

# Karnatak University, Dharwad



## Vision Document

(2022-2023 to 2029-2030)

**Towards becoming a full-fledged  
*Multidisciplinary Educational and Research University*  
(*MERU*)**

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## Preface



With great pleasure I present the Vision Document 2030 of Karnatak University, Dharwad to the stake holders and to the general public interested to know about the University and its future growth. The New Education Policy (NEP) 2020 has provided the platform on which this Vision Document is formulated.

Since the University is preparing for the 4<sup>th</sup> cycle of accreditation by NAAC, it was felt necessary to prepare a Vision Document for the next 8 years aligning the vision and mission of Karnatak University with that of NEP 2020. The target set before us to enhance our Gross Enrolment Ratio from the present 26% to 50% by 2030 shall only be possible if all the higher education institutions are allowed to expand their operations to reach the last person on the last mile. It is also necessary to take higher education to the doorsteps of the learners through online and open and distance learning mode. The technological innovations need to be extensively leveraged to achieve these objectives of delivering quality education to the huge youth population, make them skilled and use their caliber for developing a self-reliant India.

During the next 8 to 10 years Karnatak University will emerge as a major MERU in Karnataka and shall be acclaimed for its contribution to Higher Education in the country. I acknowledge and appreciate the efforts put in by the team, led by the IQAC, in preparing this document.

**Prof. K.B. Gudasi**  
Vice-Chancellor

# Vision Document (2022-2023 to 2029-2030)

## 1. Introduction

Higher education (HE) is a public good and its multiple effects are felt throughout society as well as on the economy. The benefits of HE may be summarized as under:

### Exhibit 1: Major Benefits of Higher Education

	<b>Economic</b>	<b>Social</b>
<b>Public</b>	<ul style="list-style-type: none"><li>• Increased government revenue</li><li>• Higher productivity</li><li>• Increased consumption</li><li>• Skilled and creative workforce</li><li>• Less financial dependence on the State</li><li>• Contribution to caring for the environment and natural resources</li></ul>	<ul style="list-style-type: none"><li>• Lower crime rates</li><li>• Increase in community service and philanthropic activities</li><li>• Improved quality of life</li><li>• Social cohesion and greater appreciation for diversity</li><li>• Increase in capacity and use of technologies</li></ul>
<b>Private</b>	<ul style="list-style-type: none"><li>• Better salaries and benefits</li><li>• More job opportunities</li><li>• Higher levels of savings</li><li>• Improved working conditions</li><li>• Personal and professional mobility</li></ul>	<ul style="list-style-type: none"><li>• Improved health conditions and life expectancy</li><li>• Better quality of life for children</li><li>• Better consumer choices</li><li>• Higher personal status</li><li>• More hobbies and leisure activities</li><li>• Better family &amp; individual wellbeing</li></ul>

Countries across the world have given due importance to increasing access to HE as well as improving its quality.

## 2. Changing Trajectory of Higher Education

Globalization, rapid technological changes, changing demands of business and society and socio-political transitions have redefined the delivery of HE. In the recent years, the COVID-19 pandemic has added fuel to the transition fire. The HE Institutions (HEIs) have been struggling to sustain their academic programmes, students and finances. In the Indian context, along with the above, the National Education Policy (NEP) 2020 underlines the need for embracing multidisciplinary approach, skill orientation, indigenizing teaching and research, and extensive use of technology. With a liberal policy towards private and international institutions, the existing public HEIs are bound to face intense competition.

Hence, quality consciousness and measures to enhance it become quite crucial for the existence of the public HEIs.

The students increasingly prefer the foreign (American, European and Australian) HEIs because of their quality of instruction and consequent placement opportunities. Whereas HEIs in countries like India, suffer from a number of inadequacies forcing the not so well-to-do learners to depend upon whatever is available within the country. This necessitates continuous attempts to raise the standards and quality of instruction in HEIs. The accreditation and academic rating agencies like the NBA, NAAC, etc., seek to design and implement measurable criteria for quality measurement and enhancement. It is not surprising that Indian HEIs rarely find a slot in the globally top 200 ranks.

### **3. Higher Education in India**

India was home for few very prominent institutions like Takshashila and Nalanda which were acclaimed centres of education which were visited by scholars from across the world. The modern university education, in India, began about 175 years back and hence could be stated to be younger compared to the universities of the west. After Independence, more so after the establishment of the University Grants Commission (UGC) in 1964, Indian HE received a greater emphasis. Many philanthropists joined hands with the state and central governments in setting up colleges and universities for the benefit of the learners.

At present, the Indian HE system is counted among the largest in the world. India has seen a massive expansion in the HE sector – an almost four-fold increase in GER and institutions since 2001. The intense growth has continued in the last five years with more than 6,000 institutions and six million students being added to the HE system from 2011-12 to 2016-17. From 2001 to 2016, India added 26.9 million students to higher education. With 35.7 million students currently enrolled, India is second only to China's 41.8 million.

The All-India Survey on Higher Education (AISHE) data for 2019-20 reports that there are more than 1040 Universities, 42340 Colleges and 11780 Stand Alone Institutions. Total enrolment in higher education was estimated to be 38.5 million with 19.6 million boys and 18.9 million female (49% of the total enrolment). The Gross Enrolment Ratio (GER) in Higher education in India was 27.1, which varied across gender, Scheduled Castes and for Scheduled Tribes. Further, the predominant programme chosen was the general Bachelor of Arts (BA) degree, indicating the generic and non-research orientation of the learners.

Although the GER is lower than the global average of 36.7%, India with 26.3% GER

compares favourably with other lower middle-income countries whose average GER is 23.5%. For upper middle-income countries such as China, which has already undergone HE massification, GER is closer to 50%.

### 3.1. Lower Postgraduate and Research Enrolment

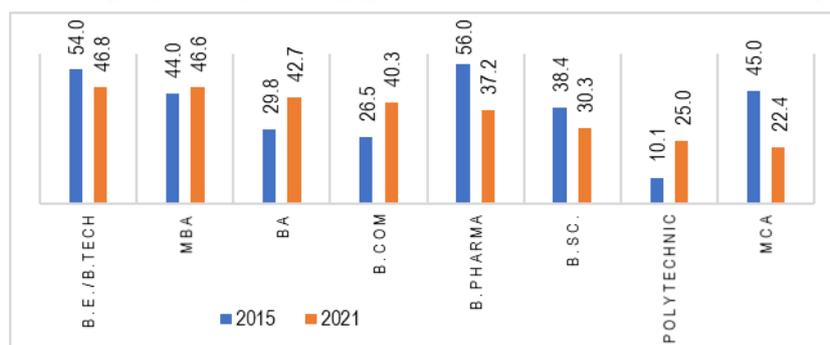
Postgraduate enrolments in India have more than doubled since 2009-10, nonetheless, undergraduate enrolments account for close to 80% of all enrolments in India. With around four million students enrolled, postgraduate programmes account for hardly 11% of the enrolment. General programmes and those with high chances of employment are the most popular.

Research degrees too share a very small proportion of enrolments. Although the number of PhD enrolments has doubled in the last five years, its share in total enrolment has actually fallen. India has proportionately about 18% the number of researchers China has, 5% that of the United States and 3% that of South Korea. India has 216.2 researchers per one million inhabitants against 1,200 in China, 4,300 in the US and 7,100 in South Korea. A high density of researchers has a direct correlation with the quality of education in a country and how it benefits industries and thus the economy. Most research in India actually happens in stand-alone research institutions, outside of the university system.

### 3.2. Return on investment – Skill and Employment Outcome

Although estimates suggest that the rate of return for HE in India is between 12% and 15%, higher than in many developed countries, due to a heavy focus on expansion of HE and increasing the GER, the quality of education has suffered. The India Skills Report (2022), prepared jointly by the Wheebox, Taggd, the Confederation of Indian Industry (CII) and the Association of Indian Universities (AIU) paints a dismal picture of employability, as shown in the Figure below.

**Figure 1: Employability among graduates across India in 2021, by degree**



The employability is reported to have marginally increased during 2015 to 2021. But, the overall percentage of graduates employable has not increased even to 50%. The so-called professional and STEM (Science, Technology, Engineering and Mathematics) courses too suffer from non-employable graduate output.

The 'S&T Indicators Tables' of the 'Research and Development Statistics - 2019-20', reports that during 2018, India was ranked at third, fifth and ninth in scientific publication output as per the NSF, SCOPUS and SCI database, respectively. During 2011-2016, India's growth rate of scientific publication as per the SCOPUS and SCI database was 8.4% and 6.4% as against the world average of 1.9% and 3.7%, respectively. According to WIPO, India's Patent Office stands at the 7th position among the top 10 Patent Filing Offices in the world. However, India spent hardly 0.7% of its GDP on R&D in 2017-18. The per capita spending and the number of research personnel per 1000 population is still one of the lowest in India. This gives multiple blows to the education system in these countries. This comprises the macro-premise on which the present vision document is prepared.

#### **4. Need for Strategic Planning**

In view of the fast-moving dynamics of social, economic and technological change, updating the University's strategic documents becomes critical. It provides an opportunity to reflect on accomplishments, review what needs to be done, and design strategies that will take the organization in the right direction. In light of the above realities, the *Karnatak University Strategic Planning Committee* met several times to consider several significant points regarding the context of contemporary global and Indian higher education scenario, like:

- (i) the changing nature of students as new learners from different backgrounds, using different learning techniques and personal preferences, leveraged by technology needs to be the central focus of any planning.
- (ii) the rapid changes in all aspects of our culture compels us to adapt to the speed at which society is moving.
- (iii) the increasing financial stress owing to the pressure on government resources makes it inevitable to plan for the non-state financial support sources and look for newer funding models for higher education.
- (iv) the adoption of the National Education Policy-2020 heralds a watershed in the structure and conduct of higher education in India, which necessitates an overhauling

of the system.

- (v) as a public funded University in a relatively semi-backward region, the institution has to devise programmes that are not only locally relevant but also responsive to the national and global needs.

That in order to achieve a sustained growth, a public institution must not only survive in today's environment but also must be able to adapt, be creative and be innovative; has been the basic philosophy of the functioning of the Karnatak University.

## **5. Karnatak University – A Brief Background and Present Status**

Established in 1949, Karnatak University campus is located at an altitude of over 750 mtrs on a stretch extending beyond 850 acres, perched on gently sloping hillock of Dharwad city called Chota Mahabaleshwar. It is the second oldest university in Karnataka. This location commands a panoramic view of the valleys with sylvan surroundings providing a unique natural beauty and peaceful setting. Heavily wooded slopes are dotted by Eucalyptus, Mango and Subabul groves and Casuarinas, Gulmohar, Neem, Coconut, Palm and Ashoka trees. The greenery that surrounds the campus lends a rare grace to the buildings and roadside boundaries overlooking the city of Dharwad. One of the abiding concerns of the University has been to ensure and enhance this ambience by conserving the biodiversity and provide an eco-friendly environment for the healthy and intellectual development of the faculty and students. Keeping this in view, lush green gardens are maintained by planting varieties of seasonal flower saplings every year in different locations of the campus.

The founders and architects of the University with true nationalistic spirit have laid sound foundation to build a distinct institution of higher education in this part of independent India. Eradication of illiteracy among the masses was their avowed mission and accordingly they conceived the logo of the University with a banyan tree, a rising sun and the legend Arrive Guru, i.e., Wisdom is Guru, indicating that both wisdom and knowledge should be all pervading like the ramifying banyan tree to lit up the world.

The unstinted efforts of Karnatak University to enhance the body of knowledge in the realm of Science and Humanities has yielded fruitful results leading to the development of the departments of Physics, Chemistry, Geology, Mathematics, Statistics, Life Sciences which have proved to be robust research centers as well as the Arts and Social Science departments

which are also equally active in pursuing research, teaching and extension activities relevant to the present day social requirements.

The University has endeavoured to explore varied domains of knowledge with its seven faculties viz., Science and Technology, Social Science, Arts, Commerce, Management, Law and Education. Most of the PG departments are housed in independent buildings with adequate space, classrooms, laboratories, Seminar and discussion halls and Computer labs with Internet facilities which are upgraded periodically with modern infrastructure. The University also runs in three post-graduate campuses, one each at Karwar, Haveri and Gadag.

The University has an active Consultancy Cell which lists the competencies and other technical expertise available in the departments and centres. The researchers, scientists and faculty are invited to share their experience and expertise with various organizations. True to its tradition, the University is involved in the movement of 'Lab to Land'. This is amply reflected in the programmes and publications of the University.

It is significant that 47 faculty members from various departments are serving as members of editorial boards of national and international journals of different disciplines in the Faculties of Science and Technology, Social science and Arts. About 100 faculty members and researchers have been awarded for their research acumen. Many of them are members of steering committee of international conferences organized by reputed academic societies and organizations. Teachers have actively contributed to the preparation of curriculum for the NEP-2020 programme of Karnataka State.

The University has created four separate Cells, viz., SC/ST Cell, and Category I Cell; and Other Backward Classes (OBCs) and Minorities Cell; to promote social justice and take due care of the students belonging to socio-economically backward students. It is through these cells that the financial assistance awarded by the state social welfare department to deserving and eligible students of these categories, is monitored. To boost the employment potential of SC/ST students, training in stenography and typing skills are imparted. They are also coached for state level and national level competitive examinations (IAS, KAS, UPSC, KPSC, UGCNET, SLET etc). Students' fests are conducted regularly by various departments for developing their competitive skills.

Teachers take keen interest in employment counselling of the graduating students. Placement cells in the departments of Library and Information Science, Management Studies, Mass Communication and Journalism, Chemistry and Social Work are serving the employment needs of the student community. Private industries and NGOs and Government agencies are invited to conduct campus interviews. The University Employment and

Guidance Bureau provides necessary information on employment and emerging opportunities. A large number of students find placement through these services.

Under the projects like 'Extension Lecture Series', 'Village Adoption Scheme' and 'Unnat Bharat Abhiyan' programmes are integrated to the community upgradation. Many departments like the Social Work, Sociology, Gandhian Studies, Women Studies, etc., undertake community development studies to understand the community better and contribute towards improving their quality of life of our society. These activities strengthen the sense of social commitment on the part of students. Special lectures, street plays, blood donation camps, outreach sessions, Women's empowerment programmes, treatment of Girl Child, HIV Aids awareness, Environmental awareness and rain water harvesting methods, are some of the activities undertaken by the departments to promote popular awareness. The NSS unit of the University actively involves students in voluntary services like upkeep of the campus, planting of saplings, adoption of villages and blood donation camps.

The University adopted the Mansur village; and five more villages under the Unnat Bharat Abhiyan (UBA) Scheme for enabling socio-economic progress of these villages. A number of programmes are undertaken to improve the awareness of the people and sensitize them to be part of on-going development process.

The publication division of the University known as Prasaranga publishes three peer reviewed journals, one each in science, social science and arts faculties, besides organizing foundation lectures, memorial lectures and extension lectures. The lecture camps are organized to reach the unreached. Many of these are published and marketed through exhibition and the sales counter. Foundation lectures and public lecture series are arranged regularly by inviting eminent scholars from different disciplines.

The University is proud of some members of its faculty for being the recipient of FNA, FNASc, FASc, Academic honours, Life time achievements awards, Patents and other significant recognitions. The former Vice Chancellor Dr. S.K. Saidapur is the Shanti Swaroop Bhatnagar Awardee among the University professors in the state of Karnataka.

The Academic and Administrative Audit (AAA) is conducted regularly to review the performance and infrastructure facilities of the teachers, departments and administrative units to identify pitfalls in their functioning and recommend measures for better performance.

For the overall performance shown by the University in teaching, research and extension, it was conferred with the status of a 'University with Potential for Excellence (UPE)' by the UGC in 2014. It is also a significant achievement that the University has been rated with higher grades in all the three previous cycles of accreditation by the NAAC.

Given the macro-dynamics, the current status of the University functioning, the implementation of the NEP-2020 and the imperative to apply for the fourth cycle of accreditation, it was felt necessary that a 'Vision Document' with strategic goals be prepared for the next 8-10 years. Accordingly, this document is prepared as the Vision Document of the Karnatak University, Dharwad for the period 2022-23 to 2029-30.

## **6. Identification of Vision, Mission, Values, Goals and Strategies**

Development of the institutional goals and strategies took several stages: data collection, analysis, selection and consensus. Subgroups were constituted which collected data from a variety of internal and external sources and benchmarked them against peer institutions both within and outside the state. Standard planning activities, such as gap analysis, environmental scan, market factors and SWOT analysis, were conducted to analyze the present status of the university, the future goals of the University and what is needed to accomplish its desired new goals. New goals and strategies were selected in light of the data analysis so as to boost enrolment, reach new domains and increase revenues.

### **The Context**

One of the aspects of the utmost importance for universities around the world is related to coverage, access and equity. The 2030 agenda for sustainable development of the United Nations (UN) proposes "guaranteeing inclusive, equitable and quality education and promote learning opportunities for everyone during their whole lives". Within the framework of this objective, the Karnatak University seeks to offer quality education for the improving of people's lives and help in achieving sustainable development. The UN Sustainable Development Goals (SDGs) specifically aim at:

- a. ensuring access in equal conditions for all men and women to quality technical, professional and higher education;
- b. substantially increasing the number of young people and adults that have the necessary skills to gain access to a job, decent work and undertaking;
- c. eliminating gender disparity in education and guaranteeing access in equal conditions to vulnerable people to all educational levels and professional education;
- d. guaranteeing that all students acquire the theoretical and practical knowledge necessary to promote sustainable development.

Nationally, in the context of coverage and quality of higher education in India, the National Educational Policy (NEP) 2020 sets its main objective as to “offer holistic and multidisciplinary quality education that will enable students to study one or more specialized areas of interest at a deep level, and also develop character, ethical and Constitutional values, intellectual curiosity, scientific temper, creativity, spirit of service, and 21<sup>st</sup> century capabilities across a range of disciplines including sciences, social sciences, arts, humanities, languages, as well as professional, technical, and vocational subjects”.

The overarching objective of NEP-2020 is to increase the GER in HE to 50% from the present 27% by 2050. Offering multi-disciplinary and inter-disciplinary learning with complete choice to the student according to one’s interest and passion and ability; emphasizing not just acquiring subject knowledge but empowering each student to excel in the chosen field of study, profession and life, the NEP aims at developing good, thoughtful, well-rounded, and creative individuals. By including credit-based courses and projects in the areas of community engagement and service, environmental education, and value-based education, the higher education is supposed to be more socially relevant than it was previously.

The National Assessment and Accreditation Council (NAAC) emphasizes that the quality sustaining and enhancing practices should be adopted in all HEIs in order to make them effective and sensitive to the needs of the stakeholders. According to NAAC, it is important that HEI guarantees the quality of their academic programs through accreditation procedures with international standards and rigorous criteria that allow for the stimulation of institutional self-regulation and self-evaluation. NAAC mandates that the HEI should assume the challenge of self-evaluating and external peer evaluation. The National Institutional Ranking Framework (NIRF) of the Department of Education, Government of India, also ranks HEIs on predetermined quality parameters. These initiatives have provided the framework for competitive quality-enhancing activities by the HEIs in India.

The State government conducts regular reviews of the academic, administrative and financial operations of the HEIs by calling for information and interaction, thereby, making them more responsive to the resources that are earmarked for their functioning.

This 2022-23 to 2029-30 Vision Document/Strategic Plan presents a roadmap for the University to build for the future based on the expectations as outlined above. It is the result of extensive participation from the university community and society, and lays the groundwork and strategies to position the Karnatak University as a ***Multidisciplinary Educational and Research University (MERU)*** as well as a global university with academic

excellence and profound social responsibility. The challenge is to take the pivotal steps required to position the institution as one of the best universities in India, renowned for its teaching, research, cultural promotion, and social and economic outreach.

## **6.1. Vision, Mission and Core Values**

The vision, mission, values and goals of the University to grow into a truly *Multidisciplinary Educational and Research University (MERU)* are specified as below:

### **Vision**

To strengthen multi-disciplinary, technology-enabled education; promote research for innovation and excellence; train students as responsible future citizens who will strive towards creating a sustainable society.

### **Mission**

- To deliver outcome-based quality education, emphasizing experiential learning with state-of-the-art infrastructure
- To create a conducive environment for multi-disciplinary research and innovation.
- To develop professionals through holistic education focusing on all round growth, discipline, ethics, and social sensitivity
- To nurture industry-institution collaboration leading to competency enhancement and entrepreneurship
- To strengthen the adoption of technology ensuring a sustainable and inclusive society, benefiting all sections of the society
- To adopt and strengthen e-governance for time-bound delivery of educational services

### **Core Values**

The following values are at the core of the University functioning:



**1. Intellectual Excellence:** Karnatak University is committed to the pursuit of knowledge and continuous growth in learning and teaching for ensuring lifelong intellectual development of students, faculty, and staff.

- i. Enlightened Citizenship:** Karnatak University believes in preparing students to engage complex issues and express informed opinion through critical thinking, writing, and speech.
- ii. Scholarship:** Karnatak University believes that students and faculty should engage in professional development and scholarly endeavors that promote the creation and application of knowledge in all disciplines.
- iii. Cultural Competence:** Given the diversity of cultures and traditions of India, the Karnatak University commits to train students to appreciate the diversity of ideas and people, both within and outside the classroom.
- iv. Learning Environment:** Through the creation of providing state-of-the-art learning spaces, Karnatak University fosters personal and intellectual progress of the learners.

**2. Community:** People are the focus of Karnatak University. The University values and respects the community of students, faculty, staff and the people -local, state, nation and the world.

- i. Participation:** Karnatak University believes in processes of shared decision making based on productive synergistic interactions among students, faculty, and staff, and disciplines in the pursuit of its goals.
- ii. Partnerships:** Karnatak University believes in developing and strengthening ties with the local community, academia, business, industry, civil society organizations and government departments for sharing resources and ideas with the partners.

**iii. Safe and Healthy Environment:** Karnatak University aims at promoting a safe, healthy, and sustainable environment enabling the stakeholders to flourish personally and socially binding them to improve their natural and social environment.

**iv. Service:** Karnatak University works to enable students, faculty and staff to integrate into the larger world to promote a commitment to public service through experiential education.

**3. Diversity:** Karnatak University is dedicated to provide enhanced multicultural learning opportunities. The University upholds the value of opportunity to work, learn, and develop in a community that embraces the diversity of individuals and ideas, including religion, caste, spiritual beliefs, national origin, age, gender, marital status, socioeconomic background, physical ability, political affiliation, and intellectual perspective.

**i. Enrolment and Recruitment:** Karnatak University seeks to enroll and retain a diverse student body, faculty, and staff.

**ii. Support:** Karnatak University strives to maintain the highest academic quality and ensures that its programs remain innovative and responsive to the ever-changing and diverse needs of the stakeholders.

**iii. Knowledge:** Karnatak University seeks to enhance interaction and understanding among varied groups and cultivate enriched learning opportunities in a global community.

**IV. Integrity:** Karnatak University is committed to ethical and responsible behaviour in its actions and developing the same commitment in the students, thus fostering individuals who will have the skills, knowledge, and ability to engage positively the fast-changing world. The commitment extends to all levels of our campus to foster a climate of ethical conduct, respect, responsibility, and trust.

**i. Ethics:** Karnatak University believes in acting with honesty, courage, and trustworthiness.

**ii. Respect:** Karnatak University supports a community and climate of respect and thoughtfulness among students, faculty, staff, and the people of the community, state, nation, and the world.

**iii. Responsibility:** Karnatak University commits to being responsible and accountable in its operations at all levels, including continuous assessment of its academic programs and transparency in its financial and operational proceedings.

**iv. Trust:** Karnatak University values and continually seeks to earn the public's trust in all of our actions and words.

## **7. SWOC Analysis**

### **Institutional Strength**

1. High public perception sustained by strong teaching as reflected in students' excellence attained, good exam performance, more placements and progressive careers; quality research as demonstrated by papers in reputed peer-reviewed journals with higher metrics, articles and books; accredited at A grade for three consecutive terms and eminent alumni.
2. All admissions are based on inclusivity-cum-merit.
3. Meritorious and motivated students are attracted both from urban and rural areas.
4. Qualified and motivated teaching faculty with professional recognition.
5. Adequate infrastructure for class rooms, ICT, hostels and student support services.
6. Curricula that is modern, learner-centric and skill-centric. They impart contemporary outlook, leadership aspects and ethical values.
7. Responsive governance both in academic and administrative decisions.
8. For high quality research in science disciplines, the state-of-the-art instrument-rich centers, programs and schemes exist at par international level.
9. Ambience and infrastructure that promote Co-curricular and Extra-curricular activities.
10. A Central Library with a large collection of books, periodicals, journals both physically and digitally resourceful for learning, fellowship and scholarship.

### **Weakness**

1. Pending 'reforms' in academic and administrative matters in response to the present needs for faster decisions and deliverables.
2. Mobilization of funds/block grant is not commensurate with rising demand for creating physical facilities, campus up-keep, electronic, digital resources for e-governance and maintenance costs of equipments procured under major programmes.
3. Dependence on tuition and other fees without parallel income-generating avenues.
4. Rising Student-to-Teacher ratio caused by the delay in the appointment of teachers.
5. Largely conventional administrative procedures due to the partial e-governance implementation.
6. Delay in the deployment of students' management digital services for monitoring progress, etc.

7. No mechanism in place to bring arts, social sciences, management, law and education departments on a level-playing field with the performing science departments with regard to quality research.

## **Opportunities**

1. To provide access to more number of aspiring students for pursuing PG studies and research by increasing enrolment, physical infrastructure, support services and making faculty appointments.
2. To raise GER in accordance with NEP by sustaining and enhancing quality in teaching.
3. Aligning curricular aspects with NEP and national missions.
4. Adoption of blended learning and skill development in curricular aspects.
5. To initiate policy drafts on procurement, R&D, innovation, IPR, Start-Ups for boosting research, innovation, consultancy and a culture of patenting.
6. To introduce policy for wider involvement of students and teachers in the local area development.
7. Increasing networks, linkages and collaborations (MoUs) with institutions for enhanced quality research both at the national and international levels.
8. Strengthening alumni networks for participation in the University development, guidance and resource mobilization.
9. Adoption of 'Best Practices' as part of the Campus development and Outreach activities for more interfaces with the society.

## **Challenges**

1. To secure adequate funds/grants from the concerned government departments for meeting rising expenditure.
2. To design curriculum aspects for imparting ethical values, to promote knowledge acquisition, to boost placement prospects, and to make the student 'a good citizen'.
3. To prepare students to become 'learned', service-oriented and leaders.
4. Low quality students coming from more number of affiliated colleges which are offering PG courses without fulfilling obligatory criteria imposed by the College Development Council.
5. Multi-factorial trend in 'demand ratio' drop for enrolment to various PG courses, which includes new competitors and availability of job-linked courses in the market.

6. To provide friendly-academic & -administrative environment for sustaining motivation of the teachers during their service.
7. To attain the benchmarks in research across all the disciplines.
8. To engage with the stakeholders on a sustainable basis for the overall development of the University.

## 8. Strategic Goals

In tune with the objectives of the National Education Policy (NEP) 2020, the Karnatak University will provide quality education and experience with the values, skills, innovation and intellectual discipline which will enable students to make a positive contribution to society.

### **Goal 1: To strengthen the teaching, learning and research capabilities to grow as a true MERU (Multidisciplinary Educational and Research University)**

The University has already been a pioneering institute in adopting the NEP-2020 at the UG level by incorporating all the provisions; framing the necessary regulations; creating a support system; and registering for the ABC (Academic Bank of Credits). The University will chalk out a separate Institutional Development Plan (IDP) in tune with the requirements of the NEP-2020. Outcome Based Education (OBE) shall be the basis for designing curriculum, devising pedagogy and deciding the evaluation parameters. The PG programmes will be redesigned to incorporate multi-disciplinarity and skill components.

In order to promote multidisciplinary learning and research and based on the expertise and infrastructure availability, the University has identified few niche areas of research that are presented as below:

### **Key research areas for next five years (2022-30)**

<b>Key Teaching and Research Areas</b>
<b>Theme 1:</b> Physics
<b>Theme 2:</b> Chemistry
<b>Theme 3:</b> Life Sciences- Botany, Zoology, Microbiology, Bio-technology, Applied Genetics, Sericulture
<b>Theme 4:</b> Computational – Mathematics, Statistics, Computer Science
<b>Theme 5:</b> Social Sciences and Humanities – Development and Cultural Studies

<p><b>Faculty: Science</b></p> <ul style="list-style-type: none"> <li>• Nano Fabrics, Nano-toxicology, Nano materials for Pollution control and Environmental remediation</li> <li>• Materials Science</li> <li>• Energy Conversion and Storage Devices</li> <li>• VLSI design</li> <li>• Functional nutraceutical foods and Drug Discovery</li> <li>• Bioinformatics and Clinical Research, Bioremediation and Molecular Biology</li> <li>• Geoinformatics in Sustainable Resource Development.</li> <li>• Biodiversity and Bio-resource management of Western Ghats and coastal regions.</li> <li>• Statistical modelling and applications</li> </ul>
<p><b>Faculty: Computer Science</b></p> <ul style="list-style-type: none"> <li>• Computer Aided Engineering, Automotive Engineering</li> <li>• Machine Learning, Cyber Security and IoT</li> </ul>
<p><b>Faculty: Sociology, Economics, Political Science, Social Work, Management and Commerce</b></p> <ul style="list-style-type: none"> <li>• Environmental Economics, Agricultural Economics, Public Economics</li> <li>• Development Studies</li> <li>• Public Policy</li> <li>• Quantitative Economics and Econometrics</li> <li>• Governance Issues</li> <li>• Local/Regional and Inclusive development</li> <li>• Business Analytics and Business Development</li> </ul>
<p><b>Faculty: Humanities, Education, Law and Arts</b></p> <ul style="list-style-type: none"> <li>• ICT &amp; Education, Cognitive Science and Education</li> <li>• Personality Development and Counselling</li> <li>• English Literary Studies, Comparative Literature</li> <li>• Linguistics, ELT and Gender Studies</li> <li>• Modern Kannada Literature</li> <li>• Hindi Literature</li> <li>• Preservation and Conservation of monuments and artefacts</li> <li>• Yoga and traditional healing</li> <li>• Performing arts – Dance, Drama, Music and Visual Arts</li> <li>• Human Rights and Legal Awareness</li> </ul>

**Goal 2: To create an enabling and encouraging research ecosystem to meet global standards**

The University is recognized as a ‘University with Potential of Excellence’ (UPE) by the UGC and a few Centres with Potential for Excellence in Particular Areas (CPEPA) have also been conferred on the University. The University Scientific Instrumentation Centre (USIC) has also been enriched with the sophisticated equipment procured under the DST – SAIF funding. Twenty odd departments have been recognized under the departmental assistance schemes like the UGC-SAP (DRS/DSA/CAS); DST-FIST and specific grants like that by the NBHM. Teachers have actively received externally funded research projects. All these will

enable University to lead research agenda across Sciences, Social Sciences and Humanities and to set up platform for multidisciplinary and trans-disciplinary research, in tune with the NEP requirements. In this context, the following reforms are contemplated:

- **Research Competence:** Building and consolidating on University's research competence will be one of the top priorities of the University. Emphasis is already laid on increasing unique academic research. Steps have been taken to ensure research scholars, postdoctoral scholars and faculty members are provided necessary facilities alongwith a conducive environment to foster competent research. A mandatory minimum research outcome requirement in terms of publications in indexed journals, project grants, consultancy assignments and patents will be rolled out and a scheme to incentivize the stakeholders will also be implemented.
- **Commercializing Research:** The Incubation Cell in conjunction with PMEB will be charged to take up the responsibility of commercializing existing and new research. It is envisioned that by mid-2025, at least 20% of University's academic research will be commercialized. University's Consultancy Cell will play a supplementary role in this regard.
- **Industrial Research:** The University is currently in the process of forging relationships with industry in order to capitalize on the research strength and foster industrial research. Along with the Start up and Incubation Centre of the University, it is proposed to set up a Park for Industrial Extension and Research (PIER) for catalyzing industrial research.
- **Intellectual Property:** The researchers of the University are currently being encouraged to register and file patents and other intellectual property. The University has a policy to assist the scientists and researchers to file patents in India. As of early 2018, the University has made a broad policy of funding expenditure related to intellectual property protection of university faculty, students and startups, and it is envisioned that the stakeholders of the University shall together publish at least 50 patents by the end of 2030.

### **Goal 3: To invest in teachers and to support them with world class environment**

Karnatak University will provide conducive environment for conducting research with state-of-the-art facilities and infrastructure, appropriate support for staffs and student, and investment in the training, support and welfare of our staff members. KU will also ensure the best measures are in place to attract the most able minds from across world.

- **Hiring:** As part of the University's HR strategy, it is envisioned to review the Human Resources requirements of the University for the next decade and accordingly fill the required 95% of the vacancies by mid-2020.
- **Training:** Training is an integral part of the University's HR strategy, and it is envisioned to impart minimum level of technical and soft skills training to all teaching and administrative staff beginning the end of 2018.
- **Performance - based incentivisation:** The University's HR policy, shall propose a focus on performance based incentivisation for teaching and non- teaching staff.

#### **Goal 4: To have international collaborations**

- One of the ambitions of Karnatak University is to have deep roots locally, nationally and internationally. Karnatak University will have an international collaboration in the field of placement, research, cultural exchange, economics, social and skills
- The University currently has associations and relationships in Universities in USA, Japan, China, UK and other countries. Dialogues are underway to strengthen these relationships. Such specific partnerships are envisioned to result into several kinds of mutually beneficial models. It is envisioned to have collaborations and associations with universities and research organizations in at least 40 countries by 2030.
- It is expected to undertake partnerships that result into student, faculty, researcher and innovator exchanges, double degree cohorts, hosting foreign campuses, and extension of university campuses.
- **Institute of Post-Doctoral Research (IPDR):** Through setting up of the IPDR, it is envisioned to host foreign post- doctoral fellows to involve them in the ongoing academic research at the University. It is expected to have IPDR operational by end of 2023.

#### **Goal 5: To contribute Maximum in Social Outreach / Extra Curriculum activities**

In order to maintain and enhance intellectual strength the Karnatak University will strengthen and expand outreach activities. Karnatak University will work with affiliated colleges schools and departments to ensure effective coordination of outreach activities.

- **Sports:** The University intends to strengthen sports and physical education facilities to realize the goals of Fit-India campaign of the Government of India. The University seeks to forge collaboration with similar agencies, especially the Sports Authority of India

(SAI) not only to strengthen the sports infrastructure but also to identify great talent across its ecosystem and provide necessary opportunities.

- **Startups:** The University has initiated an Innovation, Incubation and Startup Centre that seeks to promote innovative entrepreneurial ideas and convert them into successful business ideas. With more than 40,000 sq. ft. area earmarked for startup and innovation support, building on startup and innovation support capacity is a top priority for KU. It is expected by 2030, the campus shall be able to support nearly 100 startup companies.

### **Goal 6: Partnership with Stakeholders**

Working in partnership with various stakeholders like government, alumni, business, cultural organizations, local bodies and NGOs, Karnatak University will provide research platform, in part, through focusing attention on the emerging issues of importance. By public engagement it is proposed encourage our researchers to inspire, consult and collaborate with the public.

- **Office of Public Relations:** It is planned to implement a micro-office of Public Relations to handle matters related to the media and dissemination of information to the larger public by mid-2023. This office shall work directly under the supervision of the Office of the Vice-Chancellor.
- **Staff Training:** It is planned to train all members of the University's administrative and teaching staff on public dealing in order to improve public interfacing, and overall experience of students and other beneficiaries with the University, by 2023.
- **Information Dissemination:** Although the University currently employs new-age means including social media, mass SMS, emails, and websites, for disseminating information, it is envisioned to use AI-based tools to ensure the most efficient and optimum dissemination and delivery of information to the intended recipients.

### **Goal 7: To attract, recruit and retain the highest caliber faculty members**

In order to perform better in global and national rankings university will ensure to recruit and retain the qualified and high-rated staff. Newly designed Self appraisal manual will help us to promote, retain and reward quality scholars.

### Goal 8: Alumni funding

Karnatak University will try to create corpus for initiatives like faculty exchange program, Travel grant, Student exchange program, Scholarship, Research Projects funding, Awards for Excellence, Innovation and start up funding, Infrastructure facilities etc., will be the main area where funding will be invested.

- **Alumni Outreach:** As of 2017, the Karnatak University Alumni Association has been resurrected and currently in the process of reaching out to University's older alumni. It is envisioned to reach out to maximum number of university alumni through various means of communication and enroll at least a thousand of the alumni within the next 2 years.
- **Network:** The network of the alumni is intended to be leveraged in order to create a mutually beneficial model. It is envisioned to allow meritorious students to have access to alumni, and involve alumni at several levels of the University's administration and culture. Other existing social media tools such as Face book, Instagram, and Twitter shall be utilized to better interface with the University's alumni.

### Goal 9: Strategy from Strength

Through the strategic planning process, we have identified areas of our strength. Following are the areas in which we will invest our resources most heavily because they are the areas where we can have the greatest impact:

● Botany	● Microbiology
● Education	● Music
● Foreign Languages	● Physics
● Forensic Science	● Start-up and Innovations
● Library Science	● Yoga Studies
● Life Science	● Zoology
● Social and Cultural Studies	● Commerce and Management
	● Chairs in the names of Social Reformers and Prominent Personalities

### Goal 10: Infrastructural Support

- **Campus Redevelopment Plan (CRDP):** It is proposed to prepare and implement a Campus Redevelopment Plan in a phased manner.
- **Controlled Campus:** As part of the CRDP, it is proposed to have a controlled campus, with smart-card based access for all persons having access to the University for Improved Security and better management of visitors. It is envisioned that the campus

will be made a controlled campus with full access- control features by end of 2024.

- **Renovation of remaining infrastructure:** It is visualized that key infrastructure such as older buildings, auditoria, staff quarters, and hostels shall be renovated by 2027.
- **World-Class Facilities:** Alongside current upcoming projects, it is envisioned to build additional hostels, guest houses, mess, sports and cultural arena, additional staff quarters, Heritage Park and open, green spaces, all of international standards, in the next five years. Creating a green and clean campus with complete waste recycling, greater use of renewable energy, green cover and reducing carbon emission shall be on top of the agenda.
- **Partnerships and Collaborations:** It is expected that the University infrastructure shall be responsibility and judiciously allowed for private use at a cost to individuals, events and entities, through partners and collaborators, in order to ensure sustainability of the University.

#### **Goal 11: Academic Interventions & Initiatives**

- **Examination Reforms:** Necessary reforms to continually improve the examination and assessment structure are to be implemented in the coming years, which include the adoption of improved ways of assessment to make grading better, as well as integrating newer tools for efficient and optimum assessment.
- **Faculty Development:** The University will continue to undertake programs to cohesively develop and update the skills and aptitude of faculty members and teaching staff of the University. It is envisioned that these programs shall also be expanded to teachers and staff associated with affiliated colleges beginning early 2023. Faculty development and training is one of the key plans of this roadmap. Through the University's global engagement strategy, it is also planned to undertake international exposure and training for select faculty to accelerate faculty development.
- **Course Expansion and Digitalization:** Since mid-2019, the University has been ushering in newer courses across a variety of faculties and streams. It is planned to continually introduce such new courses over the coming years at an accelerated pace, based on student demand, and individual course performance. Online engagement of classes, counselling, examination, assessment and viva-voce examinations will be implemented in full force. Through a dedicated net service, it is envisioned to make electronic resources accessible for all individual courses, students and designated faculty.
- **International Exposure:** Through collaborations with several universities abroad, it is

planned to offer dual degree and other global opportunities to university students. Already, KU has foreign collaborations in four countries, and it is planned to have collaborations in as many as 40 countries by 2030.

- **Course Reforms:** The university envisions to redesign curriculums of various existing courses to impart practical training of students through various programmes such as industrial visits, internship opportunities and project-based learning with commercial enterprises.
- **Scalable Learning:** It is also expected to implement the usage of MOOCs and other scalable online models to impart digital skill-based, topic-based learning to students and non-students through Karnatak University. Scalable learning shall be done through existing tools, and through extensions of the Hubnet. From 2019 onwards, several MOOCs and skill-based courses are accessed by the teachers online and these will be integrated with inhouse LMS of the University. Facilities for recording of lectures and creation of e-content will be started by the end of 2022.

#### **Goal 12: Administrative Reforms and Initiatives**

- **Paperless KU:** It is also planned to make 96% of processes and systems related to the University paperless (or automated or digital) by mid-2023. The Paperless KU initiative will ensure all past records are digitized (current underway), while existing processes are done using custom technologies and methodologies. From attendance of students, to teacher resource allocation, to management of the estate, digital alternatives to current processes shall be identified and adopted.
- **File Management:** A new-age, tech-based file management system shall function hand-in-hand with the Paperless KU initiative. The file management system will encompass processes and functionalities such as file tracking, authorizations, archival and retrieval by various entities, including third-party stakeholders such as students and vendors. The e-office and the UUCMS platforms, supported by the Government of Karnataka, shall be completely incorporated to make the University office functioning paperless by the end of 2024.
- **Grievance Redressal System:** The University is in the process of developing an AI-based scalable, grievance redressal mechanism, through which grievances of students as well as other staff members will be forwarded to relevant authority without human interference. It will also ensure confidentiality as and when necessary. It is expected to reduce the grievances, improve reporting mechanism, assist in real-time redressal and also enable faceless inquiry and adjudication.

- **KU Website:** The Karnatak University website is envisioned to be a common web, mobile and app-based platform bringing together all the resources for all stakeholders at one common point, including the components of the Paperless KU initiative, file management systems, grievance redressal systems, along with news from across the University ecosystem through an online portal.
- **Governance:** It is envisioned that the governance of the University shall be streamlined during the next few years, with an empowered Board of Advisors and Board of Governors leading the University's overall strategy and governance.

### **Goal 13: Strategy for Financial Sustainability**

- **Fund raising:** The varsity plans to involve industry, alumni and non-profits in order to raise appropriate funds against non-profit and for-profit Goals. As part of the fundraising strategy, it is envisaged to establish a fundraising unit under the chairpersonship of the Vice-Chancellor the sole responsibility of which is to involve external and internal stakeholders in order to raise funds. A key aspect of this strategy is to also involve university's academic departments and colleges and explore ways to empower them to raise their own funds in pursuit of department-level sustainability. Responsible and sustainable outsourcing of University's existing resources and facilities is also a part of the fundraising strategy, along with Industry consultancy.
- **Decentralization:** As part of the broad financial strategy, it is envisioned to empower department and administrative heads to efficiently undertake financial decisions up to certain limits. Already, as of early 2008, several such financial rules have been laid which are being currently implemented. It is planned to further configure these rules so as to ensure initiatives are implemented in the most efficient, optimum and judicious ways.

### **Goal 14: Other Areas**

University will also focus in next five years:

- To develop new academic programs that expand the impact of experiential learning and make changes that enable students to earn more credit toward graduation from experiential learning activities.
- Increase opportunities for students to engage in faculty-supervised research and creative work, internships, civic involvement, and other beyond - the - classroom learning experiences and encourage and enable all students to participate.
- Create a year-round educational experience by extending experiential learning activities throughout the summers and between quarters and secure the additional resources

required to support these activities.

- Increase the breadth and depth of options we offer students to give them better pathways for learning and find better means of assessing and measuring the outcomes.
- Stimulate academic innovation that results in more modular course sequences and new modes of team - based academic and career advising.
- Expose more students to the extraordinary talents of our faculty by, for example, offering signature courses across different majors, departments and schools and by developing courses for undergraduate and postgraduate students in our professional schools.

## **9. Quality Policy**

The Quality policy of the Karnatak University is to achieve excellence in Teaching, Research, Student support, Extension and Consultancy through innovative methods and practices. Performance of the Quality Management System will be assessed and upgraded continuously through the process of self-evaluation, based on the feedback of students, teachers, parents and other stake holders. External feedback through regular assessment by the accreditation agencies will also be sought.

## **10. Implementation, Monitoring and Evaluation**

The IQAC shall prepare annual quality and other benchmarks to be attained at the end of each year, within the framework of the strategic goals presented above. The Advisory Committee of the IQAC shall decide and finalize these benchmarks. Once approved by the Syndicate, the benchmarks shall be intimated to all academic and administrative units and suitable financial arrangement shall be made by the University to implement the provisions.

The IQAC, the PMEB, the annual AAA and the Syndicate shall review the progress in the implementation of the plans every three months. In order to compile and report the progress of the implementation and also to prepare the action taken report, a Standing Committee with the Director, IQAC as the Convener shall be formed. Every aspect of the strategic plan, its implementation and progress shall be brought to the notice of the stakeholders through bulletins or progress reports. The Vice Chancellor shall have the ultimate authority in all matters related to finalization of benchmarks, agency to implement a plan and evaluate the outcome of the plans.

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