INSTITUTIONAL ASSESSMENT AND ACCREDITATION
(Effective from July 2017)

Accreditation - (Cycle - 3)

PEER TEAM REPORT ON

INSTITUTIONAL ACCREDITATION OF
KANNADA UNIVERSITY HAMPI
U-0226

Hospete
Karnataka
583276

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
An Autonomous Institution of the University Grants Commission
P.O. Box No. 1075, Nagarbhavi, Bengaluru - 560 072, INDIA

Section I:GENERAL INFORMATION		
1.Name & Address of the institution:	KANNADA UNIVERSITY HAMPI Hospete Karnataka 583276	
2.Year of Establishment	1991	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:	4	
Departments/Centres:	15	
Programmes/Course offered:	35	
Permanent Faculty Members:	61	
Permanent Support Staff:	168	
Students:	1176	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. University caters to educational need of marginalized youth 2. Research University addressing regional issues 3. Monolingual Unitary University promoting culture focused education	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 02-12-2019 To : 04-12-2019	
6.Composition of Peer Team which undertook the on site visit:		
	Name	Designation & Organisation Name
Chairperson	DR. DEEPAK KUMAR BEHERA	Vice Chancellor(VC),Kalinga Institute of Social Sciences Deemed to be University
Member Co-ordinator:	DR. GURPREET KAUR	FormerDirector,GURU NANAK DEV UNIVERSITY
Member:	DR. PREETY A TRIVEDI	Professor,Rashtrasant Tukadoji Maharaj Nagpur University
Member:	DR. BALAGOVINDAN HARIHARAN	Professor,University of Kerala
Member:	DR. VANDANA CHAKRABARTI	Pro-Vice Chancellor,SNDT WOMENS UNIVERSITY
NAAC Co - ordinator:	Prof. Amiya Kumar Rath	

Section II:Metric and Criterion Analysis
Observations (Strengths and/or Weaknesses) on each qualitative metrices of the key Indicator under the respective criterion(This will be a qualitative analysis of descriptive nature aimed at critical analysis presenting strength and weakness of HEI under each criteria)

Criterion1 - Curricular Aspects (Key Indicator and Qualitative Metrices(QlM) in Criterion1)	
1.1	Curriculum Design and Development
1.1.1 QlM	Curricula developed /adopted have relevance to the local/ national / regional/global developmental needs with learning objectives including program outcomes, program specific outcomes and course outcomes of all the program offered by the University
1.3	Curriculum Enrichment
1.3.1 QlM	Institution integrates cross cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum

Qualitative analysis of Criterion 1
The Kannada University conducts undergraduate, postgraduate and Ph.D. programmes for advancement of learning in Kannada language, literature, culture and heritage. It also offers D.Litt. Diploma and certificate programmes are conducted in specialized areas. Curriculum design is in consonance with the stated vision, mission and goals of the University. Choice based credit system is introduced in Masters programmes. Each of these programmes is of 88 credits. The students have to study 10 compulsory courses (hard core courses), choose 10 courses from within the Faculty (soft core courses) and choose 2 courses from across different Faculties (open courses). The syllabus is prepared by the Boards of Studies. All the teachers of the department along with two external members constitute the Boards of Studies which works under the Chairmanship of the Head of the Department. While changing the existing syllabus or framing new courses, some departments take advice of the alumni in order to incorporate their knowledge and experience to make the syllabus more relevant to local and regional needs. Syllabus for all the programmes is revised once in three years. The Masters programmes were last revised in 2017.
The Kannada University runs integrated Masters and Ph.D. programme where students have the option of exiting after 2 years and acquiring an M.A. degree. The students have to appear for a qualifying test in the fifth semester to confirm admission for Ph.D. programme.
Interdisciplinary agenda of the university is endorsed by interdisciplinary course content. Teachers from various departments contribute to teaching of assorted courses in the Masters programmes. Human values and environmental concerns are kept in mind while choosing research projects undertaken by teaching faculty and students. Voices of the marginalised find expression in the researches conducted in departments like History, Tribal Studies, Literature, and Women's Studies. Attempts are also made to sensitise the students to social concerns through field trips, assignments and guest lectures.

Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrices(QlM) in Criterion2)	
2.2	Catering to Student Diversity
2.2.1 QlM	The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners
2.3	Teaching- Learning Process
2.3.1 QlM	Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences
2.5	Evaluation Process and Reforms
2.5.4 QlM	Positive impact of reforms on the examination procedures and processes including IT integration and continuous internal assessment on the examination management system
2.6	Student Performance and Learning Outcomes
2.6.1 QlM	Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students
2.6.2 QlM	Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution

Qualitative analysis of Criterion 2

A majority of the students enrolled in the regular mode in Kannada University are from socio–economically weaker sections. The slow learners identified through class tests, assignments and presentations are assisted by remedial teaching. Some teachers devote extra time for such assistance. The Department of Development Studies has adopted a method called 'weekly talk' in which important articles from academic journals are given to students for group study. The teacher follows it up by exhaustive discussion with the students. These students are expected to make a presentation on the article. Such presentations which are found to be very useful are held every week and are popularly known as 'weekly talk'. One of the teachers has uploaded lectures on YouTube so that the slow learners can view those repeatedly.

Field trips are commonly used for experiential learning. The artifacts collected by the teachers and researchers help students get a better grasp in the courses related to Archaeology, Museology, Tribal Studies and Folklore. Student seminars are a regular feature in many departments. In order to develop professionalism, students are guided while making presentations and are encouraged to attend national seminars.

In all Masters programmes, students are assessed for 2200 marks spread across four semesters. They have 30% continuous internal assessment and 70% assessment by end-semester examinations. Continuous internal assessment is based on tests and assignments. End-semester examination results are declared within three weeks. Students are shown their answer sheet in case there is such a request. Revaluation is done on payment of fees as per rules. Students are promoted from first year to the second year if they clear at least 60% of the courses. Information Technology enabled examination process can be further strengthened. Answer sheets are bar-coded. Security features are included on degrees and mark sheets as a protection against forgery. If the evaluation reports of all examiners are positive, Ph.D. open defence is held within six months of submission of the thesis.

The programme outcomes, programme specific outcomes and course outcomes are yet to be specified in the syllabus of Masters programmes. As such, these are not yet specified on the website and communicated to the teachers and students. As a result, these are not evaluated.

Criterion3 - Research, Innovations and Extension (Key Indicator and Qualitative Metrices(QlM) in Criterion3)	
3.3	Innovation Ecosystem
3.3.1 QlM	Institution has created an eco system for innovations including Incubation centre and other initiatives for creation and transfer of knowledge
3.6	Extension Activities
3.6.1 QlM	Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years

Qualitative analysis of Criterion 3

The uniqueness of the University is reflected in the research programmes offered by the various departments and extension centres. The M.A., M.Phil. and Ph.D. programmes cater to the needs of the students from the marginalized sections of society and are framed in a unique manner.

The University provides funds to teachers every year for taking up research projects individually and collectively for the department. These projects are to be completed within one academic year. However, the duration for the completion of these projects may be re-defined, giving sufficient time to bring together the theoretical and experiential aspects of the research. The outcomes of such researches are published in the form of books, research articles or as chapters in books. Most of the departments have been able to garner funds to facilitate research projects, efforts may be made to extend the range of research covering wider geographical space.

The *Prasaranga*, which is the publications department of the University, provides publishing facility. This has helped in bringing about a large number of publications. The books may also be made available in digital format. Intensive efforts may be made to take up inter-departmental and even inter-institutional (collaborative) projects within and outside the State.

Funds for research are generated from other government agencies like the UGC JRF, SRF, ICHR, ICSSR, RGNF, and NFST. Apart from this, organizations like the Kannada Thanda Development Project have provided funds for Banjara Kannada Dictionary.

The University has a significant number of experts available in the various departments, especially the Department of Development Studies. They extend their expertise to other government and private institutions in the form of consultancy services. A specific mechanism may be evolved keeping in view the Government norms to provide consultancy services.

The various departments of the University are working on research and documentation projects in collaboration with other funding agencies, namely the State Archives Department, Bangalore, and Department of Information, Government of Karnataka. Some Departments have also signed MoUs with other institutions/agencies to facilitate research. Special mention may be made of the MoU between the Department of Manuscriptology and the National Mission of Manuscripts (IGNCA), New Delhi for the preservation and conservation of more than 5000 palm leaf manuscripts available in the department. Apart from this, some departments like Ancient History and Archaeology regularly undertake collaborative fieldwork and surveys with the Archaeological Survey of India to provide field experience to the students and research scholars.

A significant number of workshops, camps, field visits, and awareness programmes are organized by the various departments and centres for the benefit of the community, students and research scholars.

Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrices(QlM) in Criterion4)	
4.1	Physical Facilities
4.1.1 QlM	The institution has adequate facilities for teaching - learning. viz., classrooms, laboratories, computing equipment, etc
4.1.2 QlM	The institution has adequate facilities for sports, games (indoor, outdoor),gymnasium, yoga centre etc., and cultural activities
4.2	Library as a Learning Resource
4.2.1 QlM	Library is automated using Integrated Library Management System (ILMS)
4.2.2 QlM	Collection of rare books, manuscripts, special reports or any other knowledge resource for library enrichment
4.3	IT Infrastructure
4.3.1 QlM	Institution frequently updates its IT facilities including Wi-Fi
4.4	Maintenance of Campus Infrastructure
4.4.2 QlM	There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

Qualitative analysis of Criterion 4

Spread across 686.98 acres, the Kannada University has an impressive campus with many buildings with excellent infrastructure including teaching departments, administrative buildings, library, academic section, publication section, gymnasiums, distance learning centre, museum, auditoriums, guest house, health centre, canteen and hostels for SC/ST, girls and boys.

The campus infrastructure is managed by the University Engineering Department. Most of the individual departments are provided with classrooms, a hall, rooms for research scholars, a departmental library, computer rooms, rooms for teaching faculty, rest rooms, and wash rooms. Every building has recently been provided with a ramp with railing as per the directives of RUSA. Some departments have separate wash rooms for girls. Measures to maintain cleanliness are managed by way of annual maintenance contracts with external agencies.

A very special feature of the University is the presence of more than 5000 manuscripts in the Dept of Manuscriptology. However, the department may develop suitable storage and infrastructure facilities as per the government guidelines. CCTVs may be installed inside the storage area where the rare manuscripts are kept and Museum Complex for security.

The University has made extensive arrangements for providing IT facilities within the campus. Seventeen buildings have been provided with 150 cameras, which cover most of the administrative buildings and buildings of common usage, such as auditorium, hostels, entry gates, main classroom complex, library, and canteen.

Every department and administrative unit has a computer centre with laptops, scanners, printers, Xerox machines, LCD projectors with screens. DSLR cameras Wi-Fi access points and hot spots are also available. The library has also been provided with a High End Book Scanner. The Computer Centre has been provided with number of computers and LCD projectors. The annual maintenance contracts of these facilities are done with external agencies. The recently built classroom complex, has enough smart class rooms. Each of these

smart class rooms has been provided with a multimedia computer (8x6 inches) with touch screen and digital smart board. Four hundred laptops have been given to students.

The University has an excellent library, *Akshara*, having more than 2 lakh books and 22 journals in Kannada, English and other languages. The processes of automation of the library, digitization of the books, and RFID are yet to be implemented and adopted by the library. However, more national and international journals may be subscribed to provide better access to the current trends of research to the scholars.

The open spaces and gardens within the campus are maintained by the Garden Department. This includes pest control as well. Keen interest is also taken by teachers and students in planting and maintaining trees of different varieties, thereby making the campus lush and green.

Criterion5 - Student Support and Progression (Key Indicator and Qualitative Metrices(QlM) in Criterion5)	
5.1	Student Support
5.1.5 QlM	The institution has an active international students cell to cater to the requirements of foreign students
5.3	Student Participation and Activities
5.3.2 QlM	Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution
5.4	Alumni Engagement
5.4.1 QlM	The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years

Qualitative analysis of Criterion 5
The Kannada University has a Placement Cell which corresponds with prospective employers and invites them for campus interviews. It prepares students for NET, SLET and public service examinations. It also conducts soft skills workshops.

The anti-ragging cell, anti-plagiarism cell, and Internal Complaints Committee are in place and have solved issues faced by the staff and students.

The Yoga Centre runs a diploma programme in yoga teachers' training. The gymnasium and outdoor sports facilities are used by the interested students. There is a well equipped health centre with a full-time doctor who attends to patients every day. Patients needing critical care are taken to the hospital in Hospet. It is important to have a female nurse or attendant for the safety of women students.

The Kannada University will benefit from a student council or even an association of research scholars. All the students in the SC/ST and OBC categories get support of the State Government/Central Government in terms of tuition and examination fees and free lodging and boarding on campus. Cleanliness and hygiene in the boys' hostel needs to improve.

Past students of individual departments of Kannada University are connected to each other by social media groups. They are informed about professional events through these groups. There is also an Alumni Association of the University registered in 2015. They have 'ordinary' and 'life' membership. Their aim is to assist the current students in improving their knowledge and skills in research. The alumni annually organise workshop in research methodology where they extend their expertise without any remuneration. They have supported one student for publication of his collection of poems. They lend proof-reading service free of cost to the students so that their documents are ready for final publication. They are ready to translate the abstracts of student projects into English so that the knowledge produced is also disseminated.

Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrices(QlM) in Criterion6)	
6.1	Institutional Vision and Leadership
6.1.1 QlM	The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the University
6.1.2 QlM	The institution practices decentralization and participative management
6.2	Strategy Development and Deployment
6.2.1 QlM	Perspective/Strategic plan and Deployment documents are available in the institution
6.2.2 QlM	Organizational structure of the University including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism
6.2.4 QlM	Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions
6.3	Faculty Empowerment Strategies
6.3.1 QlM	The institution has effective welfare measures for teaching and non-teaching staff
6.3.5 QlM	Institution has Performance Appraisal System for teaching and non-teaching staff
6.4	Financial Management and Resource Mobilization
6.4.1 QlM	Institution conducts internal and external financial audits regularly
6.4.3 QlM	Institutional strategies for mobilisation of funds and the optimal utilisation of resources
6.5	Internal Quality Assurance System
6.5.1 QlM	Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes
6.5.2 QlM	The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms
6.5.5 QlM	Incremental improvements made during the preceding five years *(in case of first cycle)* Post accreditation quality initiatives *(second and subsequent cycles)*

Qualitative analysis of Criterion 6

The governance of the University is spelt out in terms of Transparency, Accountability, Independence and Fairness. The current challenge of the university is to actualize what it sets out in its vision and mission. The transparency of the administrative system needs to be strengthened so that the welfare of students can be attended to in a seamless manner.

There is decentralization and participative management in the administration which is a healthy practice. All the faculty members participate in board of studies, doctoral committee, board of examination, and participate in decision making processes involved to support research, support for faculty members with seed grant to do research, and support for publication through the efficient use of *Prasaranga*, the publication wing of the university.

Student participation in university bodies needs to be instituted. There is a need to have in place a

computerized office management and finance management system. This will also improve the effectiveness of the present file tracking system. The head of the institution provides effective leadership for team work.

As stipulated by the government, the university evolves a strategic plan eliciting budget proposals from its various departments based on the kind of activities and projects they have. Even with only fifteen teaching departments focusing largely on research, the university gets at present a budget allocation to the tune of 27.77 crore rupees.

The university has been able to implement the 7th pay commission and the salary is paid on time. The employees get the sanction for all eligible leave. The employees get maternity and paternity benefits. Pension disbursal is done within a reasonable time frame and this is a very positive indicator of the university's approach towards the employees. The university may ensure that there is medical insurance as there is no provision for medical reimbursement.

The Performance Appraisal for teachers includes the peer committee of experts who visit the departments and reviews the work done to ensure that UGC guidelines are followed.   All teachers have to submit an annual report at the end of the academic year. They also have to submit an annual self assessment report at the end of each academic year.

Internal and external audit is done according to the statutes. Financial audit for 2017-18 is completed. There are scholarships from UGC and MHRD. External agencies must be approached for research grants.

The IQAC needs to be continuously active for improving the quality of the university. The review of the teaching and learning process needs to be monitored and updated to ensure that it is on par with the practices in other similar universities.

	Criterion7 - Institutional Values and Best Practices (Key Indicator and Qualitative Metrices(QlM) in Criterion7)	
7.1	Institutional Values and Social Responsibilities	
7.1.2 QlM	Institution shows gender sensitivity in providing facilities such as a) Safety and Security b) Counselling c) Common Room	
7.1.5 QlM	Waste Management steps including: • Solid waste management • Liquid waste management • E-waste management	
7.1.6 QlM	Rain water harvesting structures and utilization in the campus	
7.1.7 QlM	Green Practices • Students, staff using a) Bicycles b) Public Transport c) Pedestrian friendly roads • Plastic-free campus • Paperless office • Green landscaping with trees and plants	
7.1.18 QlM	Institution organizes national festivals and birth / death anniversaries of the great Indian personalities	
7.1.19 QlM	The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions	
7.2	Best Practices	
7.2.1 QlM	Describe at least two institutional best practices (as per NAAC Format)	
7.3	Institutional Distinctiveness	
7.3.1 QlM	Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust	

Qualitative analysis of Criterion 7
University has a clean and green campus. The solid and liquid waste management system is in place. The university has a policy of rain water harvesting which is a good practice. One day in a week is dedicated to green practice by using public transport and bicycles. Ramps, lifts, rest rooms are constructed. University following its vision, and is dedicated to disseminating Kannada language, literature, culture, and heritage. The campus is safe and secure.   Built up on a 689 acres campus, the university's rich ambience is further enriched with an eco-friendly infrastructure. There are four hostels (two each for boys and girls), well laid roads, solar energy system, sculpture park (Shilpa Vana), art gallery, museum, Wi-Fi, guest house, open air theatre, canteen, common rooms, health and library facilities.   The university promotes multi disciplinary research. Its strength is in discovering and preserving rare manuscripts inscribed on leaves, stones and other material. The university explores the diverse ethos and

culture of Karnataka celebrating the great heroes of Hampi.

Prasaranga of the university has been publishing a science magazine called *Vijnana Sangati* since 1993. The main objective of this magazine is to promote scientific knowledge and temperament in Kannada language. This magazine is circulated among primary and high schools students within Karnataka.

Section III:Overall Analysis based on Institutional strengths.Weaknesses,Opportunities & Challenges(SWOC)
Overall Analysis

Strength:

Strengths

- Plastic free campus with green landscaping with rare medicinal plants
- Emphasis of research on socially disadvantaged people and unreachable areas
- Good physical and academic infrastructure
- Prolific publications in low budget
- Department of Manuscriptology has more than 5000 palm leaf manuscripts and rare manuscripts

Weaknesses

- Inadequate consultancy
- Orientations programmes for students of CBCS have not been conducted
- Health insurance scheme is not in place
- Knowledge domain is limited to the region
- Infrastructure and student facilities inadequate in Regional/Extension Centres

Opportunities

- Translation and dissemination of research findings from Kannada in English and other Indian languages

- Tremendous scope for consultancy
- Mobilization of resources from various national and international funding agencies
- Attract NRI students by showcasing rich cultural resources
- Transform into a leading learning centre of advanced research in Kannada art and literature

Challenges

- Restructuring and redesigning course curriculum as per UGC guidelines
- Preservation, promotion and protection of the rich cultural resources in the university

- Employability of the students
- Make rare research resources accessible to non-Kannada intellectuals
- Meeting institutional social responsibility for the empowerment of the marginalized

Section IV:Recommendations for Quality Enhancement of the Institution
(Please limit to **ten major ones** and use telegraphic language) (It is not necessary to indicate all the ten bullets)

- Each paper of a syllabus may have an objective and some expected outcomes for the reference of the students and the concerned teacher

- Communicative English, Basic of Computer/MS Office, Soft Skill and Leadership Development courses may be offered

- Provision for appreciation of excellence among the faculty

- More number of MoUs be signed with overseas/Indian universities/institutes for the establishment of better academic linkage and drawing of scholarship to the university through scholars and faculty exchange programmes

- Institutional repository of research studies may be digitalized

- Adoption of villages for community engagement of students may be given priority

- Sound studio and work station for language learning may be established

- Satellite/Extension Centres of the University be provided with adequate number of faculty and supporting staff

- Initiative may be taken for the formation of an elected/selected "Students' Council" for better and quick redressal of various students' grievances

- An ear-marked budgetary allocation be made for the translation and subsequent publication of some outstanding books/manuscripts written by faculty and scholars in Kannada into English for wider readership

- Non-teaching staff may be given capacity building and soft skill training

I have gone through the observations of the Peer Team as mentioned in this report

Signature of the Head of the Institution

Seal of the Institution

Sl.No	Name		Signature with date
1	DR. DEEPAK KUMAR BEHERA	Chairperson	
2	DR. GURPREET KAUR	Member Co-ordinator	
3	DR. PREETY A TRIVEDI	Member	
4	DR. BALAGOVINDAN HARIHARAN	Member	
5	DR. VANDANA CHAKRABARTI	Member	
6	Prof. Amiya Kumar Rath	NAAC Co - ordinator	

Place

Date

Sl.No	Name		Signature with date
1	DR. DEEPAK KUMAR BEHERA	Chairperson	
2	DR. GURPREET KAUR	Member Co-ordinator	
3	DR. PREETY A TRIVEDI	Member	