State-wise Analysis
of
Accreditation Reports - *Karnataka*

2

राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद्

विश्वविद्यालय अनुदान आयोग का स्वायत्त संस्थान

ASSESSMENT AND ACCREDITATION COUNCIL

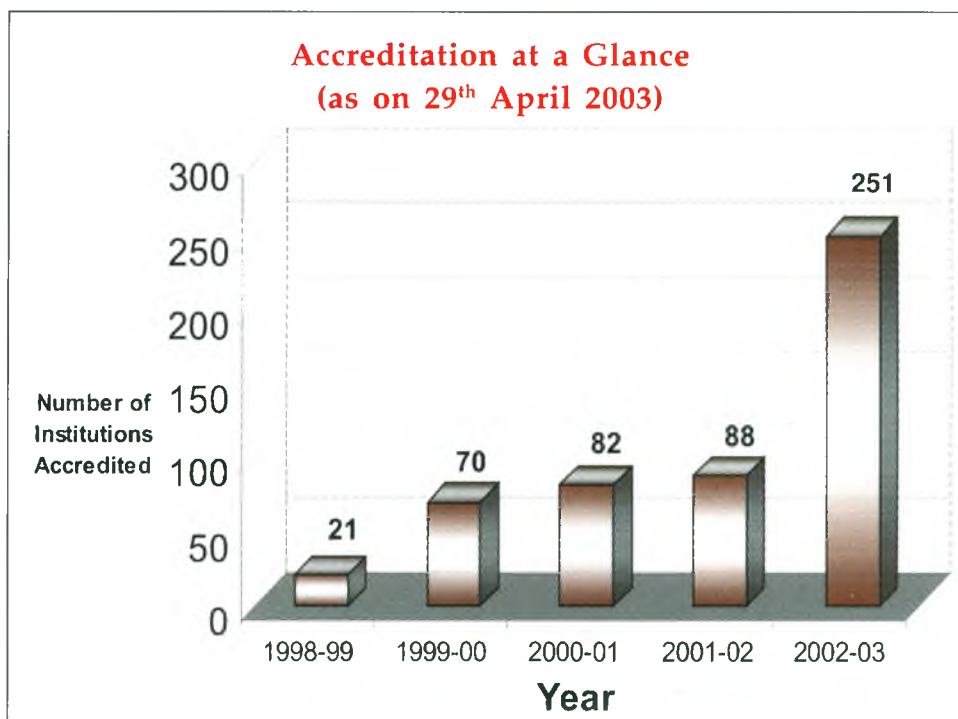*An Autonomous Institution of the University Grants Commission*

2/4, Dr. Rajkumar Road, P. O. Box. No. 1075, Rajajinagar, Bangalore-560 010 India

Accreditation at a Glance
(as on 29th April 2003)

CONTENTS

Report Prepared by

Prof. Shakuntala Katre
Professor, Department of Zoology
Bangalore University, Jnana Bharathi
Bangalore - 560 056
Karnataka

Dr. Latha Pillai
Adviser
National Assessment and Accreditation Council
Bangalore

Preface

A ssessment and Accreditation has emerged as one of the definite indicators of quality, in the development of higher education, over the last decade. The National Assessment and Accreditation Council, an autonomous body established by the University Grants Commission, for quality evaluation, promotion and sustenance, has on date accredited 94 universities and 418 colleges. This has been possible through the active involvement of the state governments, Departments of Higher Education and the pro-active outlook of the heads of institutions. While the accreditation process is an attempt at profiling the strengths, weaknesses and opportunities of institutions, it also involves a considerable amount of time, expertise and finance on the part of all stakeholders.

Encouraged by the response from institutions and policy makers, the NAAC has recently undertaken the state wise analysis of accreditation reports with the following objectives:

- to study the peer team reports from the point of view of the quality enhancement of higher education.

- to find out and enlist the common issues and their solutions based upon the data from the peer team reports and ideas and suggestions from the interactions mentioned earlier.

- to make recommendations to the state government, university and other relevant agencies on matters related to quality improvements in Higher Education in the state.

- to find out measures to involve the various institutions, teachers and other agencies / actors for adopting practical steps for the implementation of the above recommendations.

- to determine other courses of action for the implementation of the recommendations.

The analysis of accreditation reports for the state of Tamil Nadu has been published and the present report is second in the series. At the time of preparation of this report, *8 universities and 69 colleges* from the state of Karnataka had undergone the process. It is anticipated that the enclosed report which is an analysis of the above will be of particular significance in the formulation of policies of higher education in the state of Karnataka. Further, as inputs from different states get consolidated, it will provide NAAC a meaningful background and scientific data to initiate a *National Discussion on "Quality Perspectives in Higher Education"*.

The NAAC gratefully acknowledges the assistance rendered by Prof. Shakuntala Katre, Professor, Department of Zoology, Bangalore University, Bangalore, in the preparation of the report. The NAAC also thanks the institutions who underwent the accreditation process & formed the sample for this exercise.

Latha Pillai
Adviser

State-wise Analysis of Accreditation Reports - *Karnataka*

1. Introduction

Over the last five decades, there has been a notable increase in the number of higher education institutions in the country. With this numerical and spatial spread of institutions, along with the national and global concern and attention of stake holders for acceptable standards and quality in higher education, the need for quality assessment and accreditation (A/A) from third party external agencies has become imperative. Since 1994, under the jurisdiction of the University Grants Commission, New Delhi, an Apex evaluatory body, the National Assessment and Accreditation Council (NAAC, Bangalore), has been entrusted with the responsibilities of evaluating and certifying to the quality of education imparted in higher educational institutions of the country. NAAC has designed appropriate A/A module/s for the assessment and accreditation of different types of institution/s and the process is initiated essentially on a voluntary intent from institution/s seeking A/A.

As on 29th April 2003, NAAC has completed the process of A/A for 512 institutions of the country out of which 94 are Universities and 418 are Colleges. Although the process was and is believed to be voluntary on the part of the institution seeking A/A, the initiatives of MHRD and UGC to make it mandatory for Universities (by December 2002) and Colleges (by December 2003), has had a tremendous impact on the number of institutions seeking evaluation by NAAC. The number of assessed and accredited institutions has markedly increased from

82 in 2000-2001 to 251 in 2002-2003. With such an overwhelming response from higher education institutions to undergo the process of A/A, an exercise of in-house analysis of institutions that have hitherto completed the process is initiated by NAAC, to arrive at meaningful interpretations. An analysis of Tamil Nadu institutions has provided useful pointers for introspection. This is one such attempt to analyse the product of assessment and accreditation of higher education institutions of the Karnataka State.

From the region-wise data on the number of institutions that have completed the process of A/A, as compiled by NAAC, it is apparent that Karnataka ranks number one in the South-western region. Out of a total of 18 Universities and 908 Colleges (838: Arts, Science and Commerce Colleges and 70 Teacher training Colleges) of the Karnataka State, as on the stipulated date, NAAC has completed A/A for 8 Universities and 69 Colleges.

Laudable initiatives taken up by the Karnataka Government in:

a)   Constitution of a State Level Co-ordination Committee for effective implementation of the assessment and accreditation process by NAAC

b)   Establishment of a Quality Assurance Cell and regional committees for implementation of the A/A process and planning a time-bound action plan

c)   Drafting of an MoU between the NAAC and the State Commissionerate of Collegiate Education (CCE) for Total Quality Management, Assessment and Accreditation (TQM) of the Colleges in Karnataka and

d)   Adequate budget allocation and release to cover the A/A expenses of Government Colleges of the State, have all been responsible for achieving this encouraging target figure by covering a significant mass of 44.4% of the Universities and 7.60 % of Colleges of the State. As many more

institutions are 'in train' for seeking assessment and accreditation by NAAC, an in depth analysis of the A/A reports of institutions that have completed the process would be valuable for :

❑   the policy makers and education managers of higher education institutions to plan further course of action for necessitating evaluation and to evolve appropriate strategies for enhancement of academic standards in these institutions;

❑   the stakeholders of higher education (Students, Teachers,   Parents, Employers and Community at large) to get a glimpse of the pattern and product of A/A by NAAC;

❑   providing the necessary inputs to the NAAC for introspection of its present system/procedure of A/A and if need be, plan for fine-tuning the same in the coming years, to reach higher levels of acceptability, and

❑   providing necessary inputs to the NAAC for designing modules of benchmarking amongst comparable institutions.

2.   Material and Methods

2.1:   Assumptions

This analysis of the A/A reports of higher education institutions of Karnataka is   undertaken with the following assumptions:

❑   that the quantitative data on overall scores and criterion-wise scores of each report, as relied upon, at least in comparable sample clusters, do not have a bearing on inter-peer team variations.

❑   The qualitative data on commendations, recommendations and concerns as reported in the A/A reports, summarily reflect the contents of the Self Study Reports, as validated during the peer team visit and accepted by the Heads of the respective institutions.

❑   Although the weightages for the seven criteria are different for the three types of institutions (Table:1), for the overall analysis, these

differential weightages were ignored. However, it is to be noted that the criterion 2 (Teaching-learning & evaluation) which has the highest weightage would necessarily become the marker of scoring as well as the single significant parameter of evaluation of the quality of education imparted in all the institutions, more so for comparable cluster of institutions.

Table 1: Weightages for the seven criteria as adopted for the different types of institutions

Criteria	University	Autonomous colleges	Affiliated colleges
Curricular aspects	15	15	10
Teaching-learning & evaluation	25	30	40
Research, consultancy & extension	15	10	05
Infrastructure & learning resources	15	15	15
Student support & progression	10	10	10
Organisation & management	10	10	10
Healthy practices	10	10	10

❏ Although the Government of Karnataka had issued a directive especially to its Government-aided institutions, to complete the A/A process by the end of December 2003, it is presumed that these institutions have sought their assessment only after being confident of their academic strengths and therefore, for purposes of overall analysis, the data of these institutions is comparable with those of other private aided/unaided institutions.

2.2: Techniques adopted

Both, quantitative techniques (based on the overall scores and criterion-wise scores), and qualitative techniques (based on the recommendations/ concerns, commendations as denoted in each report) have been applied

during this analysis. Details of the individual reports on the institutions analysed are accessible on the website : **www.naac-india.com**

Over the years, the method of assessment and grading of institutions by NAAC has undergone evolutionary changes, from the first method of percentile marking for Ten criteria and an overall average score in percentage, through the next method of a percentile marking for seven criteria and an overall average score in percentage with a grading system (A* to A*****), to the present method of percentile marking for seven criteria, and an overall average score in percentage with a nine- point grading (C, C$^+$, C^{++}, B, B$^+$, B^{++}, A, A$^+$, A^{++}). Since the institutions under analysis fall in all the three methods of A/A, the overall percentile scores are taken as comparable, and the criterion-wise analysis is restricted to clusters of institutions which have undergone the process of A/A under comparable method as designed by NAAC.

2.3: Statistical analysis

For the overall percentile scores of all the institutions put together, and for those of comparable clusters of institutions, statistical means and standard deviations were derived. Further, the percentile scores of criterion-wise data of only comparable clusters of institutions were calculated to realise the effectiveness of the process of A/A. Standard deviations were calculated only when the sample size was three or more.

3. Clusters of institutions analysed

Table 2 presents the data on the distribution of various types of institutions assessed and accredited in the State of Karnataka. Out of 34 Government colleges directed to under go A/A by the Government, so far, 29 colleges have been assessed, out of which one (Home Science college) is considered as a professional college for this analysis. Out of a total of seventy seven institutions which have been assessed, 10.39% are Universities, 9.09% are professional

colleges, 28.57% are three-faculty colleges,14.28% are two-faculty colleges and 37.66% are single-faculty colleges. Of the total number of 62 non-professional, affiliated colleges, five are aided/constituent, 28 are Government colleges, 27 are aided/private colleges and only one is a self-financing college. Out of the total 77 colleges assessed and accredited, 10 are womens' colleges (2 professional and 8 affiliated).

Table 2: Distribution of accredited higher education institutions of Karnataka State

Type of institution	Total Number	Tradi -tional	Deemed	Special (Lang-uage)	Aided/ Govern-ment	Aided/ Private	Self-Finan-cing
University	**08**	06	01	01			
Colleges	**69**						
A. Professional Colleges	**07**					02 1.Home Sci. (W) 1.Edu. (W)	05 1.Health 1.Homeo 1.Dental 1.Law 1.Manag.
B. Other affiliated colleges	**62**	Aided/ Constituent		Aided/ Government		Aided/ Private	Self-Financing
a. Three-faculty: Arts/Science & Commerce	**22**	02		11		09 (03 W)	
b. Two-faculty: i. Arts & Sci.	**05**			02		02	01
ii. Arts & Com.	**06**			01		05 (01 W)	
c. Single faculty: i. Arts:	**08**	01		06 (02 W)			01
ii. Science	**14**	02		07 (02 W)			05
iii. Commerce	**07**			01		06	

4. Analysis of the overall scores

4.1: Overall scores of different types of institutions

Table 3 presents the data on the average and SD of the overall scores secured by the various institutions as per Table 2, without taking into account the final grades of accreditation. On the whole, the cluster of commerce colleges secured a higher average overall score than others (80.70%) and the overall percentage average of the seventy seven state institutions is appreciably high (72.02%). Without considering the deviations from the mean it is to be noted that all institutions except the Arts/Science, Arts/Commerce, Arts or Science alone, secured an overall score that surpassed the mean of means. The maximum deviation in the overall scores was for the Arts/Science colleges, followed by Commerce colleges, then Universities, Arts/Science colleges and lastly the Commerce colleges, while the minimum deviation was for professional colleges. The ten womens colleges had fairly high overall score with minimal deviation.

Table 3: Overall scores secured by the various accredited institutions

Institution (Number)	Overall Score in Percentage Average (SD)
All institutions together (77)	72.02 (4.730)
Only Universities (08)	74.08 (3.978)
Only Professional colleges (07)	76.08 (0.736)
Other colleges as per the faculty/s: (62)	
a. Arts,Science and Commerce (22)	76.50 (3.883)
b. Arts and Science (05)	70.75 (6.010)
c. Arts and Commerce (06)	68.29 (1.449)
d. Arts (08)	70.10 (1.414)
e. Science (14)	66.55 (2.051)
f. Commerce (07)	80.70 (4.419)
g. Womens colleges (10)	**75.60 (0.790)**

4.2: Distribution of institutions in relation to the accreditation status

The percentage distribution of institutions according to the accreditation status is illustrated in the Table 4.

Table 4: Distribution of institutions in relation to their accreditation status

Institutions	Accreditation status secured Total Number of institutions and overall %									
	Former Method Averge % of 03 institutions (67.75)	5 *****	4 ****	3 ***	2 **	A	B++	B+	B	C++	C+
Universities	—	03	02	01	—	—	01	01	—	—	—
Professional colleges	—	04	01	—	01	—	—	01	—	—	—
Other colleges	03	03	11	09	—	01	03	13	11	06	02
a. Arts/Sci/ Com	02	02	05	01	—	—	—	03	03	04	02
b. Arts/Sci.	—	—	01	02	—	—	—	01	01	—	—
c. Arts/Com.	—	—	01	02	—	—	—	01	01	01	—
d. Arts	—	—	01	01	—	01	—	02	03	—	—
e. Science	01	—	02	03	—	—	01	03	03	01	—
f. Commerce	—	01	01	—	—	—	02	03	—	—	—
% of Total	3.90	12.99	18.18	12.99	1.30	1.30	5.20	19.48	14.29	7.79	2.60

Accreditation Status of Institutions
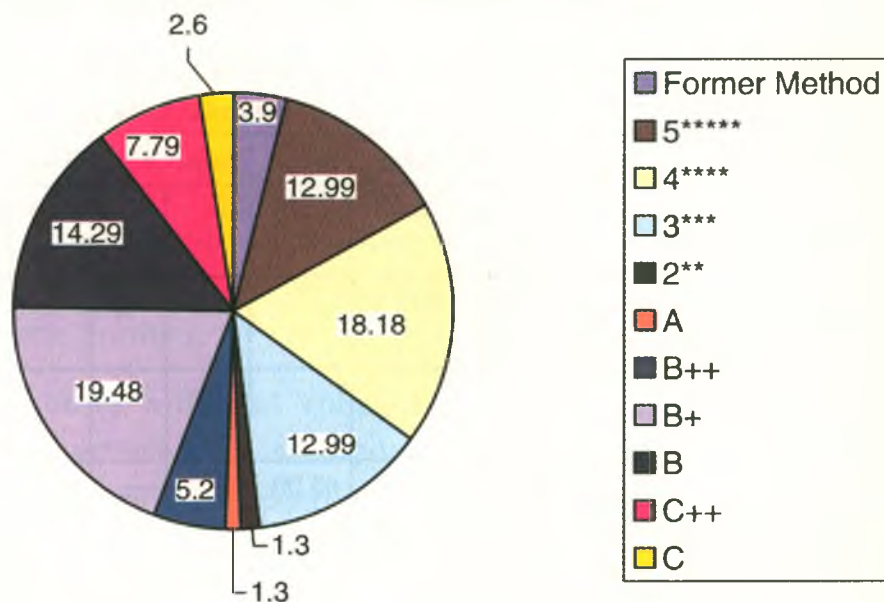
From this table the following points are evident:-

- that while 3.90% of the institutions of the state have been accredited under the first system of gradation, 45.46% of them have been accredited under the star-grade system and 50.66% have been accredited under the present 9-point scale.

- Most institutions secured a B+, followed by 4-star performers. More number of Professional colleges secured the 5-star status than the Universities and/or the other non-professional colleges.

4.3: Overall scores as related to the accredited status of the various institutions

Table 5 presents the data on the average percentile overall scores of the various institutions in relation to the accredited status and as per the three methods of A/A adopted by the NAAC:

Table 5: Distribution of the institutions according to the overall percentile scores and accreditation status

Institution	Accreditation status Overall average percentage score secured (Standard deviation)									
	Former	5star	4star	3star	2star	A	B++	B+	B	C++	C+
Universities	—	75.83 (1.054)	70.78	67.75	—	—	80.30	75.00	—	—	—
Professional Colleges	—	75.98 (0.806)	70.25	—	64.00	—	—	76.50	—	—	—
Other College Clusters:											
a. Arts/Sci/Com.	71.10	76.25	71.26 (1.008)	65.00	—	—	—	76.95 (1.144)	72.47 (1.835)	67.95 (1.803)	62.50
b. Arts/Science	—	—	70.25	65.75	—	—	—	75.00	70.10	—	—
c. Arts/Com.	—	—	70.40	67.43	—	—	—	75.75	70.10	68.90	
d. Arts	—	—	70.10	66.30	—	86.50	—	76.08	71.58 (1.422)	—	—
e. Science	63.40	—	70.90	66.97 (1.850)	—	—	80.25	77.47	72.98 (1.270)	68.00	—
f. Commerce	—	75.75	72.00	—	—	—	81.48	76.17 (1.010)	—	—	—
g. Womens col.	75.00	75.75 (0.929)	—	—	—	86.50	82.25	78.15 (2.473)	76.10		

A few significant facts emerge from the Table 5:

❏ Amongst Universities, the overall scores for the five-star institutions are highly comparable, with very little deviation.

❏ The highest scoring institution which is also the youngest of the state Universities, and a University which is language-specific, has undergone the process of A/A under the present system of gradation.

❑ Despite the deemed status of one institution, the overall score is comparable to that of other traditional Universities, probably because a number of different types of colleges are grouped under this University.

❑ Amongst professional colleges also, despite differences in the faculties to which they belong, all the five-star institutions have secured a percentile average overall score that is highly comparable and very close to one another.

❑ Amongst other affiliated colleges, there are fewer number of institutions which have secured a five-star status, and the high-scoring institutions, irrespective of the faculty, fall under the present 9-point assessment pattern of A/A.

❑ The highest overall percentage under grade 'A' was secured by an Arts college, while the least average overall score was secured by two colleges catering to Arts/Science and Commerce. Surprisingly, relatively low scores of 63.4% and 64% respectively were also secured by one science college and even a professional college.

❑ Considering the mean of means of ovrerall scores of institutions that have been assessed and accredited separately, it is significant that the percentile overall score under the first system is **67.25** (03 institutions), under the star-grade system is **70.13** (35 institutions) and under the present system it is **74.36** (39 institutions). This points out that in general, the overall scores of institutions assessed under the present system of A/A appear to be rather high, as compared to those of the other two systems.

❑ Considering only the womens colleges (all types put together), the distribution of overall scores and accreditation status for the ten colleges is markedly high.

For purposes of meaningful comparison, the percentile distribution of institutions within a cluster, in a descending order of overall score averages are denoted in Table 6.

Table 6 : Distribution of institutions based on overall percentile scores without reference to the three systems of A/A adopted by NAAC

Institution clusters	Descending order of averages denoted in Table 5 (as a percentage of total institutions in the concerned cluster)						
Universities	80.30 (12.50)	**75.83 (37.50)**	75.00 (12.50)	70.78 (25.00)	67.75 (12.50)		
Professional colleges	76.50 (14.30)	**75.98 (57.20)**	70.25 (14.30)	64.00 (14.30)			
Other Colleges:							
a.Arts/Sci/Com	76.95 (13.20)	76.25 (9.09)	72.47 (13.20)	71.10 (9.09)	**67.95 (18.18)**	65.00 (4.55)	62.50 (9.09)
b.Arts/Science	75.00 (20.00)	70.25 (20.00)	70.10 (20.00)	**65.75 (40.00)**			
c. Arts/Commerce	75.75 (16.67)	70.40 (16.67)	70.10 (16.67)	68.90 (16.67)	**67.43 (33.34)**		
d. Arts	86.50 (12.50)	76.08 (25.00)	**71.58 (37.50)**	70.10 (12.50)	66.30 (12.50)		
e. Science	80.25 (7.69)	**77.47 (23.07)**	**72.98 (23.07)**	70.90 (15.38)	68.00 (7.69)	**66.97 (23.07)**	63.40 (7.69)
f. Commerce	81.48 (28.58)	**76.17 (42.87)**	75.75 (14.29)	72.00 (14.29)			

Note: The maxima in each cluster are highlighted

From the above Table, the following features are discernible:-

☐   Without considering the system of A/A adopted by NAAC and considering only the percentage overall scores, it is encouraging that 74% of the institutions of the Karnataka State have secured overall scores of 70% or more.

☐   The performance of Universities and professional colleges is encouraging that a significant percentage of each fall in the higher percentage scores (> 75%).

☐   The performance of different clusters of non-professional affiliated colleges varies greatly.   Many single faculty Commerce and Science colleges are amongst the high scorers (> 70%) while, many of the single faculty Arts colleges, two-faculty colleges of Arts and Science as well as Arts and Commerce and the three-faculty Arts, Science and Commerce colleges are amongst the low scorers.

A further grouping of the institutions based on overall score average intervals as presented in Table 7, points out the clear differential performance of the institutions.

Table 7: Percentage frequency of institutions in the descending order of overall score intervals

Institution clusters	> 80	80-75	75-70	70-65	65-60
Universities	12.50	37.50	37.50	12.50	—
Professional colleges	—	71.50	14.30	—	14.30
Other Colleges:					
a. Arts/Science/ Commerce	—	22.29	22.29	18.18	13.64
b. Arts/Science	—	—	60.00	—	40.00
c. Arts/Commerce	—	16.66	33.34	50.00	—
d. Arts	12.50	25.00	50.00	12.50	—
e. Science	7.69	23.07	38.45	30.76	7.69
f. Commerce	28.58	57.16	14.29	—	—

A further analysis of the overall scores of affiliated non-professional colleges, in relation to the type of institution is denoted below:-

Table 8: Distribution of non-professional colleges according to the Accreditation status

Institutions	Accreditation status secured Total Number of institutions and overall %										
	Former Method Averge % of 03 institutions (67.75)	5 *****	4 ****	3 ***	2 **	A	B++	B+	B	C++	C+
Government	—	—	—	—	—	01	01	08	10	06	02
Aided/ Constituent	—	—	03	02	—	—	—	—	—	—	—
Aided	03	03	08	06	—	—	01	06	01	—	—
Self-financing				01							

Accreditation status of non-professional colleges
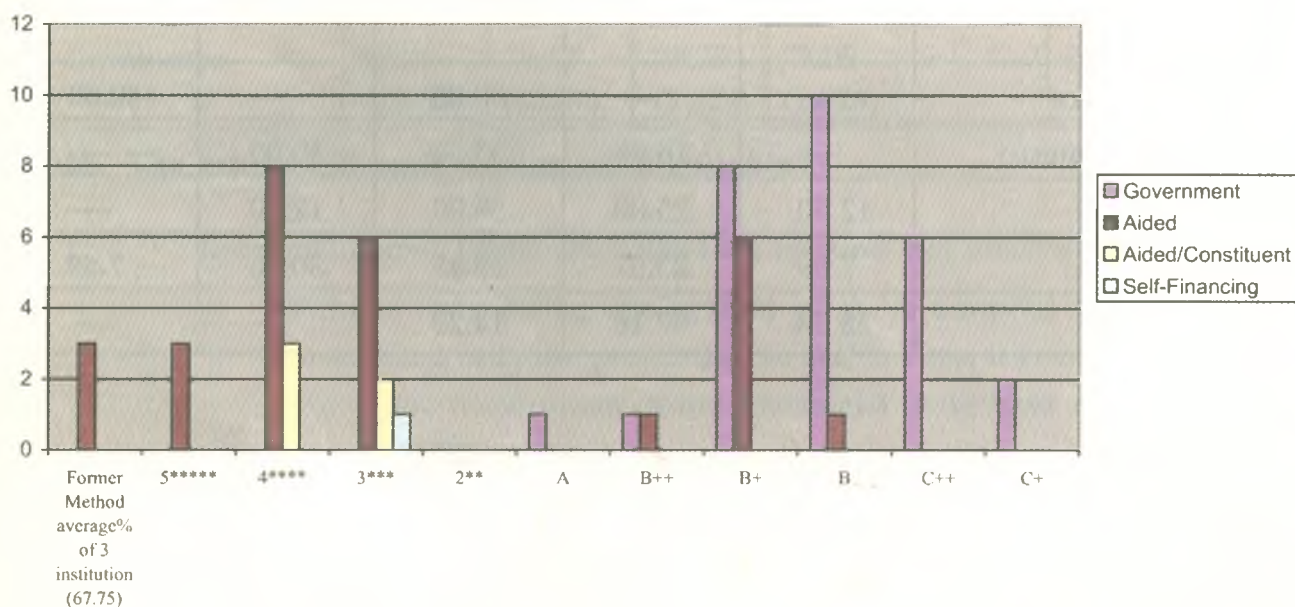
Accreditation status secured total number of institutions and overall %

NAAC *for Quality and Excellence in Higher Education*

Out of the 62 non-professional colleges assessed, all the 28 government colleges were assessed under the present system of A/A, evidently in response to the initiatives undertaken by the Government. While three of the five aided/constituent colleges were placed under 4-star, and two were placed under the three-star status. As many as eight aided colleges have also undergone the process of A/A in the present system but the number of aided colleges was more under the previous two systems of A/A (20), indicating their voluntary response. The only one self-financing science college has secured a three-star. Out of the 28 non-professional government colleges, 20 are rural-based and these had an average score of 70.96 (SD:4.218) while the rest 8 urban-based colleges had an average score of 77.33 (SD:5.991), which is not very significant, considering the deviations from the averages. Further, the rural-based colleges ranged in grade from B+ to C+ while the urban ones ranged from A to C++.

5. Analysis of Criterion-wise scores

5.1 Criterion-wise scores of Universities

The criterion-wise score averages of six traditional universities and the deviations from the respective means(in parenthesis), and those of the other two, language-specific university and the deemed university are presented in the Table:9.

Table 9: Criterion-wise scores of different types of Universities (Averages (SD):

Criteria	Traditional Universities (05)	Language-specific University (01)	Deemed University (01)
I: Curricular aspects	72.00 (2.828)	82	86
II: Teaching-learning & Evaluation	73.17 (1.941)	86	76
III: Research, Consultancy & Extension	72.17 (5.811)	90	60
IV: Infrastructure & Learning resources	76.67 (6.055)	72	86
V: Student Support & Progression	69.50 (3.937)	74	72
VI: Organisation & Management	72.33 (4.321)	78	74
VII: Healthy Practices	72.83 (5.115)	70	66
Overall Score	**72.88 (3.539)**	**80.30**	**75**

Criterion-wise scores of different types of Universities

NAAC *for Quality and Excellence in Higher Education*
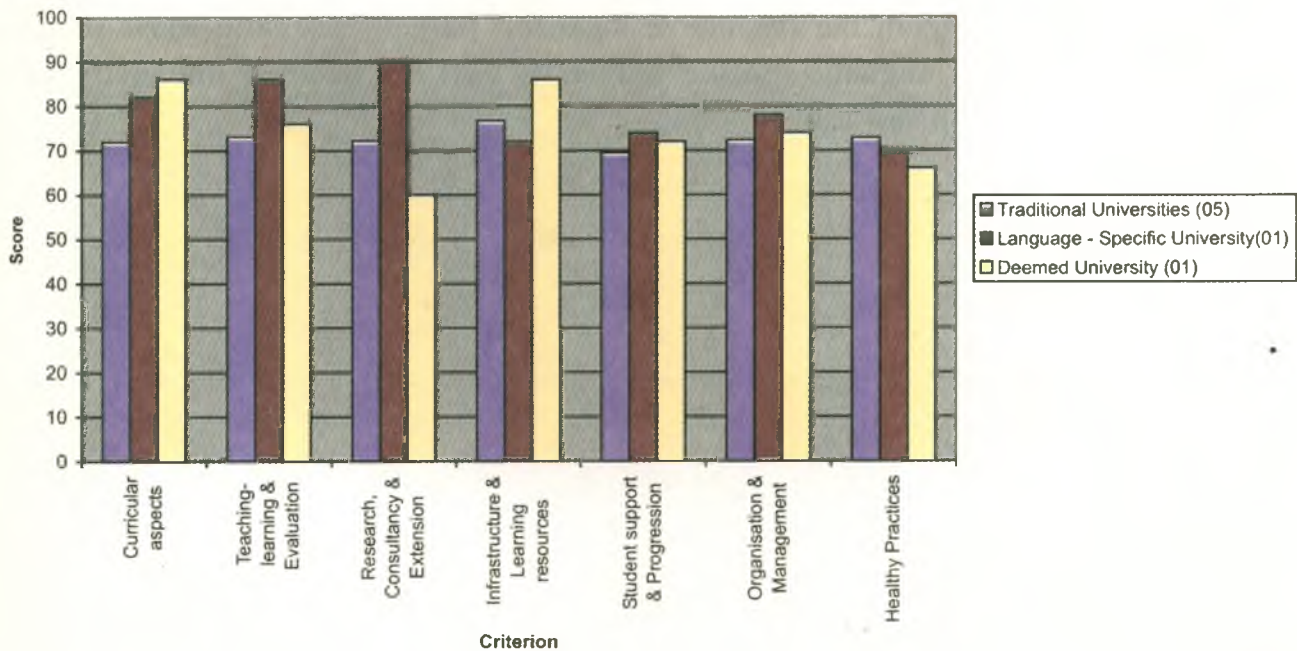
From the Table 9, the following points are to be noted:-

❑ The three different types of Universities have secured variable scores for the different criteria. It appears that there is a general, higher criterion scores for the language-specific and deemed Universities as compared to the traditional Universities, and it is to be noted that the former two have been rated under the present system of A/A while the five traditional Universities have been accredited under the Star-grade system.

❑ While comparable scores for all the three types of Universities are evident for Criterion V,VI and VII, scores for Criterion I are comparable for non-traditional universities, and are significantly higher than those for the traditional ones. Again, the score for Criterion II is significantly high for the language-specific University, while those of the other two are comparable. Further, it is interesting to note that the highest score for Criterion II is secured by the language-specific University perhaps more on account of the significant extension activity encouraged prevalent there. It is also to be noted that the least score is again for Criterion III, as obtained by the Deemed University, which may be on account of the fact that a large number of basic-teaching institutions are grouped under this University system. A notable high score for Criterion IV of Deemed University denotes the constant developmental upgradation strategy adopted by the said University.

❑ One notable feature of the Traditional Universities is that the deviations from the mean scores are quite low for Criteria I and II while they are significantly more for the Criteria III,IV and VII. This points out that there is wide variation in the levels of research, consultancy and extension activities as also in the development of the infrastructure/learning resources and practices which are considered as Healthy/unique, amongst these five Universities.

Putting all the eight Universities together, the percentile distribution of institutions based on range of criterion-wise scores is depicted in Table 10:

Table 10: Distribution of Universities (%) in different range
of each criterion score

Criterion	>80	80-75	75-70	70-65	65-60
I	25.0	12.5	**37.5**	25.0	——
II	12.5	12.5	**75.0**	——	——
III	12.5	**37.5**	——	25.0	12.5
IV	——	**62.5**	25.0	——	12.5
V	——	——	**75.0**	12.5	12.5
VI	——	**37.5**	25.0	**37.5**	——
VII	12.5	——	37.5	**50.0**	12.5

Note: The maximum incidence (%) in each criterion is highlighted.

❑   For most institutions, the criterion scores were most frequent in the range of 75-70. Though few high scorers (>80) were evident for Criteria I,II , III and VII, their respective maxima were in the ranges of 75-70, 75-70, 80-75 and 70-65. A few low scorers were also evident in the range of 65-60 for Criteria III,IV,V and VI.

5.2:   Criterion-wise scores of Professional colleges:

Criterion-wise average scores of all the professional colleges, without considering the faculties to which they belong are denoted in Table 11:

Table 11: Criterion-wise scores of professional colleges:

Criteria	Professional colleges (all faculties together) average (SD)
I: Curricular aspects	71.83 (5.382)
II: Teaching-learning & Evaluation	74.00 (5.514)
III: Research, Consultancy & Extension	66.83 (10.304)
IV: Infrastructure & Learning resources	76.33 (5.888)
V: Student Support & Progression	72.17 (6.494)
VI: Organisation & Management	72.50 (5.577)
VII: Healthy Practices	70.67 (5.714)
Overall Score	**72.05 (0.849)**

From the above Table, it is apparent that although the overall scores of all the colleges are comparable (with slight deviation from the mean), these are significantly wide deviations from the mean scores of all seven criteria.

5.3: Criterion-wise scores of non-professional colleges:

Table 12: Criterion-wise scores secured by non-professional colleges
(C:Criteria; Average and SD)

C	Arts/Sci/ Com	Arts & Sci.	Arts & Com	Arts	Science	Commerce
I	68.25 (5.571)	69.00 (5.571)	68.17 (4.750)	73.38 (6.632)	71.08 (5.107)	74.29 (7.868)
II	72.95 (5.031)	72.00 (5.201)	72.33 (4.412)	75.25 (7.778)	74.62 (6.615)	77.57 (5.287)
III	63.65 (7.548)	65.00 (11.726)	62.17 (4.491)	64.38 (10.155)	61.85 (8.668)	65.00 (7.638)
IV	73.30 (9.009)	69.00 (4.183)	69.17 (7.360)	77.63 (5.805)	76.46 (3.799)	79.29 (1.890)
V	70.20 (7.194)	67.00 (4.472)	67.83 (5.115)	71.25 (6.606)	69.92 (5.690)	78.57 (4.756)
VI	70.00 (4.867)	68.60 (9.864)	70.83 (7.340)	73.75 (6.541)	71.39 (6.063)	78.57 (4.756)
VII	67.37 (4.837)	66.60 (4.219)	67.50 (6.253)	69.88 (8.408)	68.62 (8.752)	77.14 (3.934)
Final	76.50 (3.884)	70.75 (6.010)	68.29 (1.450)	70.10 (1.413)	66.55 (2.051)	80.70 (4.419)

* **Highest deviations for each cluster of institutions are highlighted and the first two high scores for criteria of each cluster of institutions are underscored.**

▢ Different types of institutions varied in their scores for the seven criteria as discernible from the wide deviations from the respective means.

▢ In most clusters, the final scores denoted smaller deviations than the individual criterion scores.

❏ Taking the means and deviations for only the second criterion (which is the marker criterion for quality in education), there did not appear to be significant differences in the scores secured by the different types of institutions.

❏ For most of the clusters, the highest two scores were for Criteria II and IV and the lowest were for Criterion III.

❏ It is encouraging that for five out of the six cluster of institutions, the highest individual criterion scores are for the second criterion which is a marker criterion for the quality of education imparted.

❏ In general, the average criterion scores for all the criteria were on the higher side for the commerce cluster.

Taking all the Womens' institutions together (professional and non-professional), the average criterion-wise scores and the deviations were as follows:

Womens	I	II	III	IV	V	VI	VII	OS
colleges	76.46	**78.92**	66.92	77.92	70.31	77.15	73.92	75.60
	(3.357)	(4.974)	(7.511)	(7.489)	(4.070)	(4.776)	(6.837)	(0.79)

Note: The highest score average is highlighted and lowest is underscored
(OS = Overall Score)

❏ It is significant that the score for Criterion II is the highest and those of Criteria I, IV, VI and VII are also quite high.

❏ The average overall score is also not only significantly high but the deviation from the mean is also low.

❏ Again, the lowest score was for the Criterion III, which is a matter of general concern.

Table 13: Average scores for Criterion I and II and (their standard deviations) for all institutions

Institution cluster	Criterion I: Curricular aspects	Criterion II: Teaching-learning & Evaluation
Universities: Traditional	72.00 (2.828)	73.17 (1.941)
Lang.Specific	**82**	**86**
Deemed	**86**	76
Professional colleges	71.83 (5.382)	74.00 (5.514)
Others: a. Arts/Science/ Commerece	68.25 (5.571)	72.95 (5.031)
b. Arts/Science	69.00 (5.571)	72.00 (5.201)
c. Arts/Commerce	68.17 (4.750)	72.33 (4.412)
d. Arts	73.38 (6.632)	75.25 (7.778)
e. Science	71.08 (5.107)	74.62 (6.615)
f. Commerce	74.29 (7.868)	**77.57** (5.287)

Note: **The highest two scores in each criteria are highlighted and the lowest two are underscored.**

❏ For Criterion I, the percentage distributions are 20 (>80%), 10 (75-80), 40 (75-70) and 30 (70-65).

❏ For Criterion II, the percentage distributions are 10 (>80), 40 (75-80), and 50 (75-70).

❏ It is again encouraging that the average scores for Criterion II, of all institutions is more than 70%.

Even taking only the Government colleges (non-professional), the calculated average scores for the seven criteria and the respective deviations from their means were 71.39 (6.344), 75.71 (6.012), 65.79 (8.991), 72.79 (7.228), 71.29 (7.195), and 69.32 (7.567), indicating that there was a lot of variation in the scores secured by individual institutions. However, it is again encouraging that for Criterion I and II, the scores are over 70 and in fact, the score for the second criterion is over 75.

5.4: An overall analyses of criterion-wise scores of institutions

Criterion I: Curricular aspects

❑ Amongst institutions analysed, the overall range is from 68 to 86 and without considering the deviations from the averages, it is apparent that the average scores ranged in a descending order from those of Deemed university > Language –specific university > average of Womens colleges > average of Commerce colleges > average of Arts Colleges > average of traditional universities > average of professional colleges > Average of Science colleges > Average of Arts and Science colleges > Average of Arts,Science and Commerce colleges > Average of Arts and Commerce colleges.

❑ The scores were highly comparable for affiliated colleges, denoting the constraints under the present system of affiliation to be innovative in developing curricular aspects. The need for extending academic freedom to institutions to develop this criterion is strongly suggestive.

Criterion II: Teaching-learning and Evaluation

❑ The overall range is from 72-86; in a descending order, it is Language specific University > average of Womens colleges > average of Commerce colleges > Deemed University >Average of Arts colleges > Average of Science colleges > Average of professional colleges > Average of Arts,Science and commerce colleges > Average of Arts and Commerce colleges > Average of Arts and Science Colleges.

❑ Except for the Language-specific University, where the score is markedly high, for all other institutions, the scores are more or less comparable, denoting that there is ample scope for these institutions to develop innovative teaching-learning methods and evaluation methods, in due course of time.

❑ While system constraints on such innovations in affiliated colleges is to be expected, there appears to be an imminent need to be more progressive in professional colleges, traditional universities and even in the Deemed University.

Criterion III: Research, Consultancy and Extension

❑ The overall range is rather too wide, from 60 to 90; the lowest 60 surprisingly for the Deemed University, 62.17 to 65 for affiliated colleges, 66.83 for professional colleges, 66.92 for Womens colleges, 72.17 for professional colleges and the maximum 90 for the Language-specific University.

❑ Except for the Language-specific University , for all other institutions, the score for this criterion is the lowest, pointing to the need for an overall strengthening of the issues under this criterion, in all colleges of the state.

❑ That the score for this criterion is also not markedly high in Traditional Universities again points out to the need to encourage and widen the scope of research, consultancy and extension activities of these institutions as well.

Criterion IV: Infrastructure and learning resources

❑ The score for this criterion was again wide and ranged from 69 to 86; while the scores were low for two-faculty colleges (Arts/Science and Arts/Commerce : below 70), for other institutions, the scores were quite high and comparable (> 73), the highest being 86 for the Deemed University.

❑ The analysis indicates that while the overall facilities under infrastructure and learning resources are acceptably good, there may be a necessity to further strengthen them especially in affiliated colleges.

Criterion V: Student Support and progression

❑ As this criterion is closely linked to the Criterion IV, the pattern of scoring by institutions also appears to be similar to the previous criterion. Improvements are suggestive for two-faculty colleges, science colleges and even traditional universities.

Criterion VI: Organisation and Management

☐ As this criterion essentially reflects the governance of the institutions, it is one of the important parameters for analysis. However, during the present analysis, the scores secured for this criterion, by most institutions is > 70, except for the two-faculty colleges. Even for these, if one considers the deviations from the mean, the scores are comparable to those of other institutions.

☐ Subtle aspects of the need for improved governance may become evident after analysis of the qualitative parameters.

Criterion VII: Healthy Practices

☐ Wide variations in the range of scores for this criterion from 61.85 to 77.14 were discerned, with no particular pattern. Since this criterion is the only one out of the seven which is rather subjective, further points of comparison may become evident after the qualitative parameters of recommendations and concerns are analysed.

☐ In general, since the weightage for this criterion remains the same for the different categories of institutions considered for A/A by NAAC, and the contents of this criterion are largely based on subjective, impressionistic views of the peer team members, it would be worthwhile not to consider this criterion for an overall accreditation rating of the institution.

6. **Analysis of Institution-wise Commendations and Recommendations as denoted in the assessment reports**

6.1: **Analysis of Universities**

6.1.1: **Commendations**

In the overall analysis of the criterion-wise reports of Universities, most peer team members have commended the respective institutions largely on the following aspects:-

☐ Fulfillment of the mission objectives of the institution.

❑ Academic scenerio in terms of curriculum/course diversity, teaching and learning environment and measures taken for modernizing the evaluation procedures.

❑ Research ambience, output, projects being operated, and academic/research linkages built up by the institution.

❑ Infrastructure development, automation of libraries, student support in terms of placement cells, counseling, sports and extension activities.

❑ Financial support available to the students and welfare measures for staff.

❑ General good practices of the institution (may or may not be innovative and unique).

By and large, about 70% of the commendations were supported by documentary or data evidence and these were largely culled out from the Self study reports. However, thirty percent of the commendations were based on additional information/inferences drawn during the peer team visit to the institutions and for most of these, no documentary/data-based evidences were discernible.

6.1.2: Recommendations and suggestions

The recommendations/suggestions/concerns as denoted in the report of each institution were analysed by grouping them under the first six Criteria, as developed by NAAC. For each such major recommendation, one point was allotted and thereby the descriptive recommendations could be grouped into some feasible/comparable quantitative data. For this analysis, Criterion VII (Healthy practices) has not been considered.

The overall criterion-wise recommendations/concerns as denoted in the assessment reports of all universities are as follows:-

Criterion I:Curricular aspects

- Regular updating of curricula/continuous reformation of the syllabi and curriculum accountablitiy.

- Introduction of career-oriented courses/programmes.

- Offerring of some of the programmes through the distyance mode.Launching of programmes in newer disciplines such as Yoga and meditation,management science, and information technology.

- To guard against isolation/fragmentation and loss of focus on academic matters.

- Adoption of choice-based credit system and/or semester pattern and wider options through soft courses and

- Organise collaborative academic programmes with structural arrangements with other partner universities and institutions.

- Introduction of project work with due evaluatory weightage.

Criterion II: Teaching-learning and Evaluation

- Introduction of continuous internal assessment the evaluatory part of which is progressively increased as the course progresses. The former to replace end terminal/summative assessment.

- Student feedback/evaluation of the teachers to be made an institutional policy.

- Recruitment of appropriate trained faculty, especially in self-financing courses. Making up for the lack of staff by initiating recruitment of faculty.

- Enhance the quality and competence of the teachers through faculty improvement programmes for professional development of teachers (further studies as well as utilization of sabbatical programme) and strengthening of academic staff college wherever available.

❑ Retention of good teachers especially the guest faculty with proven quality of teaching and academic effort.

❑ Strengthening of interdepartmental and interdisciplinary academic interactions.

❑ Accountability in the evaluation of students performance.

❑ Development of departmental libraries and linkage of these with the main library.

❑ Training of technical staff both in academics and computer literacy.

❑ Introduction of annual evaluation of teachers.

❑ Introduction of Ph.D. programmes in all faculties (if not present already) and introduce compulsory course work for Ph.D. scholars.

Criterion III: Research,Consultancy and Extension

❑ Merging of existing/related departments into appropriate Centres (Schools) of research and training.

❑ Establishment of a Research advisory committee to monitor the quality, quantum and relevance of research.

❑ To seek research grants through external agencies, for undertaking major/ long-term projects instead of minor/short-term ones.

❑ Duplication of research/projects to be avoided and gaps in research to be filled through holistic approach.

❑ To develop collaboration and consultancy (testing/training/product) in research, and to make research more reflective to the societal requirements.

❑ Establish linkages with other academic institutions/universities in India and abroad, to further the academic pursuits and to encourage publicity of research activities, to seek such linkages.

❏ Establish linkages with industries and business houses and seek the help of the latter in improving both, academic/curricular content as well as marketing/commercialization of the research output.

❏ Need for enhancing the spirit of research publication in quality journals.

❏ Encourage publication of "in-house" bulletins and magazines for networking research activities.

❏ Establishment of MoUs to conduct off campus courses and research collaborations.

❏ To encourage focused and high-standard research of international acceptability.

Criterion IV: Infrastructure and learning resources

❏ Infrastructure development to accommodate more academic centers and build up centers of excellence in thrust areas..

❏ Improve general library space and achieve both, automation and networking.

❏ Establishment of instrumentation centre/auditoria and other common facilities for students.

Criterion V: Student support and progression

❏ Establishment of a Placement Cell/employment/Counselling centre and common facilities.

❏ Augment library resources and make reprographic support available to the students.

❏ Transport and canteen facilities to be improved.

❏ Establishment of non-resident student centers.

❏ Establishment of Alumni association to support student progression.

❑ Physical education activities (Outdoor and indoor), to be enhanced.

❑ Initiate coaching for competitive and National level entrance examinations.

❑ Establishment of a health centre to cater to the students.

Criterion VI: Organisation and management

❑ To prepare a strategic plan and develop a vision document for implementation in the coming years.

❑ To take appropriate measures to build up financial resources (especially through Internal mobilization).

❑ To revise fee structure, start self-financing courses and augment financial support to economically-backward students.

❑ To work towards establishing policies (with the help of the Government) on priority, to recruit teaching staff especially in such departments where the staff strength is alarmingly low.

❑ To strengthen the affiliating functions of the university to reach the colleges appropriately, both in time and effect.

❑ To work towards granting autonomy to select affiliated colleges based on their past academic record, to permit innovations and flexibility in curriculum development.

❑ To achieve high standards of accountability and transparency in governance.

❑ To ensure optimal sharing of academic/infrastructure resources, to avoid duplication of resources.

❑ To plan and bring about structural reconstruction of academic units by merging, to achieve not only meaningful academic interactions but also economisation of resources.

❑ To modernize and computerize university administration and establish administrative networking.

Based on the points-method, the criterion-wise points of recommendations accrued to the three types of Universities is as hereunder:-

Criterion	Traditional (most frequent)	Deemed	Language-specific
Curricular aspects	1-4 (2)	1	1
Teaching-learning and Evaluation	2-4 (2)	1	3
Research, Consultancy and Extension	2-3 (3)	5	6
Infrastructure & Learning resources	1-2 (1)	4	4
Student support and progression	1-2 (1)	1	1
Organisation and Management	2-5 (2)	1	3

From the above, it is evident that although there is no particular pattern of recommendations, the most number of recommendations are for the third criterion. This emphasizes the need for these institutions (all the three types alike), to foster the key aspects of this criterion, in due course of time. For traditional Universities, the next emphasis is also on criterion II and Criterion VI, while it is Criterion IV for both, the Deemed University and the language-specific University.

6.2: Analysis of Professional colleges

6.2.1: Commendations

The commendations for professional colleges were different for the seven institutions. The commendations were also largely faculty-dependent. Most of the commendations were based on the data of the SSR and about 30% of the information gathered during the peer team visit. The general commendations were as follows:

❑ Genuine interest in translating the goals and mission of the institution into the academic activities of the institution.

❏ Good ambience and student services.

❏ Laudable infrastructure and modern methods of teaching and learning imparted.

❏ Responsibility of the management in accountability and holistic development of the students.

❏ Commitment of the teaching and non-teaching staff.

❏ Effective team work and good human relationships.

❏ Laudable discipline on the campuses.

❏ Effective usage/sharing of the infrastructure.

6.2.2. Recommendations and suggestions (Faculty-wise and criterion-wise)

i. Health science faculty (Medical/dental & homeopathic)

Criterion I:Curricular aspects (all suggestions are only for homeopathy college)

❏ Redesign curricular aspects for BHMS and MD

❏ Feedback from academic peers and practicing homeopaths, to improve curricular contents

❏ Hospital management to be incorporated in the curriculum.

Criterion II: Teaching-Learning and Evaluation

❏ CME programmes to be organized with the support of IMA and other agencies

❏ Internal evaluation to be introduced

❏ Homeo-based software to be introduced for use of the faculty

❏ Interaction with learned public and practicing personnel and business people to be initiated.

❏ Greater faculty participation in national and international academic professional organizations to be encouraged.

❏ Use of computers by the faculty to be encouraged.

Criterion III: Research, Consultancy and Extension

❏ More focused and thematic research to be initiated.

❏ Improved national and international linkages in research to be established.

❏ Research projects to be encouraged.

❏ More programmes in Social and preventive medicine to be initiated.

Criterion IV: Infrastructure and learning resources

❏ Some space constraints in particular departments to be overcome.

❏ Spot treatment and mobile treatment facilities to be acquired.

❏ Library resources to be augmented.

Criterion V: Student support and progression

❏ Guidance to graduate students to be strengthened.

❏ Hostel facilities for boarding to be improved.

❏ Facilities for indoor and outfdoor games to be augmented.

❏ Alumni association to be made more organized and proactive.

❏ Financial assistance to economically needy students to be augmented.

Criterion VI: Organisation and Management

☐ Payscales of teachers to be standardized.

☐ Optimal involvement of faculty in the Board of Governance to be encouraged.

The overall range of distribution of the above criterion-wise recommendations and maximum incidence of each recommendation per institution for the three institutions under the above faculty is as follows:

CI(3 and 3), CII (0-7 and 2), CIII (1-4 and 2), C IV (0-3 and 1), CV (0-5 and 2) and CVI (0-2 and 1). It is to be noted that Teaching-learning and evaluation, Research, Consultancy and Extension and Student support and progression are the three criteria where concerns have been reported maximally.

ii. Faculties of Management, Home Science, Education and Law:

The faculty-wise and criterion-wise incidences of recommendations for these four faculties represented by one institution each, are indicated in the following Table:-

Faculty	C I	C II	C III	C IV	C V	C VI
Management	—	—	4	—	1	1
Home Science	2	2	4	3	5	—
Education	1	3	1	—	4	1
Law	1	5	1	1	4	1

From the above, it is evident that issues related to Research, Consultancy and Extension and Student support and progression are recommended. The maximum for CII is for the faculty of Law and that for C V is for the Home Science faculty.

Recommendations for issues pertaining to all criteria are made only for the faculty of Law, which is incidentally also the institution with least overall score amongst this cluster of professional colleges.

6.3: Analysis of non-professional, constituent and affiliated colleges

For this analysis, only four clusters have been considered -- Constituent colleges, Government colleges, aided-private management colleges and self-financing colleges. The criterion-wise recommendations were dependent on the clusters selected. On a relative analysis of issues under each criterion, as discerned through the points method, the overall recommendations varied as follows:-

Criterion-wise Criteria	Self-financing	Aided-Constituent	Government Colleges	Aided-private
Curricular aspects	—	++	+++	+++
Teaching-Learning & Evaluation	++	++	+++	++
Research, Consultancy & Extension	++	+	++	++
Infrastructure and learning Resources	—	—	++	++
Student support and Progression	—	++	++++	+++
Organisation and management	+	+	++	+

❏ Recommendations regarding Curricular aspects were similar for Government and aided-private colleges, less so for aided constituent colleges.

❏ Concerns in regard to Teaching-Learning and Evaluation were similar for self-financing, constituent and aided-private colleges, and were more for Government colleges.

❑ Concerns regarding Criterion III were similar for all except the constituent colleges.

❑ Infrastructure requirement was a matter of some concern only in Government and private-aided colleges.

❑ Student support and progression was a matter of serious concern in Government colleges, less so in Private-aided colleges, least in constituent colleges and none in self-financing college.

❑ Recommendations for issues regarding Organisation and management were more for Government colleges, while for other clusters, it was comparably the same.

The following are the major concerns/recommendations for Government colleges:

1. Curricular aspects

    ❑ Curriculum options to be enhanced (Vocational/certificate/PG diploma/others);

    ❑ Perpective academic vision plan to be developed.

    ❑ Semester/choice-based credit system and unitization of /modular curricula to be achieved.

    ❑ Mission objectives of the institutions to be well defined and implemented.

    ❑ Autonomy to be sought for by selected few colleges.

    ❑ PG courses to be started in selected few colleges.

    ❑ Bridge courses, remedial coaching to be introduced atleast in some colleges.

2. Teaching-Learning and Evaluation

    ❑ Frequent transfers of teachers/Principal to be sorted out.

    ❑ Imminent need to have better qualified and trained teachers especially in new courses.

❏ Tutorials to be imparted to needy students.

❏ Professional development of faculty to be made more effective.

❏ Training of faculty to use modern methods of teaching and computer-aided teaching to be encouraged.

❏ Student feedback to be sought to implement corrective measures.

❏ Academic linkages to be established.

❏ Faculty improvement programmes to be made mandatory, to reach more number of staff.

3. Research, Consultancy and Extension

❏ Motivation of even qualified teachers to undertake research to be achieved; a research culture is hardly seen.

❏ Teachers to be encouraged to apply for research projects.

❏ A research advisory committee to monitor the research activities (plan and implement).

❏ Extension which is at present only through NSS and /or NCC to be made more effective by involving both, teachers and the taught.

❏ More funds to be made available to permit faculty to conduct and/or attend conferences/seminars etc., to improve the academic ambience of the institution.

❏ Research linkages, consultancy and industry linkages to be established in due course of time.

4. Infrastructure and learning resources

❏ Need to improve certain academic infrastructure like library, library resources, computerization of the library, facility for IT training and internet facilities to both teachers, administrative staff and students.

☐   Hostel accommodation to be improved.

☐   General amenities to be improved.

☐   Audio-visual amenities to augmented.

5.   Student support and progression

☐   Healthcare facilities, canteen, transportation and certain imminent facilities for day boarders to be improved.

☐   Financial support to needy students to be augmented.

☐   Student guidance, placement and counseling cells to be established.

☐   Library resources/amenities to be enhanced.

6.   Organisation and Management

☐   Participatory governance to be established.

☐   Decentralization with autonomy to be established.

☐   Recruitment of adequate/trained staff to be ensured.

☐   Longterm retention of institutional heads to be encouraged, to avoid disruption of functions on account of transfers.

The criterion-wise recommendations for constituent colleges, private-aided colleges and self-financing college were highly variable in relation to the different issues raised. However, the issues pertaining to the Criterion II – Teaching-learning and Evaluation, which is a pointer of quality of education imparted in the institution, remained more or less similar to those of the Government colleges.

7. Highlights of the criterion-wise analysis : emerging issues

From the above analysis, irrespective of the type of the institution which has undergone A/A, six most-important issues under each criterion as indicated below, need to be addressed in due course of time by the stake holders of higher education:

Criterion I: Curricular aspects

1. Clarity of institutional mission and need to work towards achieving them.

2. Need for developing a strategic plan/perspective vision document.

3. Restructuring of Curriculum: introduction of modular curricula and unitization of syllabi.

4. Introduction of need-based programmes/course options, including vocational/certificate and/or diploma courses.

5. Autonomy to selected colleges.

6. Introduction of semester system/choice-based credit system.

Criterion II: Teaching-Learning and Evaluation

1. Professional development of teachers to be encouraged.

2. Student feedback to be made mandatory.

3. Modern methods of teaching to be adopted.

4. Appropriate teacher-recruitment for newer courses.

5. Participatory teaching-learning process to be inculcated.

6. Staff inadequacy in Govt. colleges (due to frequent transfers) to be overcome.

Criterion III: Research. Consultancy and Extension

1. Research culture to be inculcated on a priority basis.

2. A research advisory committee to be set up.

3. Research ambience to be created with minimal seed money/infrastructure.

4. Teachers to be guided appropriately to apply for projects and to implement them.

5. Consultancy is hardly evident and industry-academia linkage is yet to be initiated.

6. Extension activity is not well defined/implemented; Student-teacher involvement is hardly evident.

Criterion IV Infrastructure and learning resources

1. General infrastructure expansion and appropriate reallocation and optimal usage to be achieved.

2. Main library facilities (resources/space/reprography facilities) and departmental library resources to be augmented.

3. Certain basic amenities to be made available to students (drinking water/ toilets/feasible transport /canteen etc.)

4. Laboratory and instrumentation facilities to be improved.

5. Computer and internet facilities to be made accessible easily.

6. Hostels and facilities in existing ones to be improved.

Criterion V Student Support and progression

1. Career guidance and Counselling services to be made available with trained faculty.

2. Language (medium of instructions) and communication skill development to be enhanced.

3. Financial support to needy students and incentive fellowships to advanced learners to be instituted.

4. Healthcare facilities to be improved.

5.   Teacher-taught relations to be improved.

6.   Parent-teacher/Alumni associations to be made mandatory, to seek appropriate feedback.

Criterion VI: Organisation and Management

1.   Participatory governance to be established with representation to students and teachers, for a two-way understanding of the requirements and problems and to be able to solve the same amicably.

2.   Transparency and equity in management practices to be adopted, through strategic practices.

3.   Student- and teacher-friendly strategic practices to be adopted.

4.   Autonomy and decentralization of powers to be encouraged for effective functioning.

5.   Confidence building and leadership building strategies to be adopted.

6.   A consortium of comparable cluster of institutions to be developed, to effectively design, plan and implement administrative strategies.

Criterion VI: Healthy practices

1.   Institution-specific Innovative ideas and activities to be developed.

2.   Orientation to staff and students towards innovation to be mandated.

3.   Incentives to both students and teachers for developing a healthy practice in an institution, to be introduced.

4.   Community/society-related aspects to be tackled.

5.   Networking of such innovative ideas, sharing of thoughts and exposure to peer discussions may be useful.

7.   Value-education –based, and heritage-based activities may be emphasized

8. Recommendations to stakeholders to address the above issues

The probable measures that may be undertaken by the various stakeholders in the Higher education system to address the above issues are suggested below. Some of these may require policy decisions to be undertaken by the Government and/or UGC.:

8.1: Administrators: Since the depth of issues to be addressed vary for different clusters of institutions, feasible suggestions are made for the different administrative components.

a. **Universities :** since seven out of the eight universities analysed come under the purview of a common University Act, with each University free to incorporate innovations through its own statutes, some flexibility is possible. With this in view, under each criterion, the following suggestions are made largely to improve the standards of postgraduate education:

Criterion I

❑ The Directorate of planning and evaluation as envisaged in the new act to be established on priority, to achieve the required goals. A well thought over and defined/focused institutional mission to be established with perspective plan of action for the next decade.

❑ A swift shift over from the present annual/semester pattern to choice-based credit system, to permit flexibility of course options and horizontal mobility. Teachers should be motivated to accept this change and have a positive attitute to change in system/ flexibility of programme options so that the student's aptitudes are honoured.

❑ A mandatory revision of syllabi once every two years, through a **Central Syllabus Committee** which is different from the BOS and which will have at least 40% external members of proven academic standing in higher education is desirable. The syllabus

committee must also have as its members, people drawn from industrial and business houses, to give appropriate inputs while framing the syllabi. Unnecessary duplication of syllabi of allied courses to be avoided. Subject experts may be co-opted as and when necessary. The whole process of syllabus framing to be undertaken well ahead of the time schedule so there is adequate planning and design. A student seeking admission must be aware of the syllabus (including that of the practical component), facilitate him/her to make the right course-choice.

❏ In an enthusiasm to start newer courses (to be restricted only to need-based, multidisciplinary subjects), the long-standing traditional courses are being neglected both in terms of curricular content and emphasis of applications. Therefore, to begin with, these course contents must be updated with due weightage to classical concepts, and applications.

❏ An appropriate counselling service be made available to students during and immediately after admission. At this point, a parallel parent-teacher interaction would also be useful. A small time frame for change over from one course to another be allowed so that an additional chance is given to the student to review his choice for course options.

❏ Departments must have the freedom and incentive to establish appropriate academic linkages with similar departments as also with appropriate private organizations elsewhere. Academic autonomy and appropriate resource allocation for proven/innovative academic endeavours must be ensured.

Criterion II

❏ Timely recruitment of qualified teachers to be ensured. Merit and academic achievements alone should be the criteria for recruitment. It would be advisable to appoint teachers on contract so that there is academic accountability, and gradually,

as elsewhere, self-financing courses would generate their own manpower of faculty. Adjunct faculty from other renowned institutions may be drawn to augment teaching quality.

❑ Appropriate teacher orientation/refresher programmes not only in specific subjects but also in the use of modern teaching-aids, development of appropriate computer-aided teaching packages and student-friendly methods of teaching must be insisted upon. A teacher-counselling also to be made available for equipping the faculty to appropriately handle student-related classroom issues. Appropriate Faculty development to be made mandatory at all cadres.

❑ Student feedback of faculty performance would be highly useful. This should be anonymous and in digitized formats, with objective rather than subjective reflections.

❑ Faculty to be encouraged to develop group activities (both class room and field), to hold regular seminars, seek assignments and monitor student development through quiz/tests etc. A record of all these activities to be maintained, to be useful in corrective measures as well as in continuous assessment of the wards.

❑ Procedures of continuous assessment and evaluation must be made known to the students at admission and the evaluation product should be notified for the benefit of the students.

❑ Tutorials (Student-mentor) and remedial coaching to be enforced, to help weaker students and a component of project work/ research methodology to be included to aid the advanced learners. Peer discussions and interactive group discussions to be encouraged.

❑ While a gradual shift over to 100% continuous assessment is highly recommended, if evaluation is resorted to terminal/end examinations, then the whole process of Theory paper setting and evaluation to be entrusted to external examiners and practicals can be only through continuous internal assessment.

Criterion III

❑ A central research planning, development and management board to be set up, with 40% members drawn from external/ research or industry houses. This Board should also monitor the establishment of adequate laboratory/library resources to undertake need-based research in the various departments.

❑ Research attitude to be changed to inculcate organized research by all the teachers (if need be in small allied groups), to work on need-based research problems. Resource sharing must be insisted upon and duplication of equipment/other research resources to be avoided.

❑ External Research funding to be insisted. Internal research fellowships may be instituted. All PG teachers must be motivated to apply for research projects and adequate academic freedom should be given to them to monitor the said projects. Research linkages with other institutions in the vicinity to be encouraged.

❑ Establishment of research linkages (Regional/National/ International) to be encouraged and faculty to be encouraged to seek hands-on research exposure/training (may be on sabbatical) in industry/corporate bodies and business houses.

❑ Appropriate training to develop consultancy,patents with awareness of patenting laws, thesis writing methods and library and electronic media exposure to be given to faculty.

❑ Timely Financial and secretarial assistance to be made available for publication and printing of research articles/books either through Prasaranga or elsewhere.

❑ USIC and other central facilities to be made more active and supportive to the research programmes of the university.

❑ Establish adult and continuous education centers as well as NSS and NCC units to take up regular extension activity. Both teachers and students to be given incentives to undertake community-related extension activities especially undertaken through proven NGOs.

❑ There is an imminent need to develop value-based and heritage-based community service with appropriate credits and collaborations.

Criterion IV

❑ Inter and Intra University communication linkages, internet connectivity and mobility to be ensured.

❑ Sponsors may be sought to augment infrastructure development and maintenance.

❑ Optimal utilization of the infrastructure to be ensured, with appropriate time frames and budgetary allocations.

❑ Wherever the University is located in more than one campus, mobility between campuses and transport facilities to staff and students to be ensured. Adequate civic amenities, to be provided at the work place.

❑ Emphasis on improving and maintaining the education academic landscape to be a priority over that of general landscape.

Criterion V

❑ Library resources and facilities to be enhanced. Automation of the library, establishment of internet connectivity, development of a audio-visual facility, reprographic facility to be made student-friendly.

❑ Academic/psychological counseling centres, placement and career guidance bureaus and grievance redressal / student interaction centers to be established and made functional.

❑ Parent-teacher and Alumni associations to be set up to interact and support the wards and the institution to enhance the academic ambience.

❑ Office procedures, administrative requirements to be made student-friendly and the administrative staff and teachers to develop the right attitude to be proactive to students problems.

❑ Regular calender of events, prospectus, news letters and other in-house published material to be made available to enhance student awareness.

Criterion VI

❑ Administration to be more proactive, sensitive to student and teacher issues and seek to develop participatory management practices.

❑ Staff quality enhancement measures including computer skills, to be implemented.

❑ Academic decentralization and effective administrative autonomy to departments to be ensured for effective functioning.

❑ Affiliating functions of the University to be reviewed and made more proactive to colleges; CDC to be made more responsible and effective, to build a liason between University, colleges and the UGC.

❑ All recommendations of the NAAC peer committee report should be complied with within a definite time frame.

Criterion VII

❑ Innovative ideas to be encouraged amongst all the personnel/ components of the university.

❑ Incentives for innovation and upliftment of institutional image must be forthcoming.

❑ Corporate exposure and interactive discussions with peers and public, would be useful in motivating innovations.

b. **Private college managements/trustees:**

Overall recommendations covering all the criteria are suggested:

❑ Emphasis on institutional development through quality enhancement of education should be the motto.

❑ Managements of institutions with proven temporal academic strength should seek autonomy and develop towards attaining the status of a center of excellence in a selected field/course.

❑ Seek to develop more need-based, self-financing courses and PG courses, to be free from financial constraints and have administrative flexibility.

❑ Recruitment of qualified staff to be ensured and adequate compensation be provided to them to retain them so that academic continuity and accountability are achieved.

❑ Must ensure faculty development for quality enhancement in both, teaching and research.

❑ Research and extension must be clearly mandated to achieve holistic development of the staff and students.

❑ Management must cater to strategic planning, modern strategic administrative attributes and value-based management rather than commercial entrepreneurship.

❑ Appropriate liaison between students, staff, administrative components and the community at large to be maintained.

❑ Recommendations of the Peer Committee Report should be complied with within a definite time frame.

c. **Directorate of Collegiate Development:**

As the development and functions of government colleges are achieved through this Directorate, the following overall suggestions may be addressed:

❏ The Directorate must establish functional liaison between the CDC, University, UGC regional office/AICTE regional office and itself, to translate all its developmental activities into meaningful experiences.

❏ Remedial coaching, bridge courses and tutorials must be enforced to reach the needy students and appropriate records must be maintained for the same, with incentives to teachers involved in such endeavours.

❏ Faculty recruitment and faculty improvement should be strictly mandated and frequent transfers should be avoided. This is especially true for Principals.

❏ Planned batch-wise/seniority-wise faculty improvement programme should be adhered to, with adequate feedback of the progress and results of such programmes.

❏ External fund-seeking and project proposals must be made mandatory for those teachers who have the research exposure through M.Phil. and/or Ph.D. training acquired through FIP of the UGC or otherwise.

❏ Extension activities should be clearly spelt out in terms of community service and outreach exposure. Incentives to staff and students excelling in such activities may be thought off.

❏ Selected colleges of proven academic and faculty strength should be given autonomous status and a few others with similar background may be encouraged to start PG courses.

❏ Basic infrastructural requirements and civic amenities should be made available to students and staff, both for personal and academic use.

❏ A number of concerns regarding student support facilities as indicated under specific criteron-wise recommendations as above should be addressed on priority.

❏ Affiliating functions of the University must be debated and discussed to achieve mutual functional benefits.

❏ Recommendations of the Peer Committee Report should be complied with within a definite time frame.

8.2: Industry/Other public institutions/Alumni and Community (including parents)

There is a growing need to involve the community at large as above, in improving the higher education profile of the State. The following recommendations /issues of concern may be addressed:

❏ A locality-wise 'Janbhagidhari' committee may be established, with prominent persons and elite public personnel to serve on it, to oversee the development and functioning of the educational institutions of the area.

❏ Over a time, public entrepreneurs and private corporates must evince interest in either running higher education institutions of quality or involve themselves in the management and administration of aided institutions, to uplift the quality of education.

❏ Parents/alumni and the community at large must be aware of the institutional profile and if possible take active part in the schedules of events of the institution, to make the institution more accountable and progressive.

❏ Financial support in terms of providing adjunct faculty, chairs of excellence, funding research projects and infrastructure development of age-old but languishing educational institutions in the vicinity would be not only imminent but also gratifying in the long run.

❏ A proactive and aware public involvement in the educational institutions would be highly useful to give the required credibility to institutions.

❏ The public at large and the industry/institutions that are likely to be associated with the educational institutions as parteners/supporters, should also be aware of the system of accreditation and assessment by NAAC, to realize the implications.
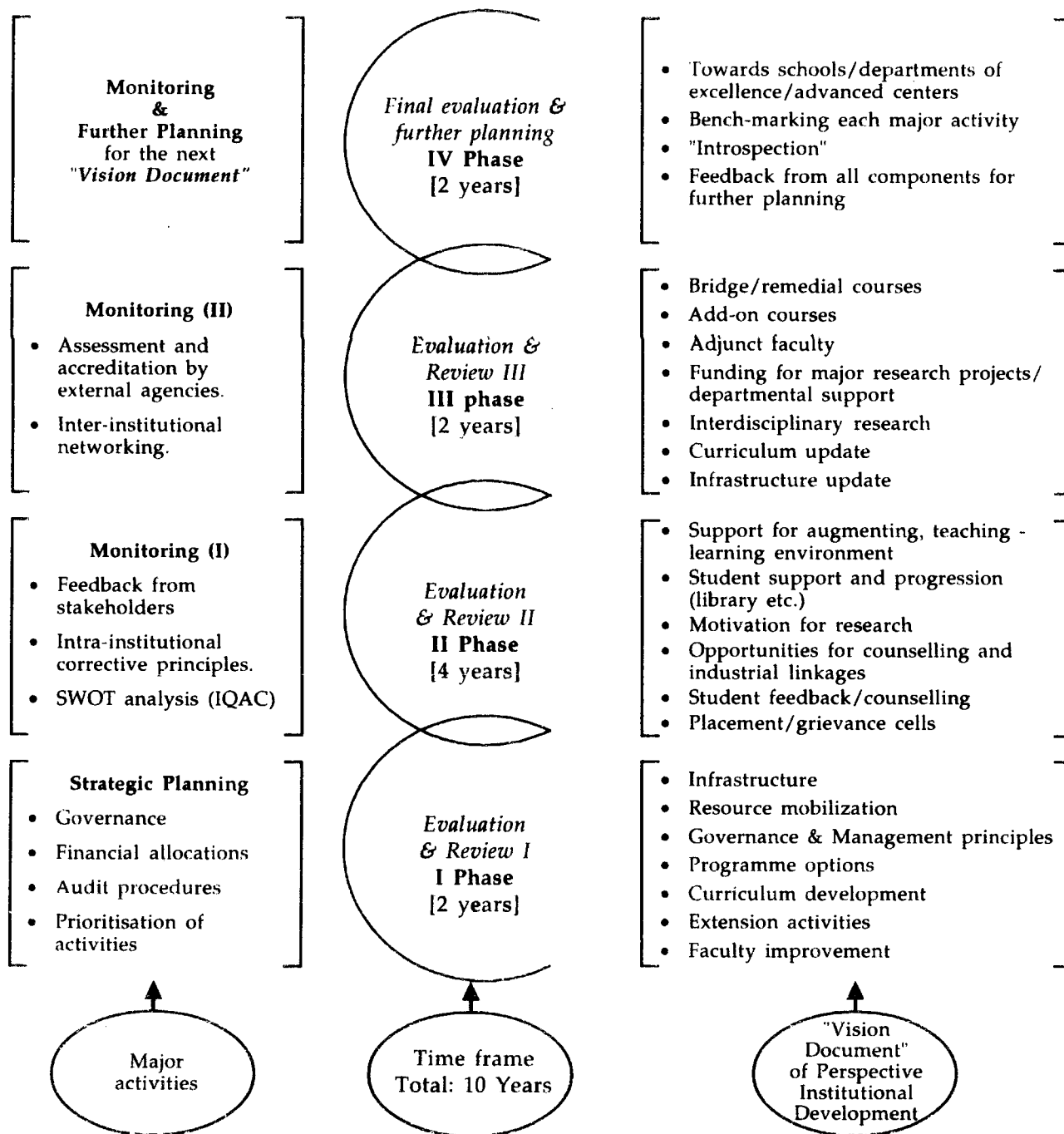
9. Conclusions

From the analysis of reports on assessment and accreditation of higher educational institutions of the State of Karnataka as above, the following "encouraging" and "not-so-encouraging" aspects become apparent:-

• The average overall scores of all the 77 institutions that have completed the assessment and accreditation process of NAAC is an encouraging 72%, which indicates that the general quality index of higher education of the State is quite good.

• Amongst the institutions accredited 32 institutions have an overall rating >75% indicating that their performance is better than the overall average of all the institutions put together. However, even for these institutions, there are recommendations for improvement, in respect of many criteria, suggesting that there is scope for further quality enhancement, be it be operational or otherwise.

• There are also large number of colleges (40), some professional college(2) and a few Universities, with reports recommending moderate to major improvements in policy and/or functions, indicating that these institutions should on priority, adopt strategic planning to comply with the recommendations before the next cycle of assessment and accreditation by NAAC.

• Certain policy decisions and financial assistance from both, UGC and the State government, would be a harbinger for infusing qualitative changes in many institutions, to realize the goal of quality assurance/enhancement and excellence thereafter.

- It is imminent for all institutions to design and implement a time-bound perspective vision document to strategically plan and implement the institutional development, with appropriate financial allocations for prioritized activities. (See model developed below)

A suggested framework for Perspective Planning

Monitoring & Further Planning for the next "Vision Document"

Final evaluation & further planning IV Phase [2 years]

- Towards schools/departments of excellence/advanced centers
- Bench-marking each major activity
- "Introspection"
- Feedback from all components for further planning

Monitoring (II)

- Assessment and accreditation by external agencies.
- Inter-institutional networking.

Evaluation & Review III III phase [2 years]

- Bridge/remedial courses
- Add-on courses
- Adjunct faculty
- Funding for major research projects/ departmental support
- Interdisciplinary research
- Curriculum update
- Infrastructure update

Monitoring (I)

- Feedback from stakeholders
- Intra-institutional corrective principles.
- SWOT analysis (IQAC)

Evaluation & Review II II Phase [4 years]

- Support for augmenting, teaching - learning environment
- Student support and progression (library etc.)
- Motivation for research
- Opportunities for counselling and industrial linkages
- Student feedback/counselling
- Placement/grievance cells

Strategic Planning

- Governance
- Financial allocations
- Audit procedures
- Prioritisation of activities

Evaluation & Review I I Phase [2 years]

- Infrastructure
- Resource mobilization
- Governance & Management principles
- Programme options
- Curriculum development
- Extension activities
- Faculty improvement

Major activities

Time frame Total: 10 Years

"Vision Document" of Perspective Institutional Development

- The state government with the help of the UGC regional office and the CDC should monitor the sharing of academic resources in a planned cluster of institutions with a chosen lead-institution as a nodal center. Over a period of time, this would not only ensure an overall enhancement in the quality of education imparted in all the institutions within the cluster but also bring about optimum utilization of the resources (Human & Material) as well. This would also strengthen the affiliating functions/relations between the University and the concerned institutions.

- Universities need to plan for adequate flexibility to permit horizontal mobility and time-frame options to students. This would also ensure a more organized pattern of curricular development and enhance the value of higher education programmes.

- Under the present affiliating system, while the colleges have a restraint on curricular development (both in terms of choice as well as participation of faculty), granting autonomy to proven/select colleges would be a progressive step towards widening the scope for curricular contents, options and relevance. Such chosen colleges can be the Lead-colleges of a chosen cluster.

- Capacity building of quality-conscious teachers appears to be the need of the hour. Institutionalized career-advancement through FIP alone may not serve the purpose. More organized 'Teacher-performance-enhancement' endeavors need to be planed and enforced. This would markedly augment the teaching-learning ambience of the institutions.
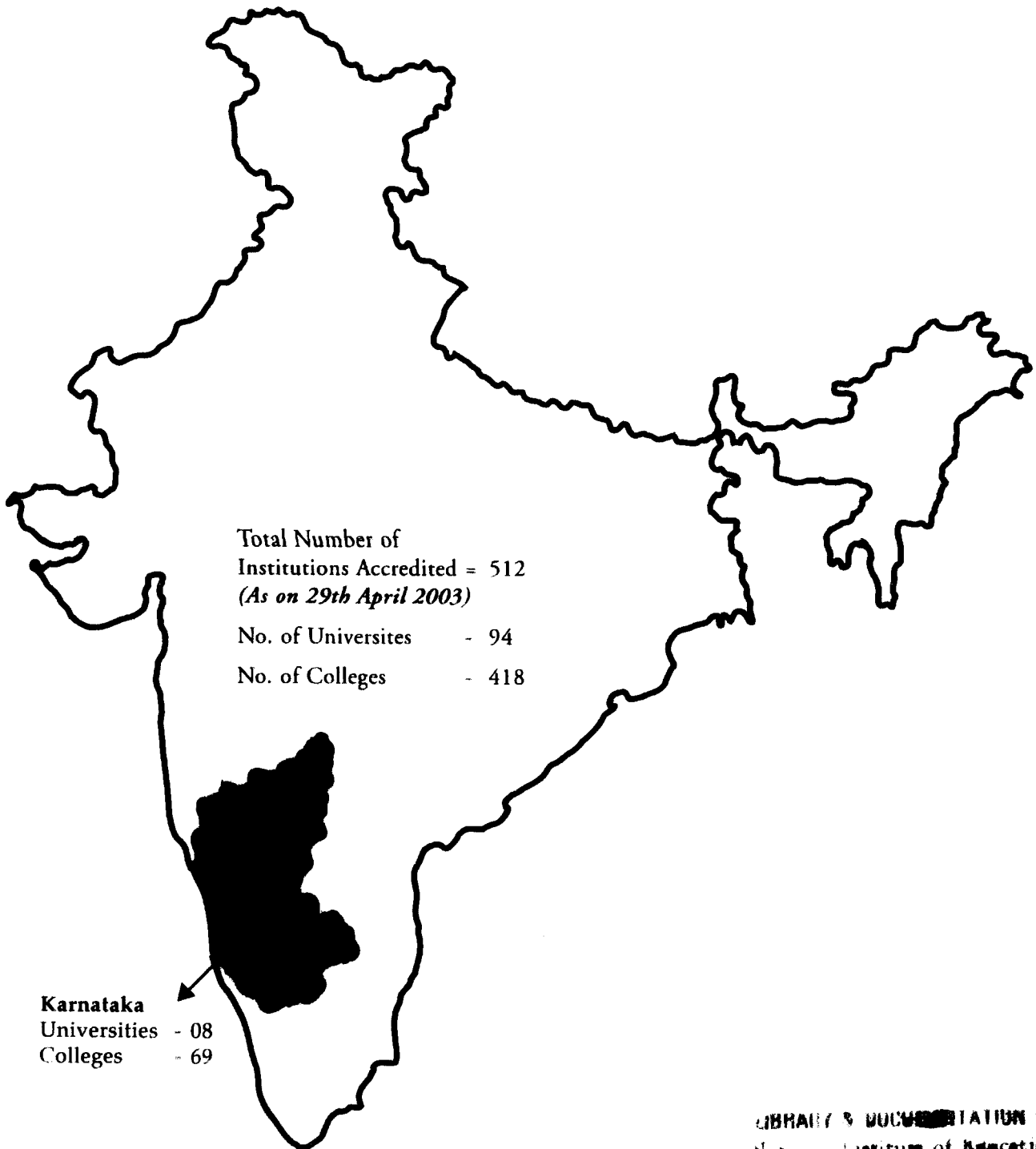
10. Specific Recommendations

TO THE STATE GOVERNMENT / DIRECTORATE OF COLLEGIATE EDUCATION /UGC REGIONAL OFFICE AND CDC:

1. The Planning and Evaluation Directorate as per the KSU Act 2000, be immediately activated to monitor the following:

   * Establishment of Internal Quality Assurance Cells in the accredited institutions (at least in the Universities).

   * Plan appropriate merger of functionally-related departments, to form 'Schools', for administrative/academic decentralization, effective infrastructure sharing and planned academic/research endeavors.

   * To evolve a suitable mechanism for timely teacher recruitment, their rational deployment and appropriate salary structure.

   * To plan appropriate research programmes of relevance; promote consultancy and need-based industrial linkages.

   * Plan measures for motivating the teachers to perform better, if need be, develop contractual faculty/adjunct faculty drawn from industries and other research organizations and so on.

2. To plan the following through the Directorate of Collegiate Education and CDC:-

   * Autonomy to select colleges

   * To develop organized extension programmes, to ensure community development and relevance to societal needs.

   * 'Teacher-performance enhancement' measures.

   * Motivation for Research (UGC regional office to assist)

   * Infrastructure improvement/inadequacies to be overcome.

   * Faculty development programmes.

TO THE NAAC

- To design a grading system which clusters the institutions as belonging to the top 10% cluster, 20% cluster and so on. This would avoid unnecessary inter-institutional comparisons.

- Develop modules for more objective assessment and through training programmes, emphasise to assessors not to rate the institutions in comparison to the previous system of 5 stars.

- Develop a digitized template for preparing the Assessment and Accreditation report by the Peer Team, to avoid vivid (unnecessary) descriptions, subjective reflections and reduce inter-peer team variations.

- For Universities, along with the next cycle of institutional Assessment and Accreditation, chosen departmental Assessment and Accreditation on objective/quantitative terms to be undertaken. Ultimately, it could only be a departmental Assessment and Accreditation to be relied upon.

- Assessor training to be made mandatory for peer-team members (Chairperson/s exclusive)

- Develop a feasible model for a phased-perspective vision document of an institution, that can suitably be modified and adopted by each institution.

- Assessment by clustering the institutions of an area (as already being practiced) to be made more effective.

Total Number of
Institutions Accredited = 512
(As on 29th April 2003)

No. of Universites - 94

No. of Colleges - 418

Karnataka
Universities - 08
Colleges - 69

Towards Academic Excellence

SIGNING OF THE MoU
(From L to R) : Shri Lukose Vallatharai, IAS,
Commissioner for Collegiate Education, Govt. of Karnataka
Dr. G. Parameshwara, Hon'ble Minister for Higher Education, Govt. of Karnataka
Prof. V.N. Rajashekharan Pillai, Director, NAAC

FOUNDATION STONE LAYING CEREMONY FOR
NAAC BUILDING ON 24TH APRIL 2003:
Prof. (Dr.) Murli Manohar Joshi, Hon'ble Minister for Human Resource Develpopment, Science
and Technology and Ocean Development; Dr. Vallab Bhai Ramji Bhai Kathiria, Minister for
State, HRD ; Prof. V. N. Rajasekharan Pillai, Director, NAAC