduate College	C-28831	Uttar Pradesh	B++	2.91

137	Government Raza Post Graduate College	C-13329	Uttar Pradesh	B	2.44
138	Lala Kishan Chand Rajkiya Mahavidhalaya Gangoh, Saharanpur	C-28568	Uttar Pradesh	C	1.67
139	K P M Government Women's Degree College Aurai Bhadohi	C-13620	Uttar Pradesh	C	1.76
140	Pandit Deen Dayal Upadhyay Government Girl's Degree College	C-13673	Uttar Pradesh	B	2.20
141	Laxman Singh Mehar Government Post Graduate College District-Pithoragarh	C-21903	Uttarakhand	B	2.42
142	Radhey Hari Government P.G. College	C-21911	Uttarakhand	B	2.05
143	Government Post Graduate College	C-21878	Uttarakhand	B	2.09
144	Moti Ram Babu Ram Government Post Graduate College	C-21891	Uttarakhand	B	2.02
145	R.C.U. Government P.G. College	C-24609	Uttarakhand	B+	2.75
146	APB Government Post Graduate College, Agastyamuni	C-24667	Uttarakhand	B	2.02
147	Darjeeling Government College	C-45333	West Bengal	B	2.13
148	Taki Government College	C-43344	West Bengal	C	2.00

Annexure-IV

List of Autonomous Colleges

Sl. No.	HEI Name	AISHE ID	State	Grade	CGPA
1	A. S. D. Government Degree College for Women	C-24046	Andhra Pradesh	B	2.37
2	Government College for Women	C-32670	Andhra Pradesh	B++	2.92
3	Government College for Men	C-30200	Andhra Pradesh	B	2.4
4	Government College (Autonomous)	C-24448	Andhra Pradesh	A+	3.38
5	Jagannath Barooah College	C-8497	Assam	B+	2.68
6	North Lakhimpur College	C-8490	Assam	B++	2.90
7	Rajeev Gandhi Government Post Graduate College Ambikapur Chhattisgarh	C-9746	Chhattisgarh	B	2.16
8	Government J. Yoganandam Chhattisgarh College Byran Bazar, Raipur	C-21813	Chhattisgarh	B	2.38
9	Government Digvijay College (Autonomous)	C-21868	Chhattisgarh	B++	2.88
10	Government P. G. College Bilaspur	C-11349	Himachal Pradesh	B	2.01
11	Government College for Women Parade	C-22872	Jammu and Kashmir	B	2.36
12	Government First Grade College Gubbi	C-6957	Karnataka	B	2.31
13	Government Science College Hassan	C-17597	Karnataka	B	2.12
14	Government Arts, Commerce and Post Graduate College	C-17387	Karnataka	B	2.10

15	Government Model Science College (Autonomous)	C-33489	Madhya Pradesh	A	3.10
16	Government M.H.college of Home Science And Science for Women	C-33377	Madhya Pradesh	B+	2.64
17	Government Mahakoshal Arts Commerce Mahavidyalaya Jabalpur	C-33394	Madhya Pradesh	B	2.36
18	Government College of Engineering Jalgaon	C-8946	Maharashtra	B+	2.67
19	Government Autonomous College Rorukela	C-40928	Orissa	B	2.23
20	Fakir Mohan Autonomous College Balasore	C-21374	Orissa	B	2.29
21	Kanchi Mamunivar Centre for Post Graduate Studies	C-6502	Puducherry	B++	2.82
22	Presidency College (Autonomous)	C-43921	Tamil Nadu	B+	2.58
23	Government Arts College (Autonomous), Salem	C-9517	Tamil Nadu	B	2.40
24	Thiagarajar College of Engineering	C-26794	Tamil Nadu	A+	3.47
25	Kunthavai Naacchiyaar Government Arts College for Women (Autonomous)	C-35814	Tamil Nadu	B	2.22
26	Government Atrs College for Men	C-43906	Tamil Nadu	C	1.86
27	Alagappa Chettiar Government College of Engineering and Technology	C-26789	Tamil Nadu	B++	2.78
28	Government College of Technology	C-36975	Tamil Nadu	A	3.21
29	Government Arts College (Autonomous)	C-41035	Tamil Nadu	B++	2.95

30	Government College of Engineering Salem	C-36980	Tamil Nadu	B+	2.58
31	Nizam College	C-25476	Telangana	B++	2.92
32	Government City College (Autonomous)	C-25863	Telangana	B++	2.76
33	Girraj Government College (Autonomous), Nizamabad	C-35065	Telangana	B	2.50

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The Director

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