NAAC PEER TEAM REPORT

of

KARNATAK UNIVERSITY, DHARWAD

26-29 December 2007

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

An Autonomous Institution of the University Grants Commission

P. O. Box. No. 1075, Nagarbhavi, Bangalore - 560 072 India

Provisional Certificate of Accreditation

The Executive Committee of the

National Assessment and Accreditation Council

on the recommendation of the duly appointed

Peer Team is pleased to declare the

Karnatak University

Pavate Nagar, Dharwad, Karnataka as

Accredited

with a CGPA of **3.02** *on four point scale*

at **A** *grade*

Date: February 04, 2008

Director

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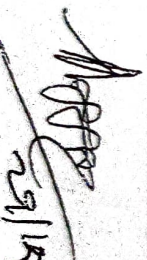
26-29 December, 2007

PEER TEAM REPORT

of

Karnatak University, Dharwad, Karnataka (Re-accreditation)

(PTV Date: 26-29 December 2007)

Section I: GENERAL Information

1.1 Name & Address of the Institution :	Karnatak University Dharwad, Karnataka
1.2 Year of Establishment :	1950
1.3 Current Academic Activities at the Institution (Numbers):	07
• Faculties :	
• Departments/ Centres :	Departments : 50 Centres : Main Campus + 05
• Programmes/ Courses offered :	PG [50] UG [X] Research [68] Others [37]
• Permanent Faculty Members:	225
• Permanent Support Staff:	820
• Students	2987 (PG); 112 (M.Phil); 378 (Ph.D.); 745 (Others)

1.4. Three major features in the institutional Context (As perceived by the Peer Team):

- Educational opportunities for students of Northern Karnataka
- Well maintained green and environment-friendly institutional ambience
- Pro-active leadership with good governance

1.5. Dates of visit of the Peer Team	See Annexure

1.6. Composition of the Peer Team which undertook the on-site visit:

Chairman:

Members:

NAAC Coordinator:

1. Prof. S. P Thyagarajan (Chairperson)
2. Prof. K. Kunhikrishnan (Member)
3. Prof. Supriya Chaudhuri (Member)
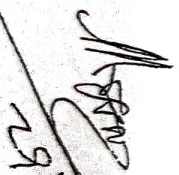4. Prof. H. Surya Prakash Rao (Member)

Prof. Katre Shakuntala

Prof. S. P Thyagarajan (Chairperson)

25/15/07

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Section II: CRITERION WISE ANALYSIS	Observations (Strengths and/or Weaknesses) on Key-Aspects
2.1 Curricular Aspects:	
2.1.1 Curricular Design & Development:	• Curricula developed are attuned to regional needs • Curriculum development process blends internal and external expertise • Curricula reflect the Institution's goals and objectives
2.1.2 Academic flexibility:	• 155 programme options are available • Semester system currently in place and CBCS initiated to start from 2008-09 • Courses providing value addition attuned to regional and Indian culture, imparting communication/writing skills and computer literacy may be introduced.
2.1.3 Feedback on Curriculum:	• External analysis of student feedback has been initiated and should be institutionalized. • Institution should strengthen feedback from other stakeholders, e.g. parents/alumni/industry.
2.1.4 Curriculum update:	• Curricula have been revised approximately once in three years • UGC model curricula are followed in most courses. Where possible, curricula should involve problem-solving modules. • Interdisciplinary curricular design should be strengthened
2.1.5 Best Practices in Curricular aspects:	• Curricula amply provide for good grounding in basic disciplines e.g. Physics, Chemistry, Mathematics, Statistics, Zoology, Botany, Kannada, Sanskrit, etc. • Programmes in indigenous, specialized and area relevant subjects like Folklore, Epigraphy, Sericulture and Marine Biology are to be appreciated.

Prof. S. P Thyagarajan (Chairperson)

29/4/07

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2.2 Teaching-Learning & Evaluation:

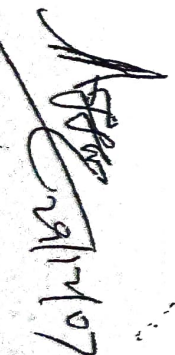|	
2.2.1 Admission Process and Student Profile:	• Admission process is open and transparent providing opportunities for over 3,000 students. • Norms for access and equity are strictly followed • Eligibility criteria are well-defined and observed
2.2.2 Catering to the diverse needs:	• Buildings are provided with ramps for use of differently-abled students • Some departments conduct tutorial classes for the needy, e.g. Political Science, Social Work, etc. • Braille books and audio cassettes should be provided in the library.
2.2.3 Teaching-Learning Process:	• Teaching-learning process aptly involves field experience and use of equipment. USIC role in providing instrumentation services is appreciable. • Teaching schedules are prepared in advance; they should be uploaded onto university website • Audio visual teaching aids are used in classrooms; language laboratories may be developed. • Concerted efforts may be made to prepare students for NET.
2.2.4 Teacher Quality:	• 90% of permanent faculty is Ph.D. qualified. • UGC norms for teacher recruitment are followed. Efforts to recruit faculty with postdoctoral qualifications are commendable. • Several faculty members have received awards and recognitions. One is a Bhatnagar awardee; three are FNAs, two are FASc and one is FNASc.
2.2.5 Evaluation Process and Reforms:	• 20% of semester marks are determined by continuous and transparent assessment. • Computerization of Examination Section has been initiated. • University should take necessary steps to publish UG results within two months of examination commencement as done for PG courses.

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2.2.6	Best Practices in Teaching-learning and Evaluation :	• Diversity in teaching-learning process has been ensured through projects, field works, Open House, Heritage Week and such other activities. • Appeals mechanism for redressing students' grievances in evaluation is appreciated.
2.3	**Research, Consultancy & Extension:**	
2.3.1	Promotion of Research:	• Faculty are encouraged to attended conferences and take up sponsored research projects. • Incentives may be given to faculty who can bring in projects. • Specific budget provision of seed money is required for newly-recruited faculty.
2.3.2	Research and Publications Output:	• 8 UGC-SAP Departments, 5 DST-FIST, 1 Centre of Excellence, 1 DNA Diagnostic Centre • 777 Research Publications with H-Index of 20 (as per Raman Research Institute Library Report. • University has produced a large number of Ph.Ds. (about 2 Ph.Ds per guide during past 5 years).
2.3.3	Consultancy:	• Some attempts have been made to mobilize resources through consultancy • Consultancy Cell and appropriate global policy may be generated • USIC may play pro-active and profit-making role to benefit in-house and external user-researchers.
2.3.4	Extension Activities:	• Students and faculty participate in extension programmes in Psychology, Social Work and Yoga Departments. • University encourages outreach programmes, such as 'Suicide Prevention Among Farmers' by Psychology department. • The Fishermen's Guidance Bureau managed by Department of Marine Biology has been doing good work.

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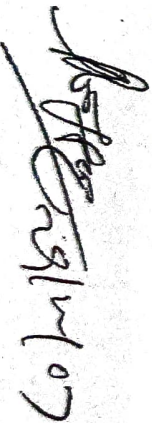|	
2.3.5 Collaborations:	• Ongoing International collaborations such as those with Germany and UK are to be formalized by MoUs as done with Netherlands. • Science Departments have notable national level Institutional collaborations, e.g. with IISc, TIFR, BARC, etc. • Industry / Service Sector collaborations, such as the one between the Department of Foreign languages and Würth Electronics India, may be extrapolated to other departments.
2.3.6 Best Practices in Research, Consultancy and Extension :	• Notable contribution to knowledge is being made through internationally collaborative research in Archaeology. • Budget head for funding in-house research • 685 research scholars receive financial assistance
2.4 Infrastructure and Learning Resources: 2.4.1 Physical Facilities for Learning:	• Recent efforts for augmenting infrastructural facilities are visible. • Most class rooms have OHP/LCD facilities. • Computer access hours for students require augmentation on 24/7 basis.
2.4.2 Maintenance of Infrastructure:	• University maintenance budget is fully utilized. • Intranet and Internet systems for information sharing should be augmented. • In due course of time WiFi connectivity may be established.
2.4.3 Library as a Learning Resource:	• Inter-library linkages and information retrieval facilities should be augmented. • Reading room to be modernized and audio-visual personal niches created for students and researchers. • E-library facilities created through INFLIBNET
2.4.4 ICT as Learning Resources:	• Computer access for students has been provided • Bandwidth connectivity and Internet facilities for faculty and students need to be improved. • University website to be made dynamic with periodic updating.

Prof. S. P Thyagarajan (Chairperson)

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2.4.5	Other Facilities:	• Well equipped patient-friendly Health Centre with qualified personnel. Records room (archive) should be created in Examination and Academic Sections in view of the RTI Act. • USIC with advanced and well maintained equipment, which should be made available on 24/7 basis. • Large number of hostels with basic infrastructure accommodating 1687 students; however the amenities may be upgraded. Uninterrupted power supply should be ensured for efficient functioning of the University.
2.4.6	Best Practices in the development of Infrastructure and Learning Resources:	• Rich heritage of collections in University museums and in the Kannada Research Institute. • Environment-friendly and clean campus. • Well stocked botanical garden.
2.5	**Student Support and Progression:**	
2.5.1	'Student Progression:	• Systematic efforts for tracking student progression to be introduced. • Efforts may be made to improve the students progression rate from UG to PG levels.
2.5.2	Student Support:	• Scholarships, freeships and group insurance are provided for a large number of students. • Health care is available on campus 24/7 • A centralized University Placement Centre should be created and services of Career Guidance Cell may be improved.
2.5.3	Student Activities:	• Adequate sports facilities available for indoor and outdoor games, but upgrading should continue. • Student participation in State and National level sports events may be augmented. • An exclusive 'Student Amenity Centre' with recreational and leisure time activities especially for the day scholars may be created.
2.5.4	Best Practices in Student Support and Progression:	• Rich cultural heritage of the region is reflected in students' musical activities • Encouragement is given to differently-abled students.

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2.6 Governance and Leadership:

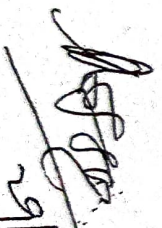|		
2.6.1	Institutional Vision and Leadership:	• Current leadership has infused motivation and enthusiasm amongst all sections of the University as a whole.
		• CBCS has been approved for introduction from 2008-09.
		• There should be a statutorily approved common vision-mission statement for the University as a whole.
2.6.2	Organizational Arrangements:	• Committee-mediated decision making process is being undertaken democratically.
		• Mechanism for delegation of financial powers for research projects has been introduced; more autonomy – financial and academic – may be given to all the SAP Departments and PIs of projects for effective functioning.
		• Grievance Redressal and Prevention of Sexual Harassment Cells may be structured and strengthened.
2.6.3	Strategy development and deployment:	• Student appraisal of teachers is carried out and analysed.
		• 262 long-pending faculty vacancies are being filled-up.
2.6.4	Human Resource Management:	• Initiatives taken for professional training of staff in computer literacy; further professional developmental courses are required.
		• Faculty are encouraged to improve career profile through refresher and orientation courses.
		• The ASC should continue to provide faculty and staff development opportunities
2.6.5	Financial Management and Resource Mobilization:	• Financial discipline of the University is commendable. FBAS introduction is taking place.
		• Long-term plans for mobilization of resources are under way.
2.6.6	Best Practices in Governance and Leadership:	• Pro-active leadership of the Vice-Chancellor in good governance is noteworthy.
		• Healthy financial position of the University and its future plans are commendable.

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2.7 *Innovative Practices:*	
2.7.1 Internal Quality Assurance System:	• Systemic initiatives like student feedback analysis have been undertaken • Faculty and staff involvement in quality enhancement is being encouraged. • Full participation of students in appraisal mechanisms and quality checks may be facilitated.
2.7.2 Inclusive practices:	• Special drives for filling up SC/ST vacancies in faculty have been undertaken • SC/ST Cell and Category –I (Minority and OBC) Cells help to empower marginalized and minority sections of student community. • Incremental academic growth of students from disadvantaged sections needs to be systematically documented.
2.7.3 Stakeholder Relationships:	• The institution is discharging its social responsibility commendably. • Society's perception of the University is very good.
Section III: OVERALL ANALYSIS	**Observations**
3.1 Institutional Strengths:	• Pro-active leadership with good governance. • Innovative practices to facilitate inclusive schemes for socially disadvantaged groups. • Systematic approach to implement automation of Examination, Finance and Library sections. • Transparent admission process provides access and equity as per norms. • Effective, fast track effort to fill up long- pending vacant faculty positions.
3.2 Institutional Weaknesses:	• More options may be provided for students to take add-on/value-added courses along with regular UG/PG programmes. • Lack of feed back from the stake holders like Industries in curriculum revision.

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3.3 Institutional Challenges:

- Lack of organized methodology for offering bridge/remedial courses, counseling services or tutor-ward/student-mentoring services.

- Lack of institutional structure and norms for coordinated consultancy activities/transfer of technology through statutory University-Industry Partnership Cell

- Lack of uninterrupted power supply, communication and higher bandwidth internet connectivity.

3.4 Institutional Opportunities:

- Letter and spirit implementation of Choice Based Credit System in all PG courses in the University from 2008-09

- Full participation of non-teaching staff in implementation of IT-mediated modernization of Finance and Examination Sections.

- Motivation of faculty to commit fully to implementation of institutional innovations like merging of related departments, introduction of 'School' system and 'One faculty-at-least-one funded-research-project' norm

- Institutionalizing holistic development activities for students through Psychological Counselling, Personality Development and imparting soft and communication skills.

- Development of Formal intra-and-inter-institutional as well as industry collaboration on user friendly platform.

- Synergizing 'access' with 'effectiveness' in higher education for the students of northern Karnataka, to instill global competence in them.

- To develop 'lab to land' programme, to translate laboratory research outcomes to community utilizable outputs by technology transfer and scaling-up activities.

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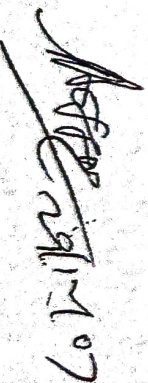
- To utilize the large areas of un-utilized land of the University for sustainable resource mobilization through IT-Park, Bio-Park consortia and Industry collaborations.

- To upgrade the quality of CBCS for inter-institutional mobility for students with built-in credit-transfer facility on the international 'cafeteria' pattern.

- To bring about internationalization of Higher Education, the University may attract foreign students through 'Study India' programmes.

Section IV: Recommendations for Quality Enhancement of the Institution

- Modernized lecture hall complex with virtual learning facilities, IT-mediated, audio-visual teaching aids and a modern auditorium.

- Student amenity centre with recreational and leisure-time skill-building activity facilities.

- Holistic Development Centre for Psychological Counseling, Personality Development and Soft and Communication Skill Development for all members of the University community.

- Interdisciplinary School System of University Departments, with merging of related and single person departments.

- Central Placement Centre for the University with good documentation and institutionalized student tracking system.

- Full computerization of library, reading cubicles with audio-video and headphone facilities; e-library with high bandwidth internet connectivity as well as interlibrary linkages and departmental library networking.

- Distance Education Centre of the University should incorporate interactive CDs and virtual education materials in addition to print-based education materials in all its programmes and External Examination System of the University must be stopped forthwith.

- University Industry Partnership Cell as an approved statutory body with consultancy rules.

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- Faculty, staff and student motivational schemes like 'Performance linked incentive scheme', 'Research Starter Grant for Young Investigators' and 'Student Support Grant for conference participation and research training, etc.'

- Interdisciplinary Research Schemes and Projects should be encouraged.

- The 'Internal Quality Assessment Cell' and 'Academic & Administrative Audit Committee' constitution and functional methodologies have to be strictly as per the norms of NAAC and UGC respectively.

I agree with the Observations of the Peer Team as given in this Report.
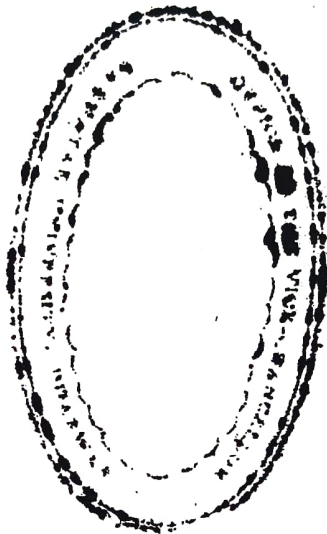
Signature of the Head of the Institution
Seal of the Institution

Vice-Chancellor
Karnatak University,
Pavate Nagar, **Dharwad-580 003**

Names and Signatures of the Peer Team Members:

1. Prof. S. P Thyagarajan (Chairperson)

2. Prof. K. Kunhikrishnan (Member)

3. Prof. Supriya Chaudhuri (Member)

4. Prof. H. Surya Prakash Rao (Member)

Name & Signature of the NAAC Officer:

Prof. Katre Shakuntala

Place: DHARWAD
Date: 29-12-2007

Prof. S.P.Thyagarajan (Chairperson)

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