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State-wise Analysis of Accreditation Reports - *Punjab*

राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

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.*

State-wise Analysis of Accreditation Reports - *Punjab*

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विश्वविद्यालय अनुदान आयोग का स्वायत्त संस्थान
NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
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Preface

Assessment 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 till date (as on November 4th 2004) accredited 113 universities and 2088 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 financial commitment 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 peer team reports represent the ground realities and actual state of affairs in institutions. The recommendations and suggestions provided by the peer team could be critical for qualitative improvement in the institutions. This analysis of accreditation reports for the state of Punjab is the eighth in the series. At the time of preparation of this report, 04 *universities and* 68 *colleges* from the state of Punjab 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 Punjab. Further, as inputs from different states get consolidated, it will provide the 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, and Dean of Science Bangalore University, Bangalore, in the preparation of the report and Prof. H.J. Vaman, Professor of Statistics, Sri. T. Prabhanjan, Research Scholar, Department of Statistics, Bangalore University, in the Stastical analysis of the data and Mr. T. Saravanan of NAAC for assistance in printing. The NAAC also thanks the institutions who underwent the accreditation process and formed the sample for this exercise.

(Prof. V. S. Prasad)
Director

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1. Introduction

For speedy national development, independent India faced two immediate challenges then, that had to be met by transforming its educational system – (1) a literate workforce had to be ensured and (2) an adequate pool of highly trained and skilled manpower had to be developed.

Therefore, under the aegis of the University Grants Commission (UGC), considerable emphasis was laid on strengthening the educational system as a whole through directional linkages between knowledge-seeking and skill development. The higher education system of India has grown to be one of the largest in the world, not only in terms of the number of higher education institutions (HEIs) but also in terms of the incomparable diversity in the goals and needs of these institutions.

The reports of the Education Commission (1948-1966), and the National Policies on higher education (1968, 1986, 1992) have repeatedly recognized the requirement for dynamism in Indian higher education, to promote:

(a) consolidation and expansion of institutions

(b) development of autonomous colleges

(c) re-designing of courses

(d) training of teachers

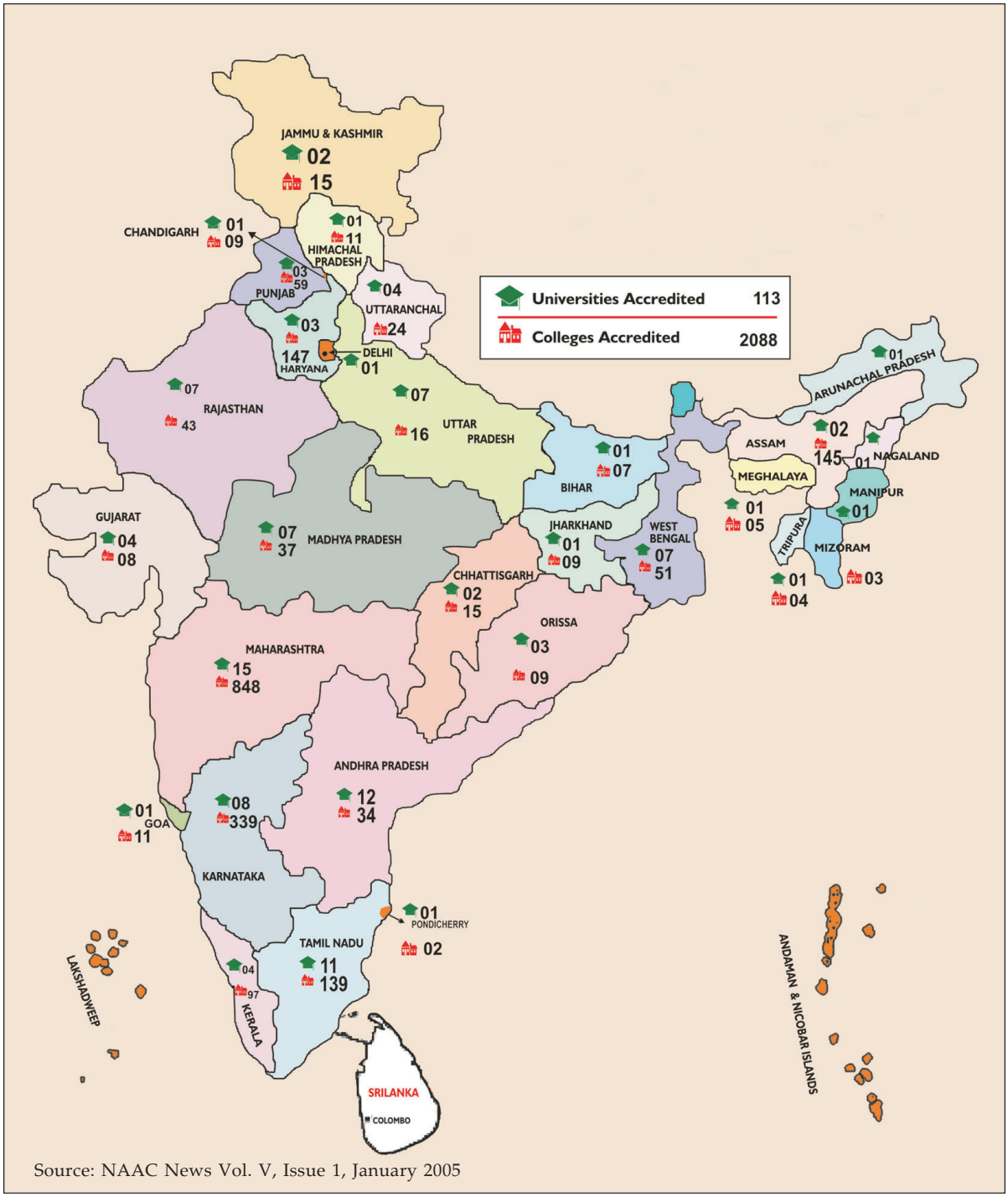
(e) strengthening of research and

(f) improvement in efficiency and management.

The UGC has already undertaken several initiatives for ensuring quality in higher education by implementing a number of schemes and programmes. With particular emphasis on third-party Assessment and Accreditation, to take stock of the status of HEIs in the quality of education imparted by them and to understand the variety and relative efficiency of their management practices, the UGC established the NAAC (National Assessment and Accreditation Council) as an autonomous body in 1994, with the ultimate purpose of improving the standard of higher education in the country. The NAAC' s prime task is to assess and accredit institutions of higher learning in the country, with an objective to inculcate in them quality consciousness so that they continuously strive to improve the quality of education imparted by them. The NAAC has undertaken the stupendous task of assessing and accrediting a large number of colleges and universities in a short time and till 4th November 2004, the NAAC has been able to reach out its services to 113 universities and 2088 colleges, spread all over India (See Map 1).

Quality Map

Map 1: Status of Institutional Accreditation in the States and Union Territories as on November 04, 2004



Source: NAAC News Vol. V, Issue 1, January 2005

The task of the NAAC, in creating quality awareness in HEIs, has been largely supported by pro-active initiatives and interest from the respective state governments, departments of higher education as well as the heads of HEIs.

Though the process of assessment and accreditation involves considerable temporal, financial and human resource investments, the process has certainly fulfilled the following tasks:

a. The assessment and accreditation process has afforded the institution an opportunity to introspect on its relative status as a higher education institution.

b. It has made the institution become aware of quality parameters through which a reasonably measurable profiling of the strengths and weaknesses of the institution can be achieved.

c. Through the suggestions and recommendations made by the Peer Team, the institution can realize its pitfalls and plan for future improvement.

What is more satisfying is that the process has led to the generation for each institution of basic self-study documents that can help in the development of institution-specific perspective plans and strategies.

The significant good that the NAAC has done to the HEIs in the country is in the kindling of quality consciousness among all the stakeholders.

Since the best approach to define quality is to treat it as a multi-dimensional entity (Nigavekar, 2001) and quality as fitness for purpose provides answers to several queries related to the input-output phenomenon of education (Prasad, 2003), a state-wise analysis of the final accreditation reports of institutions which have completed the process of assessment and accreditation is expected to provide useful information such as:

a. a comparative study of the quality of education imparted in the various institutions in a state.

b. an overall comparison of the reports finalized through the efforts of the teams of varying compositions of peers.

c. an overview of the general suggestions and recommendations which are parameters for further strengthening the academic standards of the HEIs of a state as a whole.

From the analysis, the NAAC could also extract and develop pointers for revising the process of assessment and accreditation itself. Consolidated analyses from different states would provide the NAAC a meaningful database to initiate a national discussion on "quality perspectives in Indian higher education", in due course of time.

Such State-wise analyses have already been documented for the states of Tamil Nadu (Sarkar et al., 2003), Karnataka (Katre and Pillai, 2003), Kerala (Ummerkutty et al., 2004), Haryana (Rama and Latha, 2004), States of North East (Madhusudanan Pillai et. al., 2004), Maharashtra (Pradhan et al., 2004) and West Bengal (Sarkar et al., 2004).

Punjab has had a long history of higher education – both formal and informal. The reorganized state of Punjab (1966) has witnessed a number of changes in its size, economy and social fabric and these are obviously reflected in the development of the higher education of the state.

The system and structure of higher education in Punjab have essentially followed the national pattern – college and university education in general and professional degrees. Apart from the main objective of ensuring employment for an individual, higher education in Punjab has also envisaged to orient its products towards socio-economic, environmental and human resource development.

As gathered from the Punjab Development Report of 2003, it is evident that, out of the seven universities of Punjab, four serve technical education while three serve general education. The programme options, range and diversities of subjects offered by these general state universities are similar to those elsewhere in India. In the faculties of arts, science and commerce, all the existing universities have roughly an equal number of colleges. Though the enrollment in arts, science and commerce colleges is quite high, the number of rural-based affiliated colleges is still inadequate to reach out to the rural population. It is also gathered from "in-house personnel" (students and staff) that there is a need to improve the scope and performance of the various courses. Undergraduate teaching is mostly undertaken in affiliated colleges and the latter fall in the categories -

government, private-aided and private-unaided. The development report also expresses concern about improving the status of HEIs and the quality of education imparted to the students of Punjab (Planning Commission, GOI, 2003).

It is believed that this analysis of the assessment and accreditation reports of HEIs of Punjab, would throw more light on the present status of higher education and its relative quality. In the present analysis, the differential weightages for the seven criteria for the different types of institutions, as suggested by the NAAC (Table 1) have been ignored and wherever necessary, means, mean of means, range of values and standard deviations from the means have been derived by adopting universal statistical methods, to arrive at meaningful interpretations.

Table 1.1: Weightages for the seven criteria as adopted for the different types of institutions

Criterion	University	Autonomous college	Affiliated College
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
Organization & Management	10	10	10
Healthy Practices	10	10	10

2. Clusters of Higher Education Institutions Analysed

2.1 The distribution of different clusters of colleges under the accredited universities:

The distribution of the sixty eight accredited colleges under the jurisdiction of the three accredited universities meant for general education and one separate deemed university (technical) is depicted in Figure 2.1.

Figure 2.1: Distribution of different clusters of accredited colleges under the three accredited universities of Punjab and one deemed University

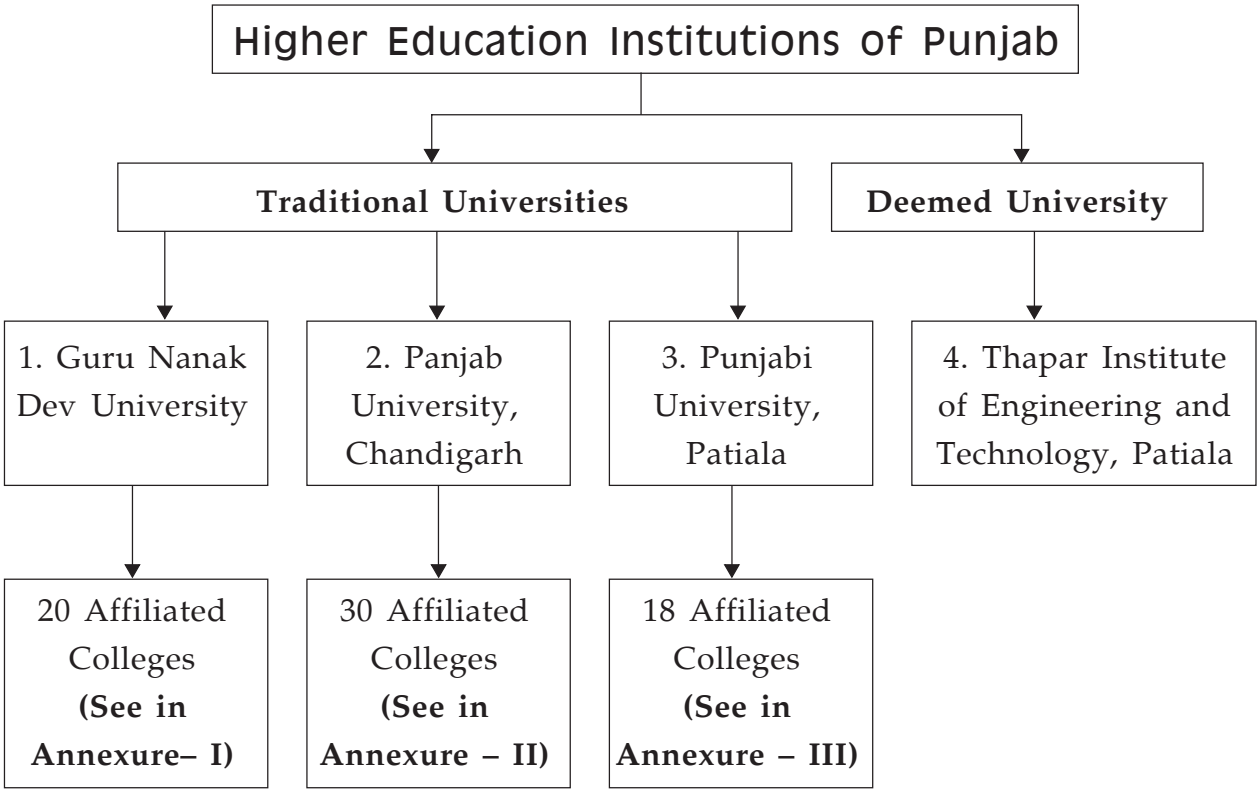


Table 2.1 presents the data on the clusters of various types of institutions assessed and accredited in the state of Punjab. As on 4th November 2004, a total of three universities meant for general education and Sixty-eight affiliated colleges and one Deemed University have completed the process of assessment and accreditation. Amongst the professional colleges, majority of them are education colleges.

Table 2.1: Distribution of accredited higher education institutions of Punjab

Type of institution	Total Number	Traditional	Deemed
Universities	04	3	1

Type of institution	Total Number	Aided/Government	Aided/Private
Affiliated Colleges	68	28	40

Figures 2.2 a, b and c indicate the university-wise percentage distribution of the two type of colleges.

Figure 2.2 a

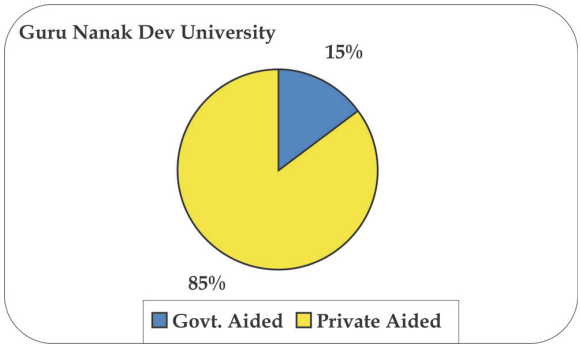


Figure 2.2 b

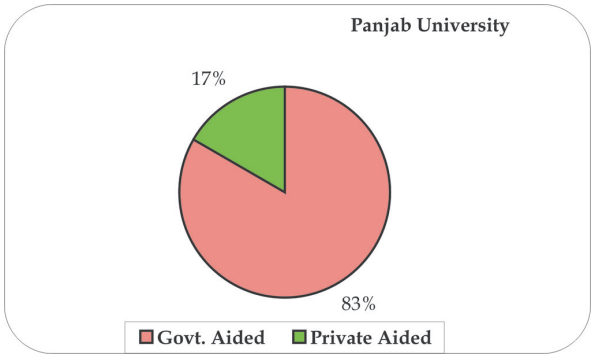
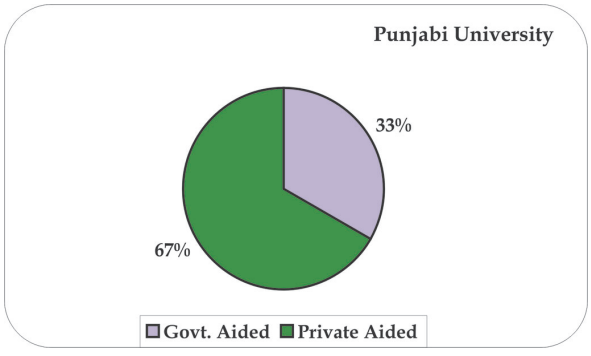


Figure 2.2 c

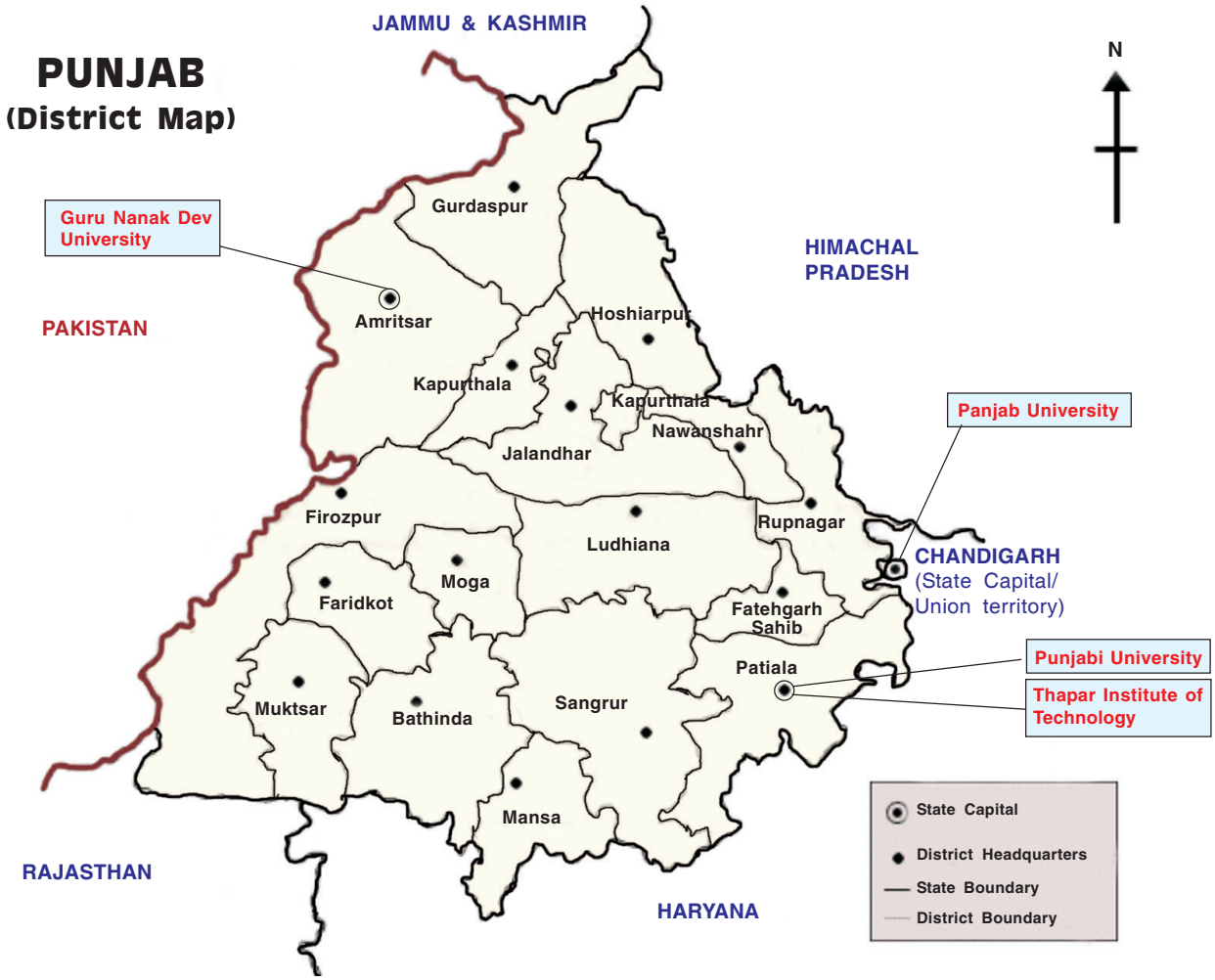


3. Analysis of accredited Universities of Punjab:

3.1 Location and Profile:

Topographic locations of the three Traditional Universities and one Deemed University of the Punjab state are depicted in figure 3.1.

Figure 3.1: Topographic locations of the four accredited universities of Punjab (map not to scale).



A brief comparative profile of each of the universities is presented in table 3.1.

Chart 3.1: Comparative profiles of the four universities

Features	**1.Guru Nanak Dev University**	**2.Panjab University**	**3.Punjabi University**	**4.Thapar Institute of Engineering and Technology**
Location	Amritsar	Chandigarh	Patiala	Patiala
Date of Establishment	24.11.1969	01.10.1947	30.04.1962	1956
Peer Team Report	21.02.2000	19.04.2001	15.09.2001	09.11.2002
Number of Faculties	34	11	07	02
Number of affiliated colleges	91	108	84	—
Number of Teaching Departments	35	52	41	**07**
Districts Covered	Amritsar, Gurdaspur Jallandhuar Kapurtala Nawanshar	Firozpur Hoshiarpur Ludhiana Moga Muktsar	Bhatinda Faridkot Fategarh Saheb Mansa Patiala Rupnagar Sangrur	Patiala
Number of affiliated colleges accredited	20	30	18	—
Accreditation system of NAAC adopted for the Universities	Star-system	Star-system	Star-system	9-point scale system

While the first three traditional Universities sought for third-party assessment and accreditation of the institution as a whole by NAAC for the first time, the Thapar institute of engineering and technology, a deemed university had already undergone the Assessment and Accreditation process of the National Board of Accreditation (NBA) of the All India council for Technical Education (AICTE) during 2002 when all its engineering programmes were accredited with an 'A' grade, for a period of 5 years from 2002. However, the institutional accreditation of NAAC was also sought by this university for the first time. Therefore, in the analysis that follows hereunder, more emphasis is laid on comparing the relative performance of each of the traditional universities. Since all the three traditional universities have been accredited by NAAC under its earlier star-system of Assessment and Accreditation, the comparisons are meaningful. Since the Deemed university is accredited by NAAC under its present system of 9-point scale, only wherever relevant, comparisons are sought to be made with those of the traditional universities.

3.2 Quantitative analysis:

3.2.1 Overall scores and grades:

The deemed university has secured an overall score of 82 per cent which is higher than that of each of the three traditional universities (range: 75.75% to 76.60%). The average overall score of the three universities put together is 76.12 $\pm$ 1.16 %. The marginal deviation from the mean value indicates that the overall performance/ accreditation of the three universities is highly comparable. It is relevant to note that the individual as well as average overall scores of the three traditional universities is closer to the minimum score required for the 5-star status. Therefore, all the three universities need to achieve substantial progress and quality enhancement during the present accreditation period of 5 years so that they improve upon their performance during the subsequent re-accreditation thereafter.

Based on the overall score, the Deemed University has secured an accreditation status of B++ and the three traditional universities have secured 5 star status. As mentioned earlier, aspiring to improve upon the present accreditation status and not mere sustenance should be the motto of all the four institutions, and this calls for considerable 'in-house' exercise to build up perceivable quality strategies, by the time of re-accreditation by NAAC.

3.2.2 Criterion-wise scores:

Table 3.2 presents the data on the average and range of criterion-wise scores secured by the three traditional universities, as against the respective scores secured by the Deemed University.

Table 3.2: Criterion-wise percentile scores of the Universities of Punjab. (Range)

University	Criterion I	Criterion II	Criterion III	Criterion IV	Criterion V	Criterion VI	Criterion VII
Traditional Universities(3)	76 (75-78)	75.67 (75-77)	75.67 (75-77)	81.00 (80-83)	73.00 (72-74)	75.67 (75-77)	74.30 (73-75)
Deemed University(1)	80	85	80	85	80	80	80

From the above table, the following points are evident:-

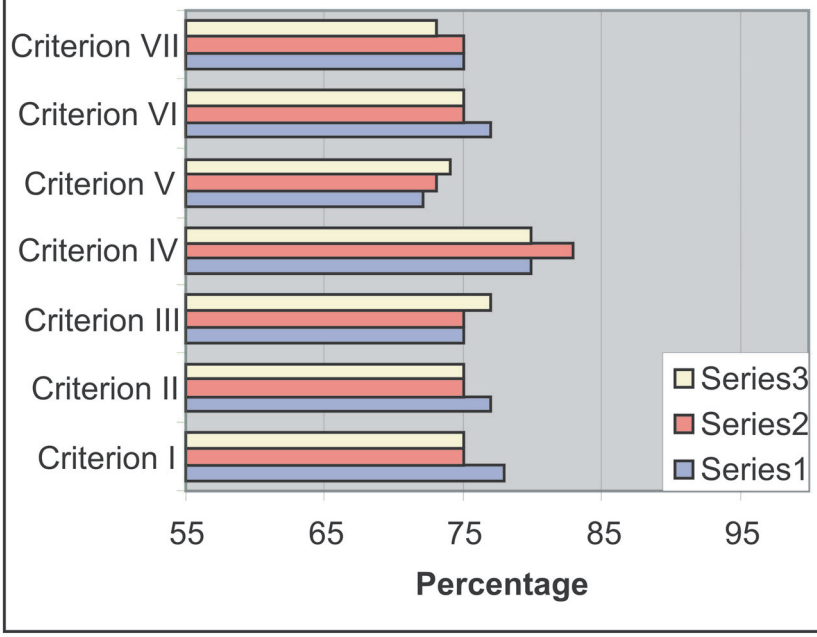
- The criterion-wise scores of the deemed university, for all criteria, are higher than the average and/or range of scores for the respective criteria of the traditional universities. This is an apparent comparative quality index between traditional and deemed universities.
- The highest scores of the traditional universities were for the Criterion IV (Infrastructure and learning resources) while the lowest were for the Criterion V (Student support and progression). This is a matter of concern. If an institution has adequate infrastructure and learning resources, then why

should its students lack in support and progression? This is a matter to be introspected by these institutions.

- The highest scores for the deemed university were for Criterion II (Teaching-learning and evaluation) as well as for Criterion IV (Infrastructure and learning resources). This certainly points out that there is an edge to the students in the quality of teaching-learning-evaluation practices of the deemed university.

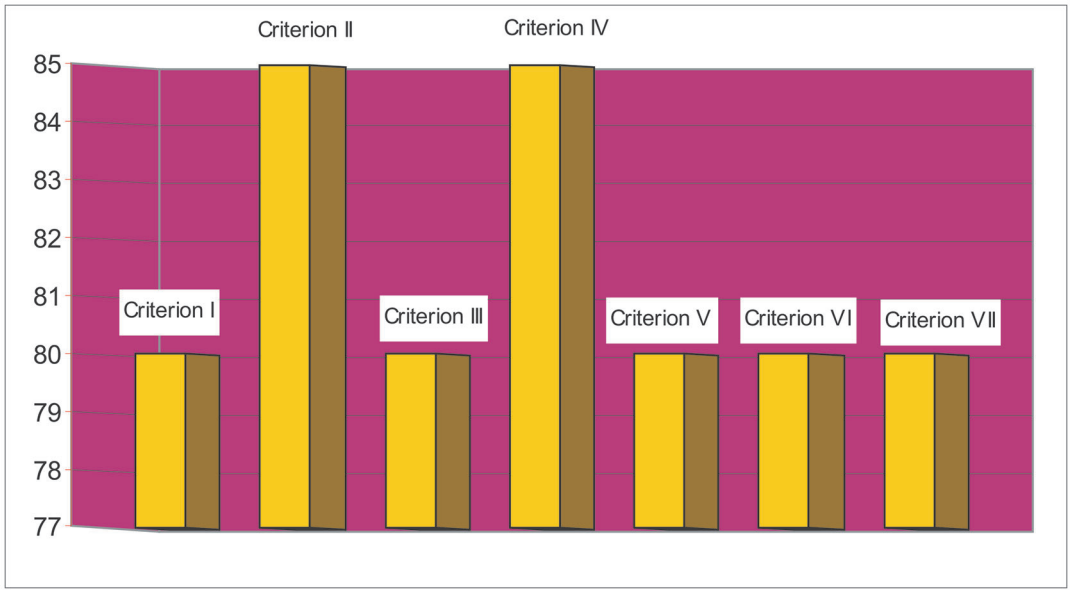
From the figure 3.2 it is to be noted that except for criterion IV where all the three series of scores are above the minimal requirement for 5-star status (75%), and scores of other three criteria for series one, all other scores of all other criteria and all the three series lie either at 75% or below it. This further confirms that these universities need to be concerned about enhancing their quality in most of the criteria.

Fig.3.2:Pattern of criterion-wise scores of the three Traditional Universities (3 series)



A similar figure generated for the Deemed university also reveals interesting observations (Fig.3.3). within the range of score of 80 to 85 % for the grade B++ secured, except for the two criteria (Criterion II and IV), all the other five criteria have been allotted the minimum score of 80%. This again indicates that even this deemed institution needs to be concerned about not only sustenance but enhancement in the quality of performance in five of its seven criteria.

Figure 3.3: Pattern of criterion-wise scores of the Deemed University



3.3 Qualitative analysis:

3.3.1 Traditional Universities:

The recommendations/suggestions documented in the Peer Team reports for each of the three universities are categorized under each criterion, based on the key aspects denoted by NAAC and presented in Table 3.4.

Table 3.4: Criterion-wise Peer Team recommendations listed for the three universities

University	Total	C I	C II	C III	C IV	C V	C VI	C VII
Gurunanak Dev	08	2	1	1	-	2	2	-
Panjab	09	1	1	2	-	2	3	-
Punjabi	13	2	3	2	-	2	4	-

From the above it is to be noted that except for Criterion IV and VII, suggestions for improvement have been indicated in all other criteria for all the three universities. What is significant to note is that a large percentage of the recommendations are related to the Criterion VI (Organization and Management), indicating that strategic quality enhancement management practices need to be resorted to by all the three universities.

3.3.2 Deemed University:

The distribution of recommendations made by the peer team related to the deemed university are presented in Table 3.5.

Table 3.5: Criterion-wise recommendations listed for the Deemed university

Total	C I	C II	C III	C IV	C V	C VI	C VII
10	1	2	3	-	1	3	-

The above Table indicates that for the Deemed University, maximum suggestions for improvement are, related to Criterion III (Research, Consultancy and Extension) and Criterion VI (Organization and management), signifying the requirement for quality enhancement measures to be undertaken by the institution, in these two criteria.

The percentage-wise suggestions related to the seven criteria, for the three traditional universities are depicted in Figures 3.4 a, b, c and that for the deemed university in Figure 3.4 d

Figure 3.4 a: Guru Nanak Dev University

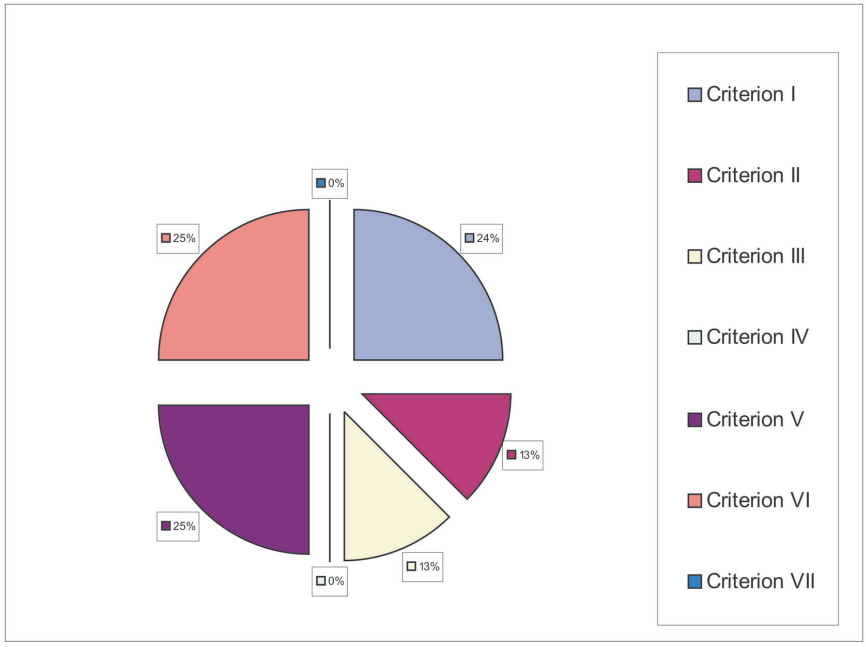


Figure 3.4 b: Panjab University

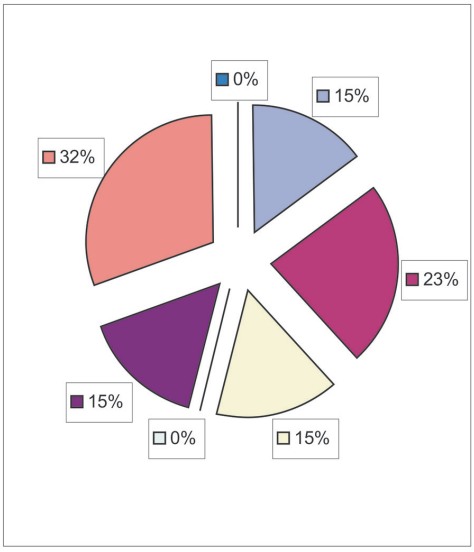


Figure 3.4 c: Punjabi University

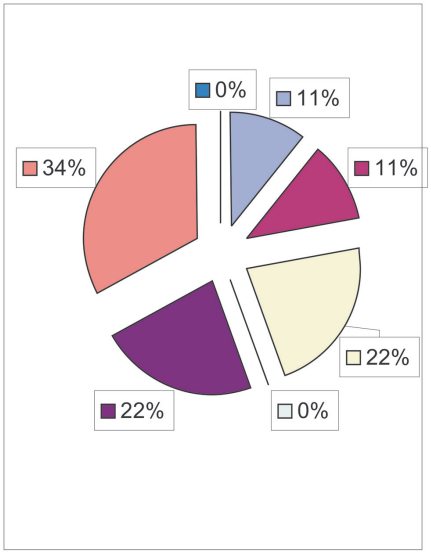
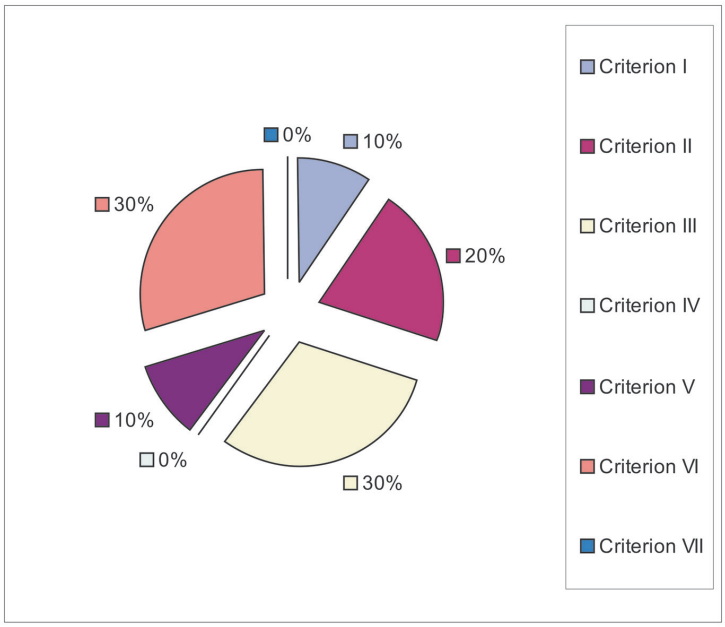


Figure 3.4 d: Deemed University



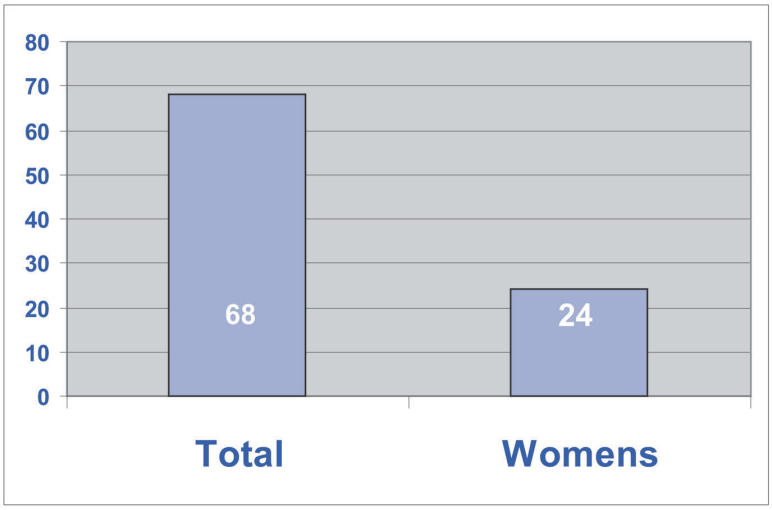
From these figures it is explicit that the institutions need to concentrate on quality enhancement in most of the criteria, in preparation to re-accreditation in due course of time.

4. Analysis of affiliated colleges of the three traditional universities of Punjab

4.1 Distribution of affiliated colleges:

As per the chart 3.1 (Page – 12), the affiliated colleges coming under these three universities are listed in Annexure I, II and III respectively. Out of the sixty eight accredited affiliated colleges, twenty are under the affiliatory control of Guru Nanak Dev University (Amritsar), thirty are under that of the Panjab University (Chandigarh) and eighteen are under that of the Punjabi University (Patiala) (Chart 3.1 page-12). Of the sixty eight colleges accredited, twenty four (including three professional-education colleges) are women's colleges (Fig. 4.1)

Figure 4.1



4.2 Status of the accredited affiliated colleges of the Punjab State:

The number of recognized colleges of Punjab coming under the jurisdiction of the different Universities of the State are represented in the Table 4.1.

Table 4.1: University-wise recognised colleges – Punjab

University	Colleges u/s 2f and 12 (B) of UGC act 1956				Total
	UG		PG		
	Govt.	Non. Govt.	Govt.	Non. Govt.	
Guru Nanak Dev University, Amritsar	11	51	2	13	77
Punjabi University, Patiala	6	29	13	3	51
Panjab University, Chandigarh	14	57	9	13	93
Punjab Technical University, Jalandhar	—	—	—	1	1
Baba Farid University of Health Sciences, Faridkot	1	—	3	2	6

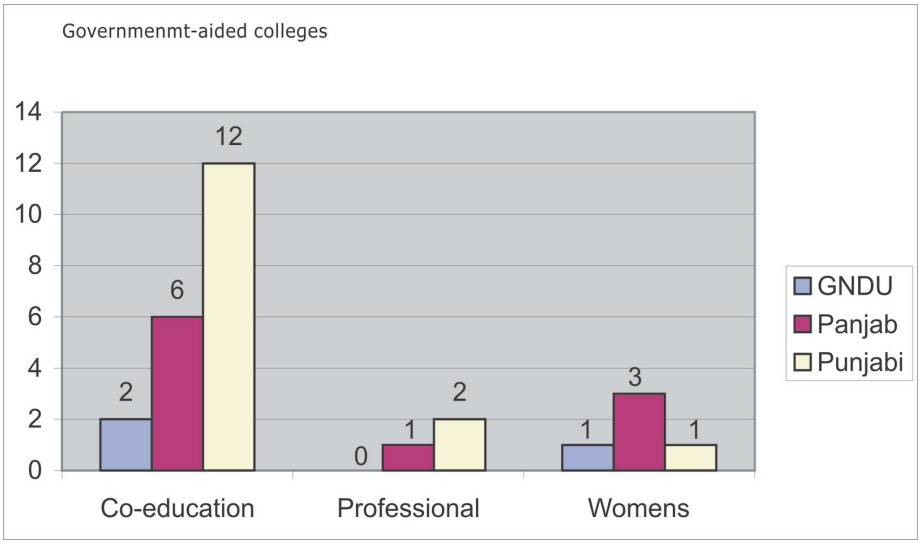
Out of these colleges, the present analysis pertains to the accredited affiliated colleges covering both, Government-aided and Private-aided ones. The accredited university-wise distribution of the different accredited affiliated colleges is presented in Table 4.2

Table 4.2: Types of affiliated colleges accredited

	Government-aided			Private-aided		
	Co-education	Professional	Womens	Co-education	Professional	Womens
Guru Nanak Dev University	2	0	1	9	1	7
Panjab University	6	1	3	8	5	10
Punjabi University	12	2	1	1	0	2

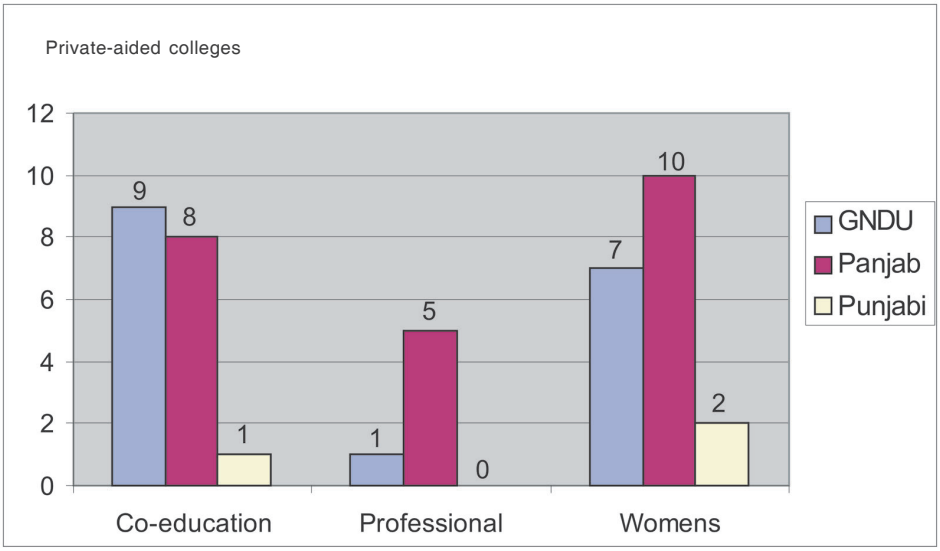
The relative distribution of Government-aided and Private-aided accredited colleges, university-wise is depicted in Figures 4.2 and 4.3 respectively.

Figure 4.2: University-wise distribution of Government-aided colleges



Out of a total of twenty-eight colleges, 20 are co-education colleges, 3 are professional-education colleges and 5 are Women's colleges (including the three professional colleges).

Figure 4.3: Private aided colleges



Out of a total of forty colleges, 18 are co-education colleges, 6 are professional-education colleges (out of which 3 are women's colleges) and 16 are Women's colleges (including the three professional women's colleges).

4.3 Faculty-wise distribution of the institutions:

The faculty-wise distribution of the various colleges under the three universities is presented in Table 4.3.

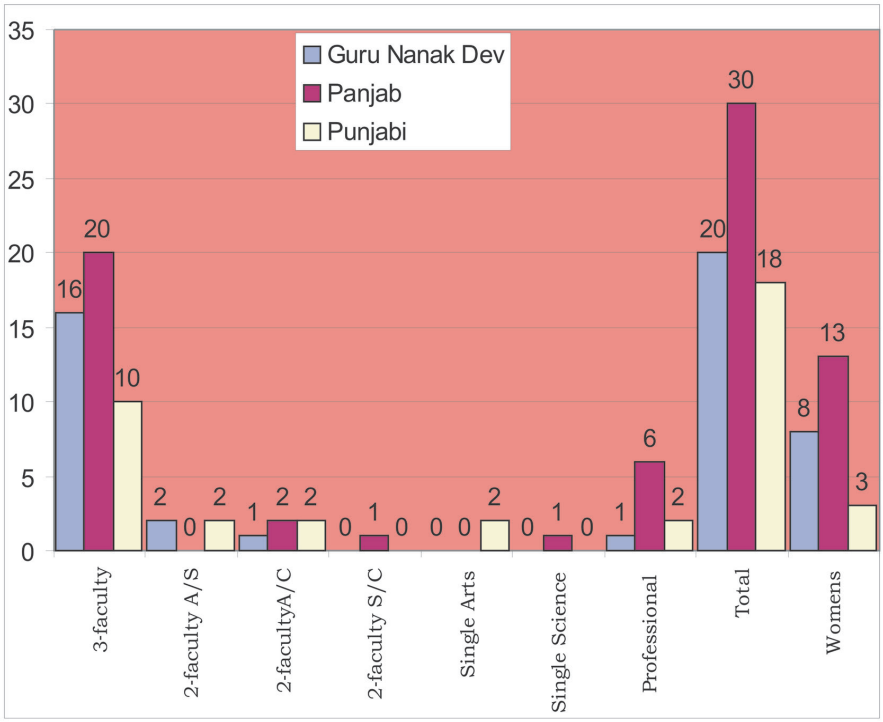
Table 4.3: Distribution of colleges faculty- and university-wise

Faculty	GNDU*	PANB*	PUBI*	Total
3-faculty	16	20	10	46
2-faculty:Arts and Science	2	0	2	4
2-faculty:Arts and Commerce	1	2	2	5
2-faculty:Science and Commerce	0	1	0	1
Single faculty Arts	0	0	2	2
Single faculty Science	0	1	0	1
Professional colleges	1	6	2	9
Total	20	30	18	68

*GNDU: Guru Nanak Dev University; PANB: Panjab University; PUBI: Punjabi University

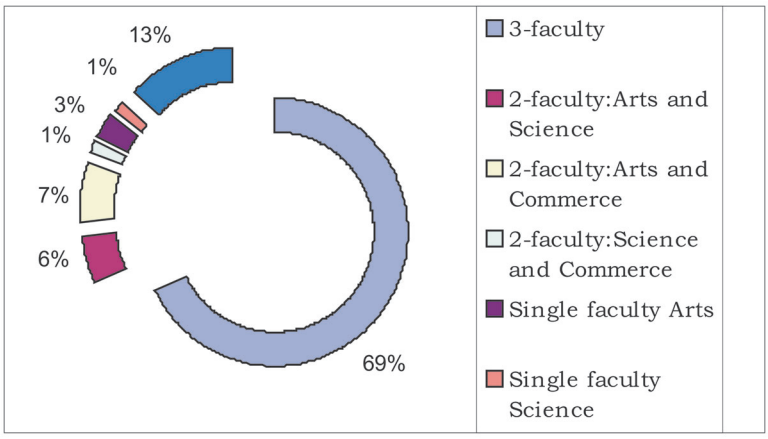
The relative occurrence of these different institutions, university-wise is depicted in Figure 4.4

Figure 4.4: Relative distribution of the different institutions university-wise



The overall percentage distribution of the different faulty-wise categories of colleges is depicted in Figure 4.5.

Figure 4.5: Percentage distribution of the various colleges



From these figures it is apparent that majority of the colleges are 3-faculty colleges (69%) and next in order are the professional colleges (13%). Among the two-faculty colleges, Arts and Commerce colleges (7%) were more than the Arts and Science colleges (6%).While the single faculty Arts colleges (3%) were more than those of science colleges (1%), and single faculty Science Colleges They were as many as the two-faculty Science-Commerce colleges. ***For academic and ethical reasons, for further analyses of all these colleges, inter-university comparisons are avoided.***

4.4 Analysis of overall scores:

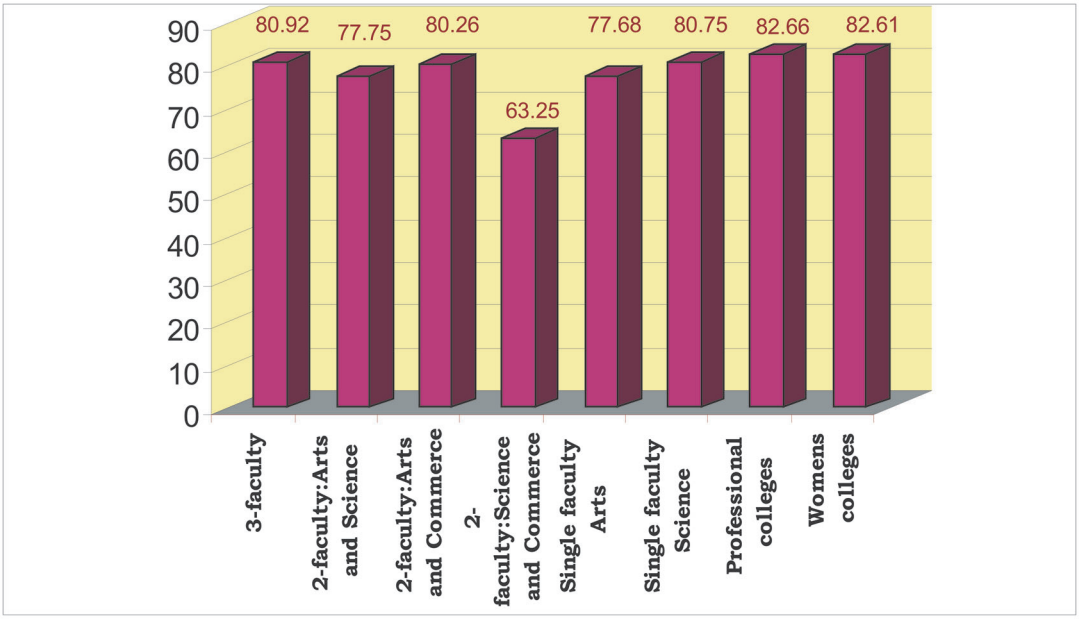
4.4.1 Faculty-wise analyses:

The average overall scores of the different types of colleges and the range of distribution from each mean value is depicted in Table 4.7. (see also figure 4.6).

Table 4.7: Faculty-wise distribution of average and range of overall scores of institutions

Type of institution	Average	Range
3-faculty	80.92	55.25-94.1
2-faculty:Arts and Science	77.75	77-84.13
2-faculty:Arts and Commerce	80.26	65.75-90
2-faculty:Science and Commerce	**63.25**	
Single faculty Arts	77.68	76.5-78.85
Single faculty Science	80.75	
Professional colleges	**82.66**	70.95-88.40
Womens colleges	**82.61**	**65-94.1**

Figure 4.6: Average distribution of the overall scores of the different types of institutions



From Table 4.7 and Figure 4.6 it is apparent that except for the 2-faculty Science and Commerce Colleges, all others have an overall score of over 77%, averaging to 78.24. This is quite appreciable despite the fact that the range of variations from the mean values are quite wide (55.25 to 94.1). Professional colleges had the best average overall score of 82.66% while the least was for the two-faculty Science and Commerce college (63.25%). Womens colleges had an appreciable average of 82.61 although the range is wide.

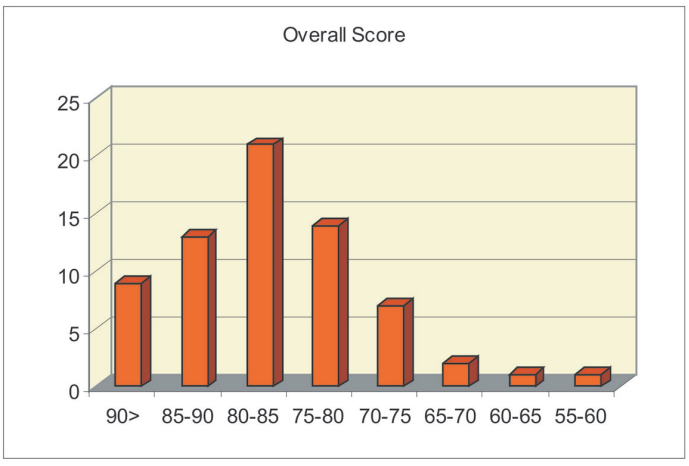
Table 4.8 presents the data on the frequency of occurrence of the overall scores in the descending order of score intervals.

Table 4.8: Frequency of occurrence of the overall scores in the descending order of score intervals

Type of institution	90>	85-90	80-85	75-80	70-75	65-70	60-65	55-60
3-faculty	7	9	17	7	4	1	0	1
2-faculty A/C	1	0	0	3	1	0	0	0
2-faculty A/S	1	0	0	2	0	1	0	0
2-faculty S/C	0	0	0	0	0	0	1	0
Single faculty A	0	0	0	2	0	0	0	0
Single faculty S	0	0	1	0	0	0	0	0
Professional	0	4	3	0	2	0	0	0
Total	9	13	21	14	7	2	1	1

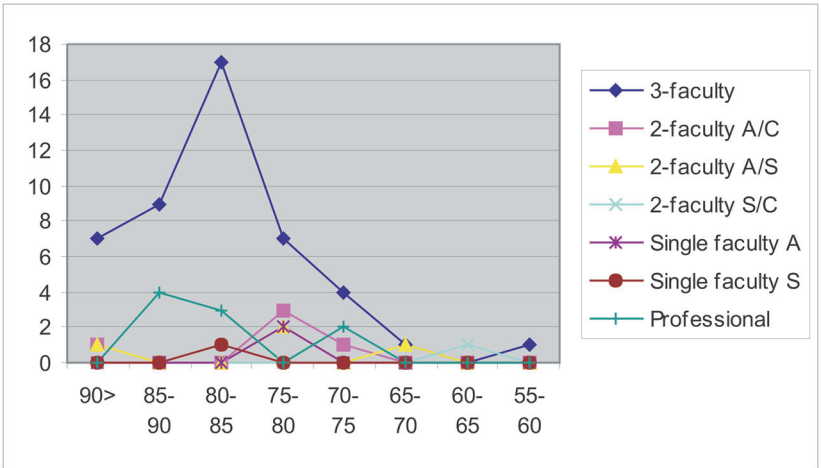
From the above table and the figure 4.7 as given below, it is apparent that the distribution of all the institutions put together falls as a fine normal curve and it is significant to note that as many as 21 out of the 68 colleges lie in the overall score interval of 80-85% which is gratifying. Further, from the Figure 4.7 illustrated below, it is to be noted that the distribution of all the colleges put together falls as a normal curve with most institutions lying in the range of 70-75% to 90% and above.

Figure 4.7: Distribution of colleges in the overall score ranges



Further analysis of the distribution of overall percentage scores of different types of colleges in the overall score ranges is significant from the figures 4.8.

Figure 4.8



Percentage distribution of overall score intervals of the different types of colleges as presented in the figures 4.9a to 4.9d are interesting.

Figure 4.9 a

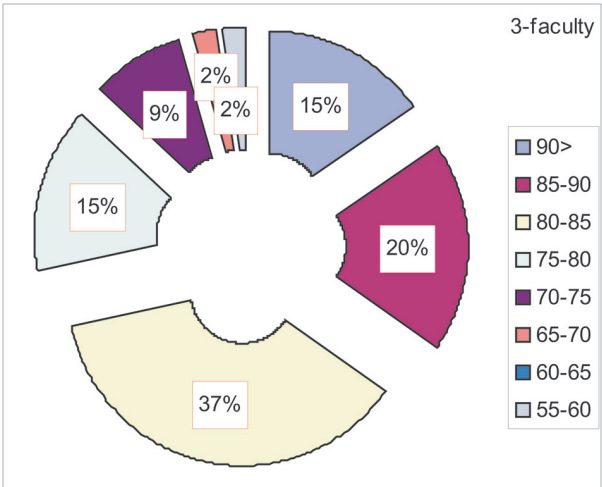


Figure 4.9 b

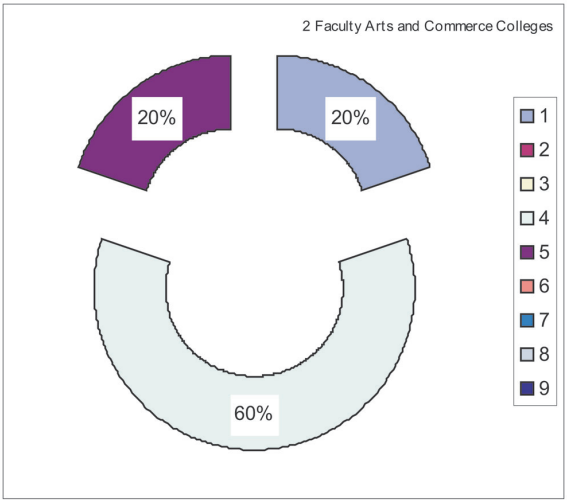


Figure 4.9 c

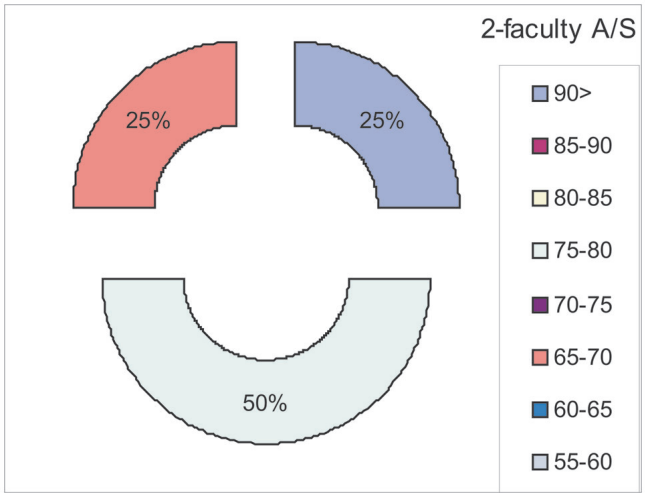
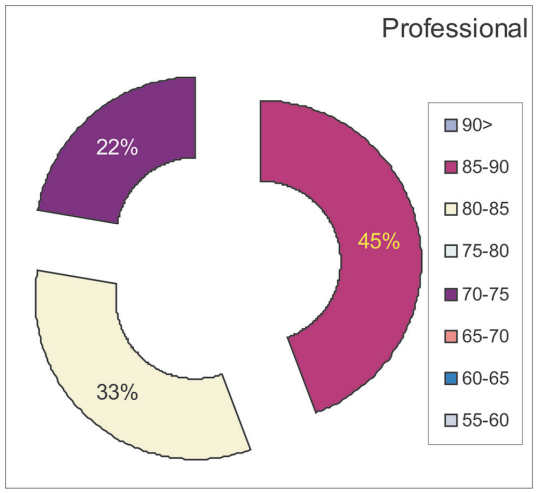


Figure 4.9 d



A percentage frequency analysis of 3-faculty colleges indicates that as many as 37% of Colleges fall in the range of 80-85%, 20% in the range 85-90% and 15% each in the range 90% and above and 75-80%(three faculty colleges). A similar analysis of two faculty arts and commerce indicates that 60% (75-80) that of two faculty arts and Science shows that 50% of the Colleges fall in the range of 75-80 while 100% of two faculty Science and Commerce Colleges are in the range of 60-65. Out of the single faculty Colleges 100% of Arts colleges exhibited a mode at 75-80 while that of Science was at 80-85. 45% of the professional colleges had a mode at 85-90, 33% at 80-85 and 22% at 72-75. As compared to this, amongst women's colleges 25% each fell in the range 85-90 and 80-90; while 20.8% fell in the range of 90 and above as well as 75-80.

5. Analysis of Criterion-wise Scores

5.1 Criterion-wise Average scores of all Colleges put together

The average and range of criterion-wise scores secured by different types of colleges is shown in Table 5.1

Table 5.1: Average and range of criterion-wise scores of different colleges

	Criterion I	Criterion II	Criterion III	Criterion IV	Criterion V	Criterion VI	Criterion VII
3-faculty	80.17 (45-94)	82.70 (60-95)	**68.19** (30-90)	81.22 (45-96.6)	79.44 (40-98)	81.58 (65-95)	80.68 (55-95)
2-faculty:Arts and Science	74.42 (60-90)	79.16 (70-90)	**63.75** (57.5-75)	75.84 (70-95)	75.00 (65-90)	77.92 (65-90)	77.50 (55-90)
2-faculty:Arts and Commerce	79.67 (70-90)	83.22 (75-95)	**62.22** (55-70)	82.66 (73-95)	82.77 (73.33-90)	81.66 (70-80)	74.56 (70-80)
2-faculty: Science and Commerce	60	70	**55**	70	55	55	50
Single faculty Arts	77.50 (75-80)	72.50 (65-80)	**60**	87.50 (85-90)	87.50 (85-90)	80.50 (76-85)	80.00 (75-85)
Single faculty Science	80	85	**60**	75	80	85	80
Professional colleges	80.45 (70-90)	80.72 (70-90)	**72.56** (50-90)	85.83 (75-95)	82.00 (70-95)	84.33 (80-90)	
Womens colleges	81.27 (60-90)	83.61 (65-95)	**65.09** (45-87)	82.25 (70-96)	75.36 (65-98)	82.41 (65-95)	82.14 (55-95)

From this table it is apparent that maximum average score was secured by Colleges mostly for Criterion II (Teaching - Learning and Evaluation) and Criterion IV(Infrastructure and Learning Resources) while least was for Criterion III (Research, Consultancy and Extension).

Further analysis of Criterion-wise score analysis was undertaken for each type of institution falling under the three traditional universities.

Table 5.2: Average and range of Criterion-wise scores of 3-faculty colleges of the three universities

3-faculty	Criterion I	Criterion II	Criterion III	Criterion IV	Criterion V	Criterion VI	Criterion VII
Gurunanak Dev	82.81 (70-94)	84.56 (73-95)	71.44 **(45-87)**	84.56 (70-96)	81.63 (65-98)	83.93 (70-95)	82.68 (60-95)
Panjab	80.3 (60-88)	82.65 (65-94)	64.85 **(40-90)**	84.13 (60-96.6)	80.3 (60-95)	80.91 (65-95)	80.91 (55-95)
Punjabi	77.4 **(45-90)**	80.9 (60-88)	68.3 **(30-87)**	74.97 **(45-95)**	76.4 **(40-92)**	80.00 (70-87)	77.57 (60-87)

Table 5.2 presents the data on the average and criterion wise scores of three-faculty colleges. From the table the following significant points may be noted:

- The range of values for each Criterion indicates that there are wide variations from the mean values
- While values higher than 55% (the least required for accreditation on over all score) are to be expected even for individual Criteria, scores lower than 55% are noticed for Criterion III of all Universities and Criterion I, IV and V of one of the Universities.

The Pattern of Scoring of all the three Universities for the VII Criteria are highly comparable (Figure 5.1). Although there are University-wise variations, the deviations are not marked.

Figure 5.1: Relative Criterion-wise score averages of the three Universities

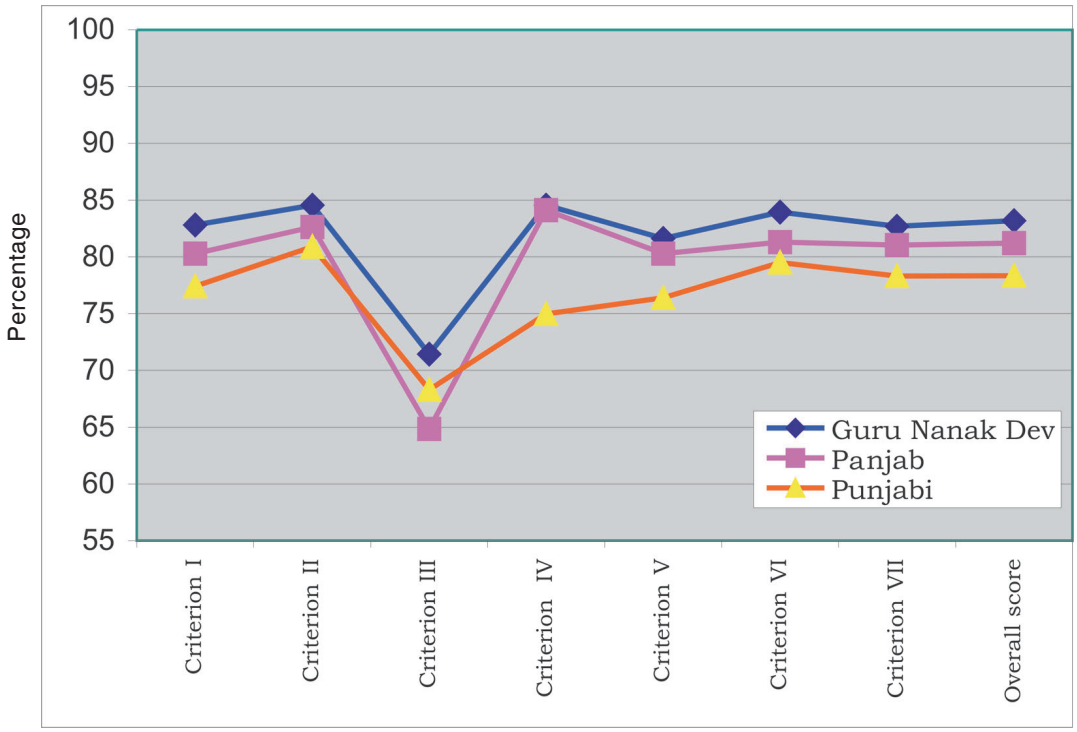


Table 5.3, 5.4 and 5.5 present the average Criterion -wise scores of two - faculty Colleges. From figures 5.2, 5.3 and 5.5 its again apparent that the least score was for Criterion III, with a pattern comparable for the universities.

Table 5.3: Average and range of Criterion-wise scores of 2-faculty colleges of the three universities (Range)

2-faculty: Arts and Science	Criterion I	Criterion II	Criterion III	Criterion IV	Criterion V	Criterion VI	Criterion VII
Guru Nanak Dev	67.5	75	57.5	70	70	72.5	70
Punjabi	80	85	75	87.5	82.5	85	85

Table 5.4: 2-faculty:Arts and Commerce Colleges

	Criterion I	Criterion II	Criterion III	Criterion IV	Criterion V	Criterion VI	Criterion VII
Guru Nanak Dev	90	95	**60**	95	90	90	80
Panjab	76 (70-77)	77.5 (75-80)	**65** (55-70)	82.5 (75-85)	75 (70-80)	75 (70-80)	71.67 (70-75)
Punjabi	72.5	76.5	**60**	74	72.5	80	72

Table 5.5: 2-faculty: Science and Commerce College

	Criterion I	Criterion II	Criterion III	Criterion IV	Criterion V	Criterion VI	Criterion VII
Panjab	60	70	**55**	70	55	55	50

Figure 5.2: 2-faculty Arts and Science Colleges

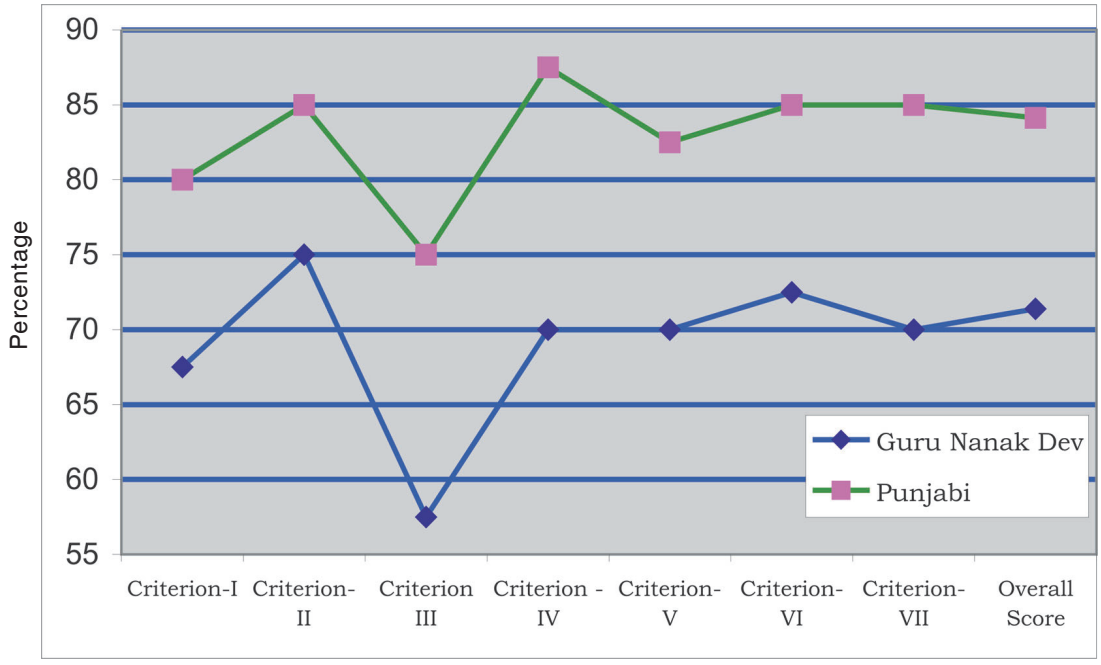


Figure 5.3: 2-faculty Arts and Commerce Colleges

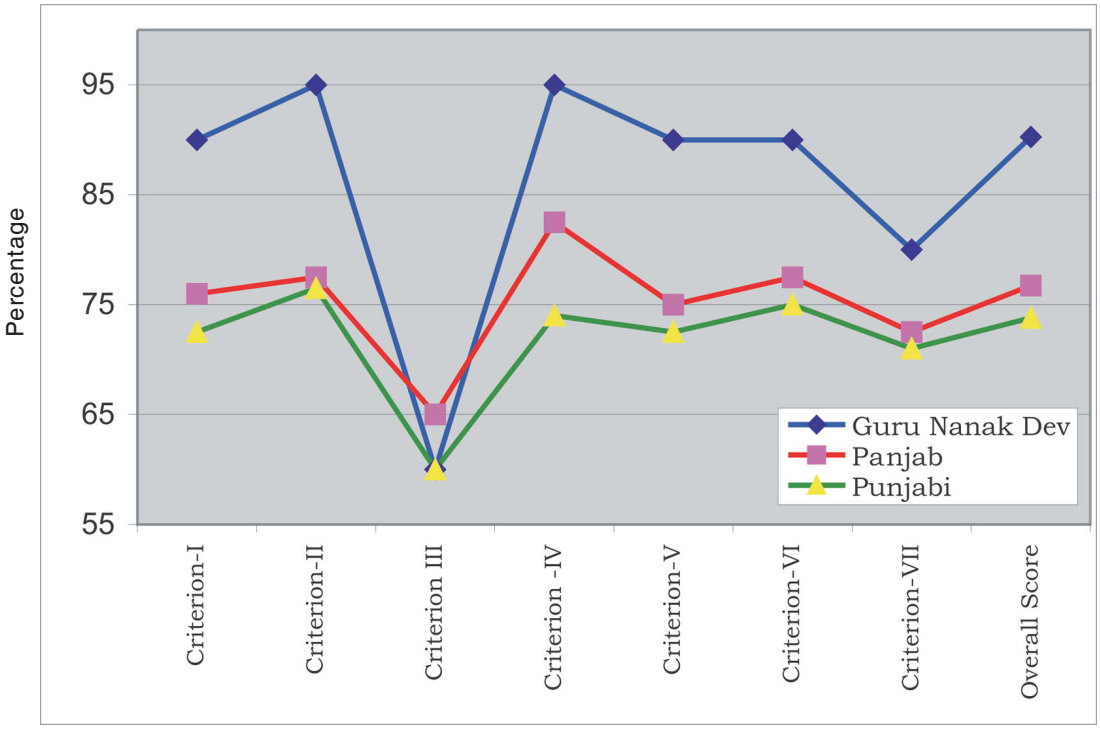


Figure 5.4: 2-faculty Science and Commerce Colleges

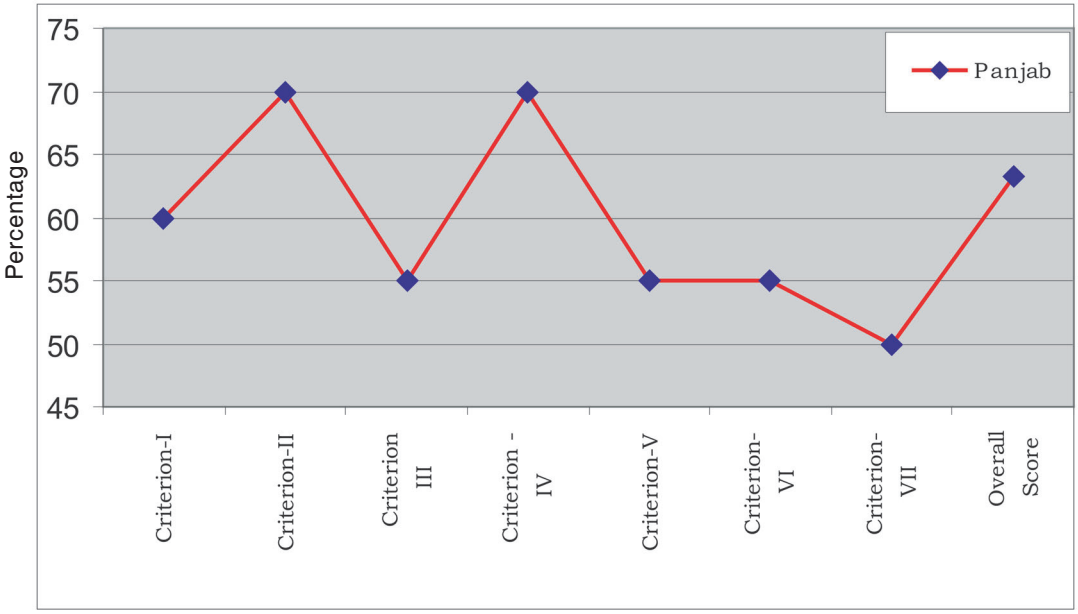


Table 5.6 presents the data on Criterion-wise scores of single-faculty Colleges. That the single-faculty colleges have been good performers is evident by the averages and pattern of scoring under each Criterion, except for Criterion III (figure 5.5).

Table 5.6: Average and range of Criterion-wise scores of single-faculty colleges

	Criterion I	Criterion II	Criterion III	Criterion IV	Criterion V	Criterion VI	Criterion VII
Single faculty Arts							
Punjabi	77.5	72.5	**60**	87.5	87.5	80.5	80
Single faculty Science							
Panjab	80	85	**60**	75	80	85	80

Figure 5.5

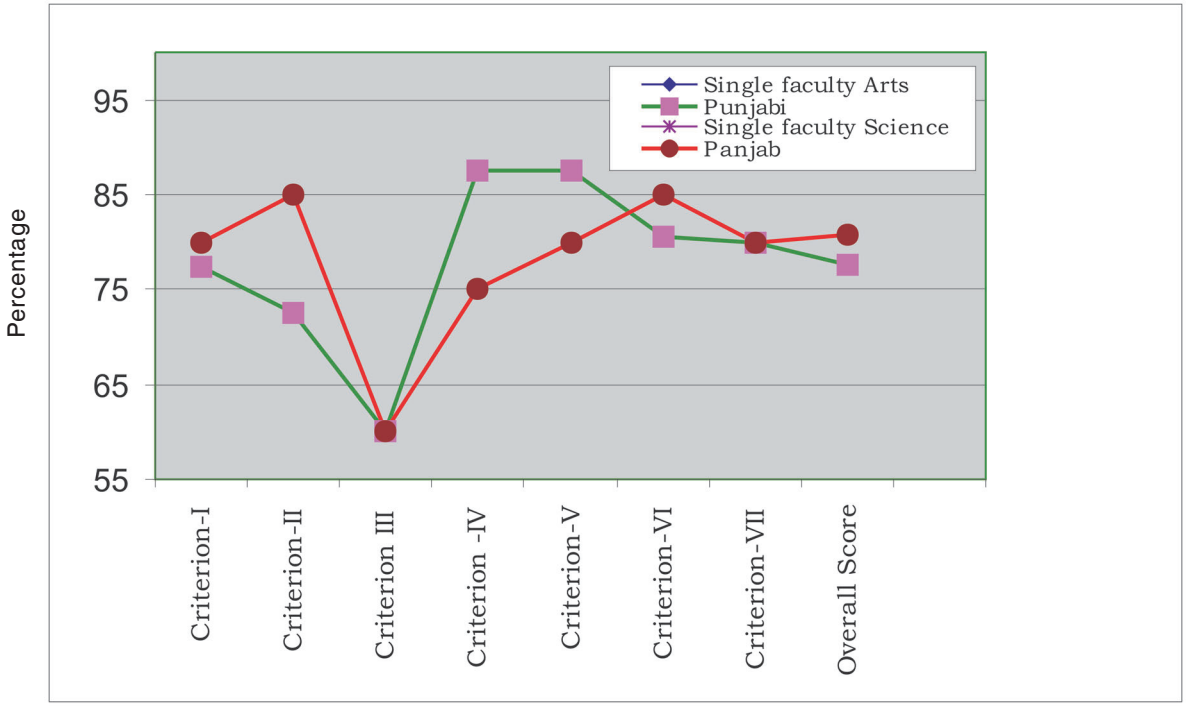


Table 5.7 presents the data on the Criterion-wise scores of Professional Colleges. Except for Criterion three where the range has gone as low as 50, the rest of the means and ranges are quite appreciable (between 75-95; see also figure 5.6).

Table 5.7: Average and range of Criterion-wise scores of Professional colleges of the three universities

Professional colleges	Criterion I	Criterion II	Criterion III	Criterion IV	Criterion V	Criterion VI
Guru Nanak Dev	82	90	85	95	82	85
Panjab	77.5 (70-80)	75 (70-84)	57.5 **(50-90)**	82.5 (75-90)	75 (70-95)	82.5 (80-90)
Punjabi	81.17 (75-85)	81.08 (80-85)	75.50 (65-83)	85.42 (85-90)	84.33 (80-90)	85.50 (80-90)

Figure 5.6

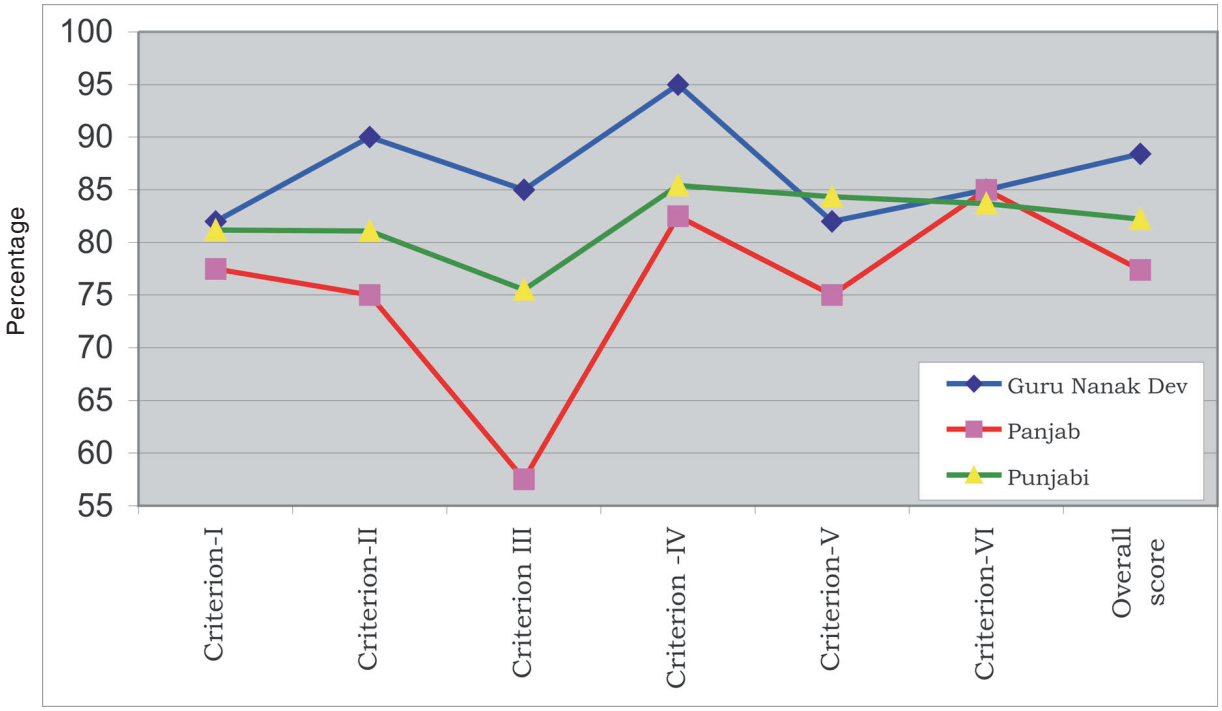


Table 5.8 indicates the data on Women's Colleges. Here again, less than 55 is noticed for Criterion III of one University while all other means and ranges are between 55-90 (See also figure 5.7).

Table 5.8: Average and range of Criterion-wise scores of Womens colleges of the three universities

	Criterion I	Criterion II	Criterion III	Criterion IV	Criterion V	Criterion VI	Criterion VII
Guru Nanak Dev	87.43 (81-92)	89.72 (80-95)	70.29 **(45-87)**	87.57 (76-98)	87.14 (85-90)	87.14 (85-90)	86.86 (75-95)
Panjab	79.3 (60-88)	81.9 (65-94)	65.2 (60-85)	84.6 (70-95)	79.8 (65-85)	79.60 (65-90)	79.40 (55-90)
Punjabi	76.6 (70-83)	78.5 (65-85)	69.6 (60-83)	85.5 (80-90)	83.2 (75-90)	81.40 (76-86)	81.00 (75-90)

Figure 5.7

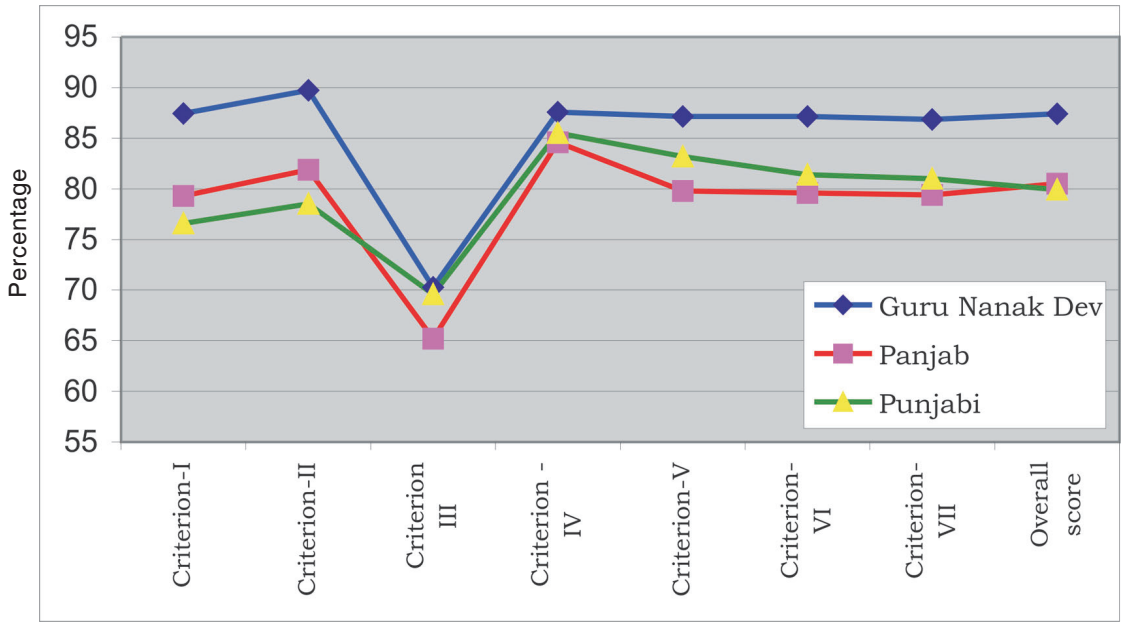


Table 5.9 presents the overall mean of means of the Universities for all types of Colleges for all Criteria. From this table and figure 5.8 it is evident that the pattern and range of scores of all the colleges coming under the three Universities, is highly comparable

Table 5.9: Mean of means and range of criterion-wise and overall scores of all types of colleges of the three universities

	Criterion I	Criterion II	Criterion III	Criterion IV	Criterion V	Criterion VI	Criterion VII
Guru Nanak Dev	81.95 (70-94)	86.86 (73-95)	68.85 **(45-87)**	86.43 (70-96)	82.15 (65-98)	83.72 (70-95)	79.89 (55-95)
Panjab	75.35 (60-88)	78.63 (65-94)	65.11 **(40-90)**	81.33 (60-96.6)	74.89 (60-95)	75.41 (65-95)	70.74 (55-95)
Punjabi	76.92 **(45-90)**	78.07 (60-88)	65.07 **(30-87)**	81.99 **(45-95)**	79.52 **(40-92)**	81.07 (70-87)	79.06 (60-87)

Figure 5.8

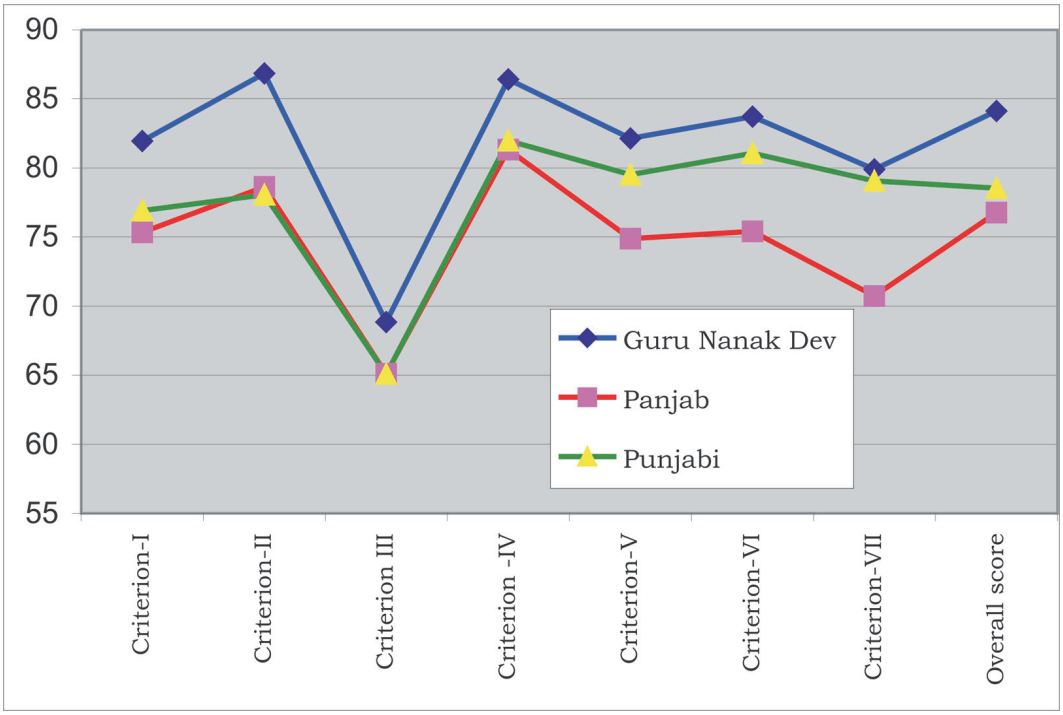
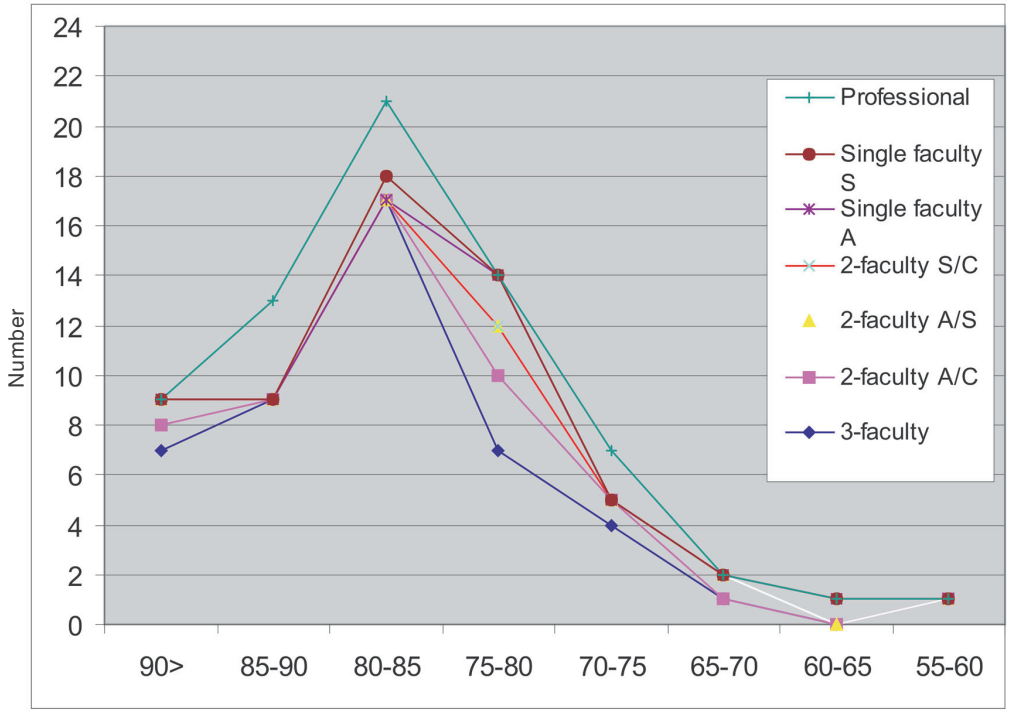


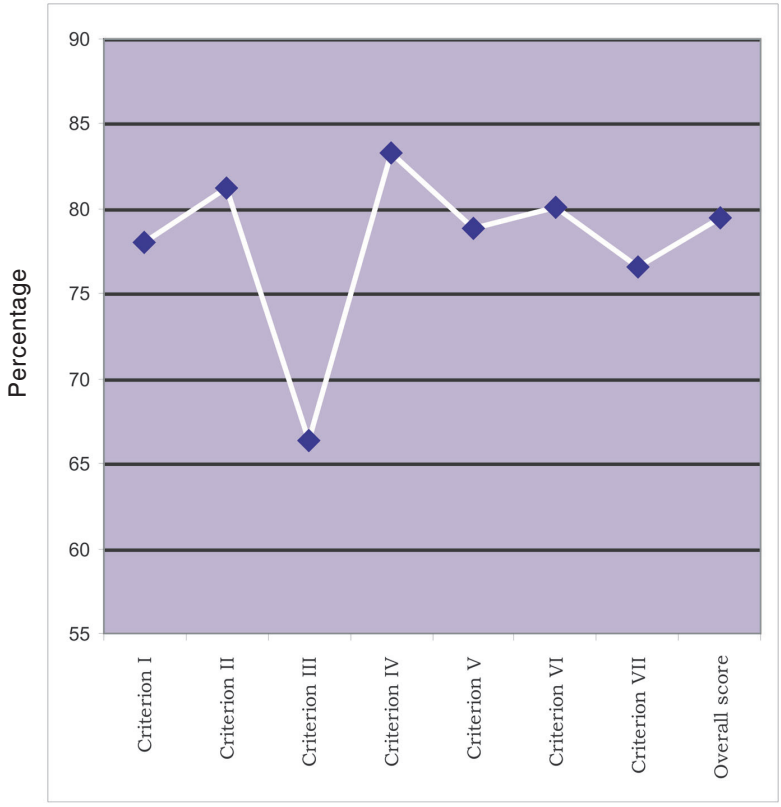
Figure 5.9a



An overall pattern of Criterion-wise scores of the different Colleges (number) of the State is presented in Figure 5.9a.

Figure 5.9b illustrates the overall pattern (average percentage) of all colleges of all Universities put together. This figure clearly indicates that the performance of most of the accredited affiliated institutions of the State is commendable, with a decreasing trend from Criterion IV (Infrastructure and Learning Resources)< Criterion II (Teaching-Learning and Evaluation)< Criterion VI (Organization and Management) < Criterion V (Students Support and Progression)< Criterion I (Curricular Aspects)< Criterion VII (Healthy Practices), Criterion III (Research Consultancy and Extension). This suggests that most Institutions are equipped with appraisable infrastructure and Learning Resources, providing for a good Teaching-Learning experience to its students. However, steps are necessary to be taken to reach-out students' support and progression, improve upon Curricular aspects, and inculcate more healthy and unique practices.

Figure 5.9b



The patterns of percentage frequency of overall average Criterion-wise scores of all the Colleges of the State are presented in figures 5.10a-5.10g

Figure 5.10a

Figure 5.10b

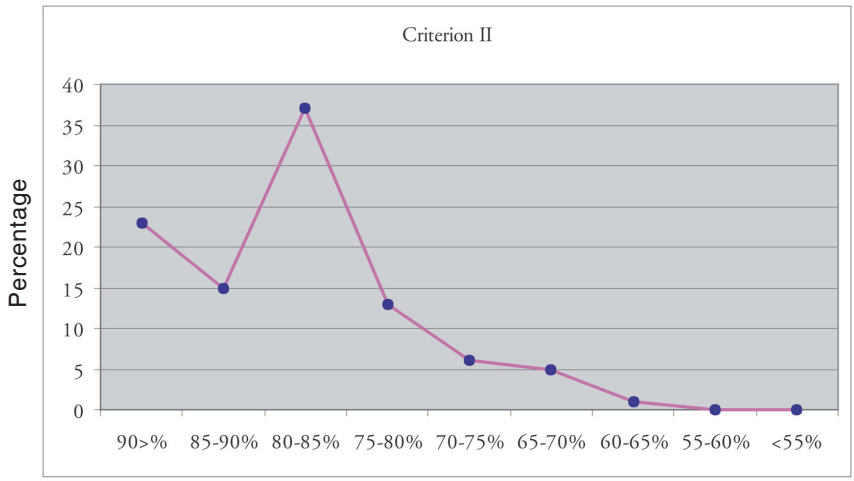


Figure 5.10c

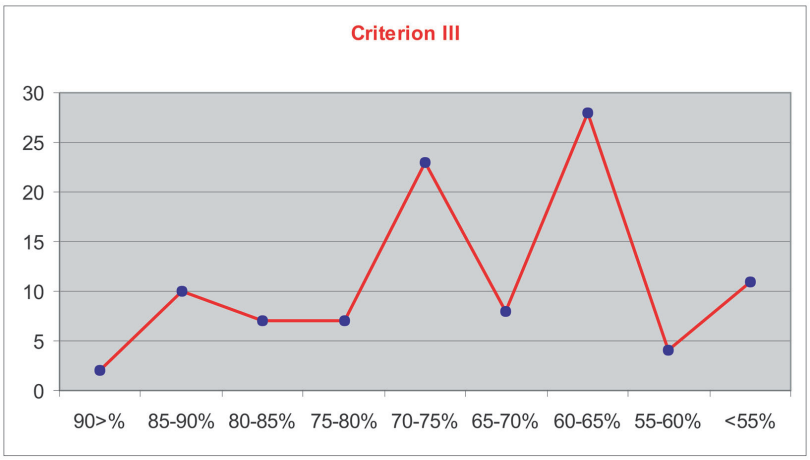


Figure 5.10d

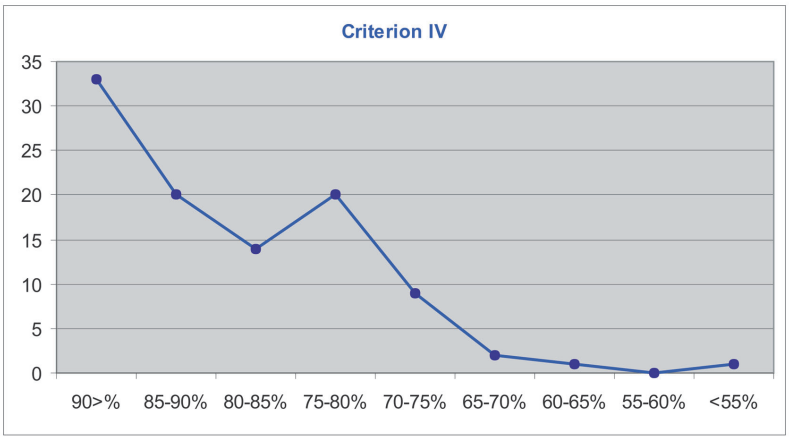


Figure 5.10e

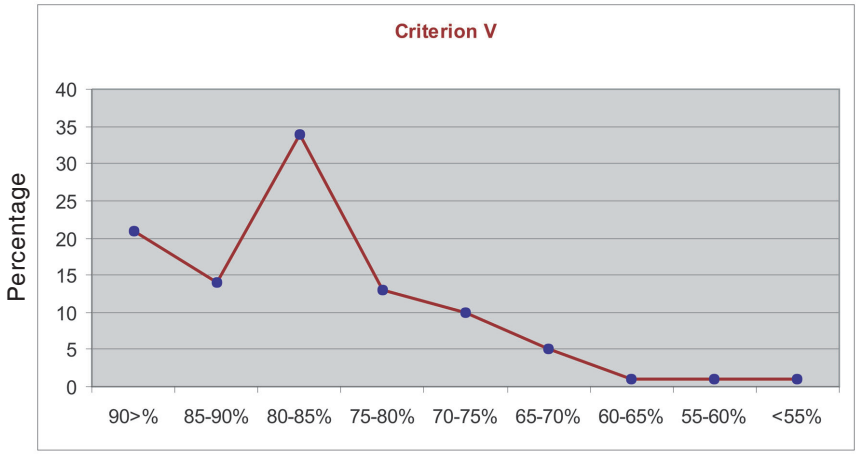


Figure 5.10f

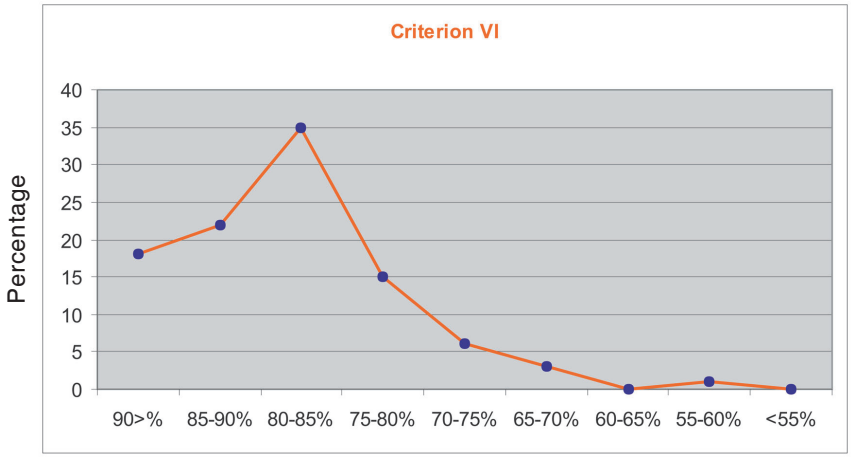
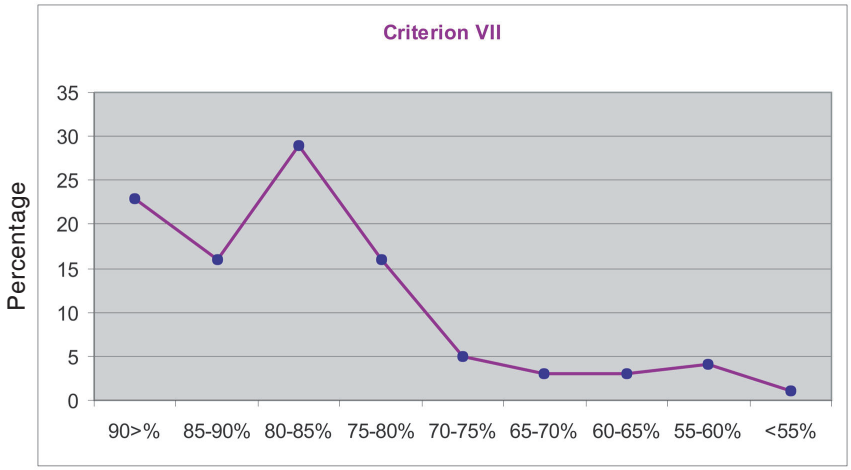


Figure 5.10g



From the above figures the perceptible shift in the peak towards the lower range is distinct for Criterion III (60-65; 70-75 and <55) Similarly, the peak 90> is noticable for Criterion IV. Considering Criterion I (Curricular Aspects) and Criterion II (Teaching –Learning and Evaluations) as key Criteria of quality in affiliated colleges, it is a gratifying to note that the peak/s are between 80-90%.

6. Analysis of overall grades of affiliated Colleges

6.1 University-wise distribution of affiliated colleges based on overall grades:

Table 6.1 presents the data on the distribution of the colleges belonging to the three universities and their overall grades.

Table 6.1

University	Number of colleges graded								
	4-star	A^+	A	B^{++}	B^+	B	C^{++}	C^+	C
Guru Nanak Dev	1	6	4	3	3	2	1	–	– –
Panjab	1	2	6	14	4	1	1	1	–
Punjabi	–	1	2	5	7	2	–	–	1

From the table, the following observations emerge :

- ★ Out of the 68 colleges, two have been graded under the previous star-system (both institutions graded as 4-star), while all others have been accredited and graded in the 9-point scale system.
- ★ The notable cluster of colleges fall in the grade range of B–A^+ (62 colleges)

Figures 6.1, 6.2 and 6.3 illustrate the university-wise percentage frequency of overall grades. From these figures if is to be noted that 50% of the accredited colleges of Gurunanak Dev University are graded as A or A^+; 68% of colleges of Panjab University have secured B^{++} and A; while 66% of the colleges of Punjabi University have secured B^+ and B^{++} grades.

Figure 6.1

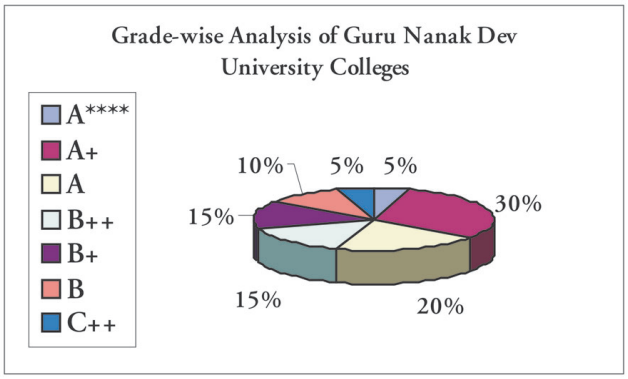


Figure 6.2

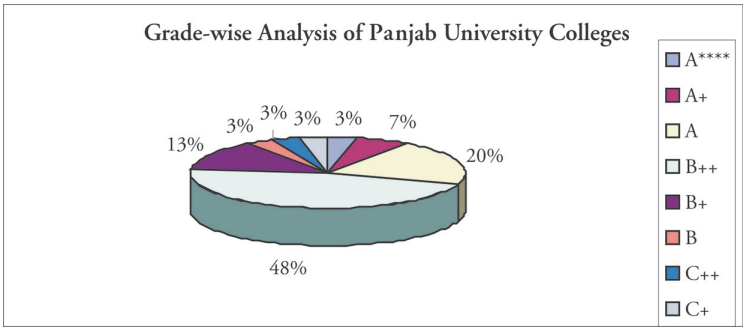


Figure 6.3

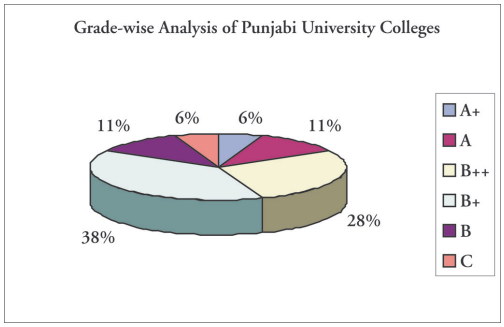


Figure 6.4 presents the overall distribution of grades amongst the 68 affiliated colleges of the state.

Figure 6.4

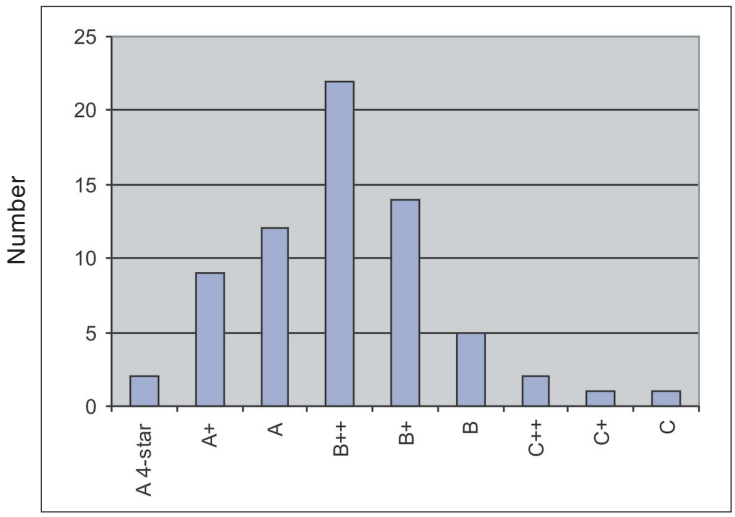
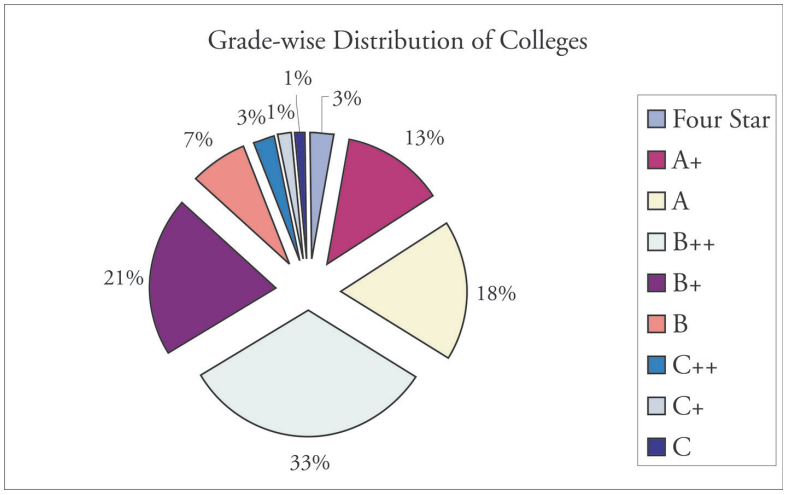


Figure 6.5 illustrates the data on percentage frequency of grades secured by the 68 colleges of the state. From this figure, it is noteworthy that 33% of colleges are graded B^{++}, 21% as B^{+}, 18% as A and 13% as A^{+}. Against this scenerio, that 2% of the institutions are graded at the other extreme of the 9-point scale is a concern to be addressed by the state.

Figure 6.5



7. Qualitative analysis of the peer team reports of Punjab

The aim of the following sample qualitative analysis based on the observations/ recommendations made by the various peer teams in their respective reports of affiliated colleges is to supplement the knowledge gained by the study of the scores for the seven criteria and the overall scores. Certain issues of interest emerge from a quantitative analysis and these if addressed in future, can lead to a better understanding of the institutional perspective.

The qualitative analysis is restricted only to affiliated colleges and considers only those sample 15 parameters specifically mentioned in the reports. It is to be noted that the option of 'No Information' is included in cases where it is not clear from the reports whether the institution meets some parameters. This is to suggest that the peer team should try to get as much clear information as possible. For many questions it is crucial that the information be mentioned in clear terms so that the qualitative assessment is apparent.

1. Leadership of the principal

Category	No. of Colleges
(a) Effective	20
(b) Satisfactory	08
(c) No information	12

This question may serve as a guideline regarding the significant role of the principal.

2. Vision statement of the institution

Category	No. of Colleges
(a) Well-defined and well-executed	23
(b) Need to re-define/ re-focus	09
(c) No information	08

The purpose of this question is to bring to the notice of the principal and the management, the objectives and directions for necessary actions. It is noted that more than 50% of the institutions have a well-defined and well-implemented vision!

3. Linkage with society/community

Category	No. of Colleges
(a) Strong	26
(b) Moderate;	02
(c) Needs to be improved	07
(d) No information	05

One of the important goals of a higher education institution is to establish linkages with society/community. A strong connection indicates that the college is meeting its implied obligations to society. It is heartening to note that a large number of institutions have established notable linkages with society.

4. Infrastructure of the institution

Category	No. of Colleges
(a) Adequate	29
(b) Needs to be increased	10
(c) No information.	01

Clearly, this information is highly useful to the management and is also associated with the second question in this framework. Almost 75% of the institutions have adequate infrastructure, which is an encouraging factor.

5. Faculty advised to undertake research/research projects, etc.

Category	No. of Colleges
(a) Research	06
(b) Projects	05
(c) Research and Project	25
(d) No information	04

The purpose of this question is to supplement the inputs to criterion III, that is, Research, Consultancy and Extension. This suggests that most of the faculty members need to undertake research and project work.

6. Percentage of faculty engaged in research*

Category	No. of Colleges
(a) Above 40%;	02
(b) Less than 40%.	19

The objective of this question is the same as that of question 5 in this framework. It is not surprising that research activity is less than 40% in most of the colleges in the light of the recommendations in question 5.

***The analysis for this question is based only on 21 colleges.**

7. Consultancy services

Category	No. of Colleges
(a) Offered by the institution	03
(b) Advised to take up consultancy	23
(c) No information.	14

Consultancy services generate revenue for an institution, and it is an important parameter these days, as the financial commitment from governments is declining. Institutions should seriously take up the suggestion of the peer team and provide consultancy services.

8. Grievance Redressal Cell

Category	No. of Colleges
(a) Active cell exists	16
(b) Cell exists, to be used effectively	04
(c) Create a new one	05
(d) No information.	15

This meets the need of the students as well as the faculty. This information is particularly useful for women's colleges. It is important to note that though grievance redressal cells exist in some colleges, there are no major complaints registered, either by the students or the faculty members.

9. Computer access for students

Category	No. of Colleges
(a) Good	03
(b) Moderate	14
(c) Not adequate	23

In an era of information technology, one cannot afford to let our educational institutions to lag behind in providing this service to the future citizens of our country. It is hoped that in future, institutions would seriously extend computer access to all their students.

10. Course on communication skills to students

Category	No. of Colleges
(a) Recommended	20
(b) Course exists	13
(c) No information	07

A general observation about rural institutions is the lack of communication ability amongst the students. Consequently, they do not have the opportunity to seek attractive jobs with high perks. This question may serve the purpose of needy students. Multi-national companies are providing a lot of jobs where their employees need to interact with international delegates. It is important that students learn this skill during their course, at least as a value-added course.

***Questions 11, 12 and 13 are designed with the same intention.**

11. Is the college advised to introduce job-oriented course?

Category	No. of Colleges
(a) Yes	23
(b) Provides	12
(c) No information	05

12. Does the college offer psychological counseling to students?*

Category	No. of Colleges
(a) Yes	02
(b) No	19

It is disappointing that psychological counseling is not extended to students.

***The analysis for this question is based on 21 colleges.**

13. Does the college offer career counseling to students?*

Category	No. of Colleges
(a) Yes	11
(b) No	10

It is important for the institution to have a career counselling cell in its campus.

***The analysis for this question is based on 21 colleges.**

14. Hostel facility (wherever available)

Category	No. of Colleges
(a) Good	14
(b) To be improved, if it exists	07
(c) To be created	06
(d) No information	13

Hostel facilities are very important for outstation students, and, in particular, for girls. A hostel with good facilities can motivate students for quality education.

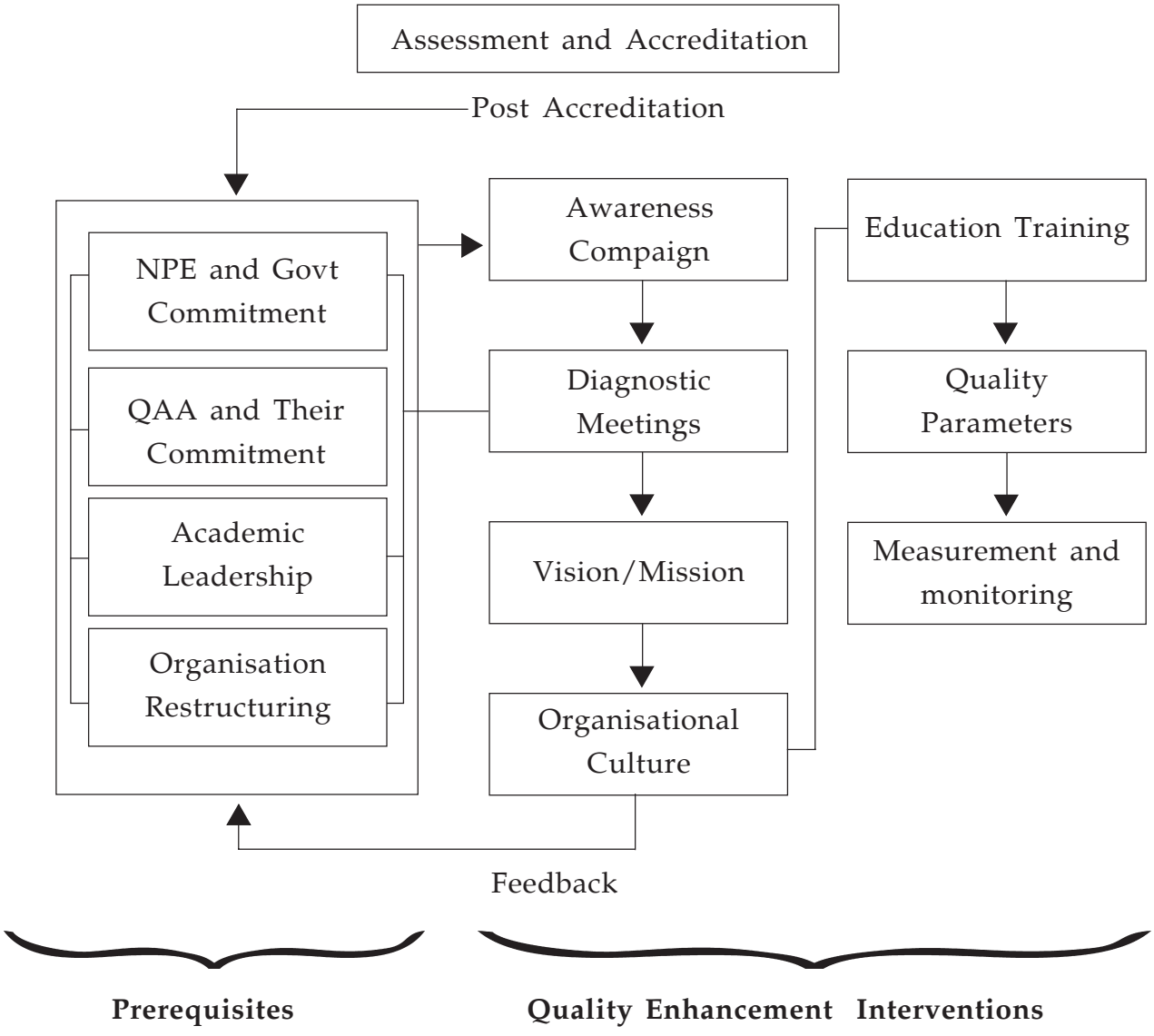
15. The alumni association of the institution

Category	No. of Colleges
(a) Actively participates	19
(b) Needs to be developed	17
(c) No information	04

The alumni and the parents association play a crucial role in the development of the institution, not just through monetary contributions but also through advice and healthy criticism. It is noted with satisfaction that 3 alumni associations are also registered bodies and close to 50% of the alumni associations contribute significantly to the development of their institutions.

The Post-Accreditation Quality Enhancement Model as suggested by Verma (2004), and as presented below, may be adopted by the state, for all the accredited institutions:

Quality Enhancement Model



8. Annexures

Annexure - I

Colleges affiliated to Guru Nanak Dev University, Amritsar

1.	Amardeep Singh Shergill Memorial College, Dist. Nawanshahr, Mukandpur
2.	Apeejay College of Fine Arts, Jalandhar
3.	BBK DAV College for Women, Lawrence Road, Amritsar
4.	D.A.V. College, Jalandhar
5.	Doaba College, Tanda Road, Jalandhar City
6.	Government College, Gurudaspur
7.	Guru Nanak College for Women, Charan Kanwal, Banga (Nawanshahr) Womens college, single faculty, Pvt. Aided, Arts, Home Science and Computer Science and two Post-Graduate subjects
8.	Hans Raj Mahila Maha Vidyalaya, Mahatma Hans Raj Marg, Jalandhar
9.	Kanya Maha Vidyalaya, Vidyalaya Marg, Jalandhar
10.	Khalsa College of Education, Amritsar
11.	Khalsa College, Amritsar
12.	Lyallpur Khalsa College for Women, Jalandhar City
13.	Lyallpur Khalsa College, Jalandhar
14.	Nawab Jassa Singh Ahluwalia Government College, Kapurthala
15.	R. R. Bawa D. A. V. College for Girls, Smadh Road, Dist. Gurdaspur, Batala
16.	Saroop Rani Government College for Women, Rani Ka Bagh, Amritsar
17.	Shanti Devi Arya Mahila College, Dist. Gurdaspur, Dinanagar
18.	Sikh National College, Charan Kanwal, Banga (Nawanshahr)
19.	Sikh National College, Qadian (Gurdaspur)
20.	Swami Swatantranand Memorial College, Dinanagar (Gurdaspur)

Annexure - II

Colleges affiliated to Panjab University, Chandigarh

1.	A. S. College, Ludhiana, Khanna
2.	Babar Akali Memorial Khalsa College, Dist. Hoshiarpur, Garhshankar
3.	D. A. V. College of Education, Abohar
4.	D. A. V. College, Hoshiarpur
5.	D. A. V. College, Maharishi Dayanand Marg, Abohar
6.	Dev Samaj College for Women, Bansi Gate, Ferozepur City
7.	Dev Samaj College of Education for Women, Ferozepur City
8.	Dev Samaj College of Education, Chandigarh
9.	G.H.G Harparkash College of Education for Women, Sidhwan Khurd, Dist. Ludhiana
10.	G.H.G. Khalsa College, Gurusar Sadhar, Ludhiana District
11.	Goswami Ganesh Dutta Sanatan Dharma College, Sector 32-C
12.	Government College, Hoshiarpur
13.	Government College, Karamsar
14.	Government College, Sector 11, Chandigarh
15.	Government College, Sector 46
16.	Govt. College for Girls, Sector – 42
17.	Govt. College for Girls, Sector 11, Chandigarh
18.	Govt. College for Women, Ludhiana
19.	Govt. College of Education, Sector 20 - D, Chandigarh
20.	Guru Gobind Singh College for Women, Sector 26, Chandigarh
21.	Guru Nanak Girls College, Model Town, Ludhiana
22.	Guru Nanak Khalsa College for Women, Ludhiana
23.	Khalsa College for Women, Civil Lines, Ludhiana
24.	Khalsa College for Women, Ludhiana District, Sidhwan Khurd
25.	Malwa Central College of Education for Women Ludhiana
26.	S. C. D. Govt. College, Ludhiana
27.	S. D. College for Women, Moga
28.	S. Govt. College of Science Edu. & Research, Ludhiana District Jagraon
29.	Sri Guru Gobind Singh College, Sector – 26
30.	Swami Premanand Mahavidyalaya, Dist. Hoshiarpur, Mukerian

Annexure - III

Colleges affiliated to Punjabi University, Patiala

1.	Akal Degree College for Women, Sangrur
2.	Bhai Asa Singh Girls College, Dist. Bhatinda
3.	D. A. V. College, Dayanand Nagar, Bathinda
4.	Desh Bhagat Pandit Chetan Dev Government College of Education, Faridkot
5.	Government College for Girls, Patiala
6.	Government College, Malekotla
7.	Government College, Ropar District
8.	Government Mohindra College, Patiala
9.	Government Ripudaman College, Dist. Patiala, Nabha
10.	Government Shivalik College, Naya Nangal
11.	Govt. Brijindra College, Faridkot
12.	Govt. College of Education, Patiala
13.	Govt. College, Patiala District
14.	Govt. College, Ropar
15.	Govt. Rajindra College, Bhatinda
16.	Govt. Ranbir College, Sangrur
17.	S. U. S. Govt. College, Sunam (Sangrur)
18.	Shaheed Bhagat Singh Govt. College, Kotkapura, Dist. Faridkot

For Communication with **NAAC**

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