

Criterion –VII : Innovative Practices

7.1. Internal Quality Assurance System

7.1.1 What mechanisms have been developed by the institution for quality assurance within the existing academic and administrative system?

* The university has developed several quality assurance mechanisms within the existing academic and administrative system. These are as follows:

- Planning, Monitoring and Evaluation Board.
- Implementing bodies - BOS, DC, Deans Committee, Doctoral Committees. Committee System for academic – administration
- 360⁰ degrees performance appraisal and its evaluation.
- Statutory regulatory bodies like Academic Council, Syndicate, IUB.
- External A A A Committee
- Internal A A A Committee
- High Power Committee

* Post A A of NAAC initiative –Establishment of IQAC

7.1.2 What are the functions carried out by the above mechanisms in the quality enhancement of the institution?

*** Institutional Quality Assurance Mechanisms and Functions**

- After the first assessment, wherein the University was accredited at 4 star level. IQAC was established on 18.11.2003. Norms and guidelines of NAAC were followed while constituting IQAC. It consisted of representatives of all stake holders as its members. The Vice-Chancellor is the Chairperson of IQAC, while a Senior Professor is a co-ordinator. Teachers, expert members and representatives of all stake holders are the members. Its main objective is to plan and implement quality initiatives and evaluate.
- It follows its calendar for meetings, quality agenda and maintains its proceedings. It circulates its plan and steps for implementation. It conducts workshops, awareness programmes and special lectures on quality innovations, TQM and HRD related to CDD, TLE, RCE, SSP, LR, ICT, Leadership, governance and strategic perspective planning. It collects, maintains and analyses documents and document evidences directly or through officer of the University, including PMEB.
- It prepares the Annual Quality Assurance Report (AQAR) and submits it to NAAC.

- It analyses the feedback received from all stakeholders and inform the concerned about its outcome for correction and amelioration. It also sends appreciation letters to the well deserved staff for this performance.

IQAC Activities:

- IQAC meetings were convened to review the suggestions given by NAAC during its accreditation in the year 2001. The IQAC established several cells and centres and constituted committees to initiate activities both academic and governance.
- IQAC has been channelising the efforts and measures of the University towards academic excellence. As a culmination of five years of academic activities in association with the Planning, Monitoring and Evaluation Board, Annual Quality Assurance Report (AQAR) of the IQAC (a self-reviewed Annual Progress Report; 22 March 2001 to March 2006) was submitted to the NAAC on 14.12.2006, highlighting, the tangible results achieved in key areas of academic and administrative activities of the Gulbarga University.
- The University also organized a program on 18th November 2006 to discuss the role of teachers and the faculty in sustenance and enhancement of quality in higher education. Shri B.S. Ponmudiraj of NAAC and Prof. Y.M. Jayaraj, Officer on Special Duty, Directorate of Collegiate Education, Bangalore, addressed the teachers and highlighted the importance of Re-Accreditation of HEIs and on TQM and HRD. Another workshop was organized on 16th December 2006 for the Chairpersons of various PG Departments, Special Officers of Postgraduate Centres and Officers of Central Facilities for preparation of NAAC Re-Accreditation and collection of requisite inputs for preparation of the RAR for submission to NAAC.
- A one day workshop on Quality Issues in Higher Education and NAAC was organized for teaching faculty on 12th December 2007. Prof. Mariamma A. Verghese and Prof. Shakuntala Katre, Senior Academic Consultants NAAC, Bangalore, discussed the basic issues as related to quality in Higher Education.

*** Academic and Administrative measures in quality enhancement.**

i) Planning, Implementing and Regular measures

- Periodic annual review by Boards of Studies on curriculum, syllabus, teachings – learning – evaluation process, student's performance and overall development including initiation for establishment of innovative courses.
- Annual Report, preparation and subsequent discussion on it by Academic Council, Syndicate and Joint Select Subject Committee of Legislatures.

- Deliberations at Inter University Boards, Legislature Assembly/Council.
- UGC expert team visit and evaluation of performance.
- Self appraisal.

ii) Special measures – AAA Committee and High Power Committee.

- University had constituted “AAA Committee” consisting of external and internal experts for performance evaluation. Its report has been considered in all earnestness for improvement.
- University had constituted a “High Power Committee” consisting of external experts to critically evaluate the growth and development of University and its stakeholders. It has suggested several steps for improvement.

iii) On Finance Issues : The quality initiatives on financial issues are as follows:

- Preparation of budget and its approval by Academic Council, Syndicate and Finance Committee.
- Preparation of statement of Annual Accounts by Finance Section.
- Internal auditing by Govt. Auditors.
- Auditing by State Accounts Department auditors every year.
- Auditing by Accountant General once in three years.
- Preliminary Auditing of UGC funds by registered Chartered Accountant.
- Compliance to audit objections and observations.
- Finance Committee consisting of Govt. representatives from the Department of Planning, Finance, Education and other agencies review the financial management and suggests suitable measures for improvement.

Thus the University has several inbuilt mechanisms to ensure adherence to rules and regulations, proper utility and corrective measures. The relevant records and documents may be perused.

7.1.3 What role is played by students in assuring quality of education imparted by the institution?

*** Students role in Quality sustenance:**

- Student’s representatives are involved in IQAC as representatives.
- Suggestions (both formal and informal measures) from student forums are accepted based on their feasibility to improve the system.
- Initiatives by students are encouraged and channelised.
- Student forums and students participations are encouraged and ensured. Even agitation in a constitutional/legal way is allowed.
- Invariably students including physically disabled are taken as members of various Committees.

- Student Welfare Office is proactive in ensuring participation of students in cultural and social activities and competitions. Student's talents are nurtured. Coaching and training sessions with all financial help are in place including certificate courses to develop multi-skills.
- Award – reward – incentive initiatives are being practiced.
- Exhibitions, fairs and festivals for harnessing the talents and participation of students particularly during National festivals and Science, Environment and other days of National and International importance.
- Student feedback on course, subject, syllabus, TLE, SSP, I&LR, grievance redressal and expectations are considered in right earnestness for quality sustenance.
- Periodic workshops for students are arranged by the University using both external and internal resources on–orientation, learning–evaluation methods, library reference, ICT and employability, HRD through competence development, career guidance and counselling and leadership qualities.

7.1.4 What initiatives have been taken up by the institution to promote best practices in the institution? How does the institution ensure that the best practices have been internalized?

- **Promotion of best practices and its internalisation:**
IQAC of the University ensures the promotion of best practices in the following way:
 - Case studies and the practices of the best/ideal/model institutions are short listed by IQAC for detailed understanding. Suitability of the same is worked out based on its implementation – impact analysis. The chosen "Best practice" is made known to all stakeholders with an emphasis on its utility and as quality initiative. After creating the awareness, PDCA method of Total Quality Management is followed in its implementation and internalisation. A few of the best practices promoted during the last 5 years are as follows:
 - a) Semester system and CIA.
 - b) Revision of Ph.D. regulations.
 - c) Usage of ICT in TLE and e-governance.
 - d) Feedback from Stakeholders.
 - e) Programmes on competence development.
 - f) Promotion to Research activities.
 - g) Initiations of Innovative courses, papers, UGC sponsored trust areas and new Departments of studies and research.
 - h) Pedagogy innovations – Learner Centric methods.
 - i) Introduction of new inter-disciplinary PG courses (Environmental Science, Material Science, Women Studies) and P.G. Diploma in Geoinformatics, an ICT enabled course.
 - j) Linkage with ISRO/INFOSYS and several other industries and organizations.

- k) Virtual Learning Resource Centre.
- l) 5 Study Centres.
- m) Unique course in LLM.

7.1.5 In which way has the institution added value to students' quality enhancement?

* Added values to Students Quality Enhancement.

- Transparent admission process.
- Thrust to practical component, skills (hard & soft) development, career counselling and placement.
- Academic flexibility and course options in all three types (basic, applied and professional), introduction of new innovative courses and papers
- Uplifting student support service and facilities (physical, academic and financial).
- Encouragement to socially and educationally backward classes through various remedial measures.
- Student feed back and its analysis, alumni forums.

7.2 Inclusive Practices

7.2.1 What practices have been taken up by the institution to provide access to students from the following sections of the society:

- a) Socially-backward
- b) Economically-weaker and
- c) Differently-abled

* Access to socially backward, economically weaker and differently-abled students:

It is ensured through total implementation of reservation policy, wide publicity, awareness to students and parents, transparent open admission policy, provision of all facilities, (academic, financial, physical), counselling and attitudinal change.

- Access to these groups of students is ensured through merit cum reservation policy of Government of Karnataka as per the constitutional provisions. The following data of student admission for 2007.08 ensure this aspect.

Category	% Fixed	Number & % Admitted	Remarks
SC	15%	562 (23.85%)	Over and above quota
ST	03%	113 (04.80%)	Over and above quota
OBC	32%	1162 (49.32%)	Over and above quota
GM	50%	518 (21.99%)	--

- Reservation for physically challenged and differently-abled students is ensured.
- Seats are reserved for NSS, NCC, Sports categories also.

7.2.2 What efforts have been made by the institution to recruit staff from the disadvantaged communities? Specify?

In the recruitment of teaching and non-teaching positions, reservation roster order of Government of Karnataka as per constitutional provisions is ensured. The Reservation roster is cadre-wise and subject-wise. The overall reservation quota is ensured through backlog reservation system. Methodology has been ensured through certification and declaration procedure followed by verification by competent authority. The roster of reservation is for 100 points, wherein the reservation is fixed point wise. General Merit category includes persons belonging to any category strictly and purely based on merit order. The following data may be perused:

Social profile and reservation profile of Teaching and Non-teaching staff (percent in parenthesis).

Sl. No.	Staff		SC	ST	OBC	GM	Total
1.	Teaching staff	Professor	09 (14.06)	-	10 (15.63)	45 (70.31)	64
		Reader	13 (19.12)	6 (8.82)	13 (19.12)	36 (52.94)	68
		Lecturer	07 (24.14)	2 (6.9)	3 (10.34)	17 (58.62)	29
		Total	29 (18.01)	8 (4.97)	26 (16.15)	98 (60.87)	161
2	Non-teaching		132 (22.75)	28 (4.83)	268 (46.21)	152 (26.21)	580

7.2.3 What special efforts are made to achieve gender balance amongst students and staff?

*Achieving gender balance among students and staff.

- The Reservation roster of 100 points for all the categories of reservation ensures 30% reservation for women as per the notifications of Government of Karnataka in case of Non-Teaching staff and lecturers. The posts of Readers and Professors are pooled cadre-wise and reservation percentage is applied.
- For Students, there is no separate quota for women in the reservation policy for admission. However, the present trend indicate that majority of the PG Departments have either around or more than 50% women students.
 - Gender sensitisation and empowerment workshops - seminars have been conducted to create awareness among women and their parents on the importance of education.
 - Women teachers are represented in all the Committees and Cells of the University, constituted by the initiation of IQAC and PMEB.

7.2.4 Has the institution done a gender audit and/or any gender-related sensitizing courses for the staff/students? Give details.

- Gender audit is a regular annual process while the enrolment data is documented and analysed. Social profiles and gender profiles of staff and students may be perused. As on today, the gender representation is as follows.
 - i. Among the students, 40% in PG and 34% in Research are women.
 - ii. Among the teaching staff, 17% are women.
 - iii. Among the Non-teaching staff, 13% are women.
 - iv. Among them, more than 60% are from SEB category.
- A new department called Department of Women Studies offering MA, M.Phil and Ph.D. has been established. This department has a thrust on field work, project work and NGO – community, GO and SGO participation.
- Gender sensitising cell has been established.
- Departments of the faculties of Arts, Social Science, Social work and Law have women related topics/papers in their curriculum.
- Awareness training programme (social, economic, legal, political, health, commerce, management, leadership) are regularly held for students by gender sensitising cell.
- Thrust is on women empowerment, their constitutional rights, protection and safety. It also ensures facilities and provisions to women for their functioning and overall development.
- National Workshop on “Empowerment of Backward Class Women” was held on 29- 30, March 2008.

7.2.5 What intervention strategies have been adopted by the institution to promote overall development of the students from rural/ tribal background?

Overall development of students from rural areas: Strategies for Academic Development/Financial support/support facilities are as follows

a) Strategies for Academic Development

- The University is situated in a socially and educationally backward area with a literacy rate of 48.70% (Male 67.39% Female 41.43%) and lowest per capita income per annum.

The progression of literacy is as follows:

Year	Overall Literacy	Male Literacy	Female Literacy
1971	21.17	37.13	12.15
1981	26.45	46.56	18.16
1991	40.49	54.79	27.29
2001	48.70	67.39	42.43

- Around 70-75% of University students are from rural area and have studied in rural institutions. Majority of them belong to SC/ST and OBC categories. Hence, the strategies for SC/ST/OBCs are for rural students also.

- The Pedagogy followed by the teachers gives emphasis to their background knowledge, skills and need for developing competencies. The strategies for slow learners also help in their academic development.
- Provision of Book Bank facility to SC/ST/OBC students.

Financial Aspects

- Scholarships to SC/ST and OBC students.
- Freeships to SC/ST and OBC students.
- EBL fund for SC/ST and OBC students.
- Prizes for I Class Students.
- An amount of Rs. 203,92,844/- was given as scholarships during 2006 to 2007.

Support Facilities

- Hostels exclusively for rural and OBC/SC/ST students – at Gents and Ladies Hostels.

SC/ST Cell of the University

- The University has a functional SC/ST Cell to facilitate the assistance, guidance and support to SC/ST students. The SC/ST Cell has a separate budget allocation for SC/ST welfare activities (Rs.75,57,792 for 2006-07).

Student Welfare Office

- The Office of Student Welfare acts as a centre to guide the rural students about the facilities, assistance, incentives available at University.
- Employment Reservation: Rural students, studying up to 10th standard in rural areas are given a quota in reservation in employment and admission to courses.

7.2.6 Does the institution have a mechanism to record the incremental academic growth of the students admitted from the disadvantaged sections?

The Academic Section and Statistical Cell, while preparing Annual Report every year review the overall performance of students in the University examination under several heads SC/ST, OBC, Woman etc.

The Department Council and the staff guide monitor the academic progression and achievements of their department students. At Gulbarga University, about 75-80% of the students belong to SC/ST and OBC category. Hence, the overall plan, strategy and monitoring of Department would become the major part of inclusive practices.

7.3 Stakeholders' Relationship:

7.3.1 How does the institution involve all its stakeholders in planning, implementing and evaluating the academic programmes?

The University ensures involvement of all stakeholders in academic programmes. It is as follows:

Teachers and students:

- All teachers – both of the University and affiliated Colleges are involved in all academic activities – BOS, Department Councils, curriculum development, design, pedagogy, evaluation reforms, learner centric approaches, teaching, research, and extension.
- Students are involved directly in academic programmes as far as learning – evaluation activities are concerned.
- The feedback of students and its analysis (current, outgoing) on course, course content, design, syllabi, examination methods, teachers' involvement, quality of teaching, facilities of library and laboratories, transparency, orientation.
- The representations/memorandum submitted by students help in the policy formulation and implementation.
- Student representatives are allowed in various Committees of the University. It acts as a forum for students' voice.

Industrial Representatives and Experts

- Industrial representatives are involved as members of Syndicate, Academic Council, members/co-opted members of BOS, Faculty, Consultative Committee and PME Board. Subject experts from other Universities, R&D Units, central agencies and organisations are involved at various levels of planning, implementation and evaluation.

Alumni and Parents

- At each department level, meetings of alumni forums are arranged formally/informally. Their opinion and feedback are taken into consideration in all academic transactions. Alumni also help indirectly in placement services and Department-Industry interactions.

The Government

- The representatives of the Govt. are involved as ex-officio members of Syndicate, Academic Council, Faculty, Finance Committee and IUB. Thus they are involved both at the level of planning, implementation and monitoring of academic activities (Regulations, Statutes, introduction of courses, affiliation to new subjects, colleges and so on).
- Public representatives are also involved in the form of consultative committees, donors, sponsors, press review and so on (creation of endowments, institution of chairs, study centres, awards). Thus all the stakeholders are involved in the planning, implementation and evaluation of academic programmes.

7.3.2 How does the institution develop new programmes to create an overall climate conducive to learning?

- The University undertakes periodic assessment for the need of new courses, subjects, combinations, interdisciplinary subjects based on current trends, market and societal needs, student's expectations, and relevance.
- All the three perspectives namely global, national and local needs are kept in view while deciding new courses/programmes.
- Even the existing subjects and courses are thoroughly updated and revised.
- Thrust is given to practical component, experiential learning applied knowledge, use of ICT tools, computer labs, virtual learning resource centre and updated labs. Interactive learning through discussion, practical, and hands on experience to create an overall climate conducive to learning is followed. Facilities of e-library, VLC, journals (CD ROM and online), counselling and guidance also enhance learning activities.
- Pedagogical innovations (assignments, student seminars, exhibitions, participatory methods, case study strategies) also make the course, content, delivery and evaluation more attractive, interesting and relevant.
- Special lectures, endowment lectures, subject conferences and seminars (National/State level), experts visit and advice are other learning processes.

7.3.3 What are the key factors that attract students and stakeholders resulting in stakeholder satisfaction?

Key factors that attract students and stakeholders

- Academic ambience, Innovative courses and subjects.
- ICT enabled TLE and courses,
- Affordability, transparency and extension of all facilities.
- Adequate infrastructure, library and other resources.
- Student and Learner Centric Focus.
- Good hostel facilities (resident – food) with security and concern.
- Adequate hostel facilities for girls with safety and security.
- Teachers' quality.
- Research opportunities leading to M.Phil. and Ph.D. Thrust to Research and extension (research schemes, community activities).
- Transparent admission and administration, enforcement of reservations.
- Implementation of Government policies and programmes.
- Gender and social sensitisation and empowerment.
- Thrust to SC, ST and OBC category both at PG level as well as research.
- Rich and distinct culture and heritage. Proud ownership and involvement
- Presence of an institution with proven track record. Good results and progression.

- New courses relevant to 21st Century –
 - Materials Science, Geoinformatics.
 - Biotechnology, Microbiology, Biochemistry, and Environmental Science.
 - Applied Electronics, Instrumentation Technology, Industrial Chemistry, Pharmaceutical Chemistry. Chemistry with five specialisations, M.Lib.Sc., Journalism and Mass Communication.
 - MCA, M.Sc., Computer Science, MBA programmes.
 - Mineral Processing and Applied Geology.
 - 3 years and 5 years Law, unique LL.M. course in BND&RD.
 - Women’s Studies, Social Work
 - Education and Physical Education.
- All basic and conventional courses in the faculties of Social Science, Science and Humanities
- Availability of PG and Research studies in 6 language/Literature subjects.

Thus, it is the relevant, need based and updated curriculum, wide choice and good quality TLE that attract students. The stakeholders satisfaction is visible through the ever increasing demand for admission at all levels year by year.

7.3.4 How does the institution elicit the cooperation from all stakeholders to ensure overall development of the students considering the curricular and co-curricular activities, research, community orientation the personal/spiritual development of the students?

- The points mentioned at 7.3.1 regarding the involvement of all stakeholders in academic programme hold good to elicit cooperation of all stakeholders.
- For research activities, co-operation with stakeholders is ensured through collaborative research, permission to avail the laboratory or library facilities by students, Industry/Govt./SGI/NGOs sponsored research programmes and financial incentives.
- For community orientation, co-operation of GO, SGOs, NGOs and villagers is sought through partnership – sponsored programmes, adoption policy, confidence – mutual trust building programmes and so on. Working with the community and teaching to benefits community itself helps in establishing strong co-operation of these stakeholders.
- Co-operation from stakeholders in the field of personal and ethical development of students is elicited by involving the following organisations:
 - HRD Centres (GOs, NGOs, SGOs Forums).
 - Counselling Centres (GOs, NGOs, SGOs Forums).
 - Placement and Career Guidance Centres.
 - Community Welfare Trusts.

7.3.5 How does the University anticipate public concerns with current and future programme offerings and operations?

The updating as well as restructuring of academic programmes and activities of the Gulbarga University are based on formal and informal continuous feedback obtained from public, parents, students, teachers and representatives of government as well as industries.

The informal mechanisms are as follows:

- Memorandum/Letters to the University submitted by public organisations from time to time on current issues and problems as well as future need.
- Interface meeting of public organisations with University authorities.
- Letters to Editors published in newspapers – case representations.
- Review/Special news items on the officers, teachers, staff, academic programmes and future needs in Newspapers, audio and video channels.
- Reference to University programmes in public meetings and functions.

Formal mechanisms are as follows:

- Draft resolutions/proposals moved by the members representing public organisations in statutory bodies like Academic Council, Syndicate, Planning, Monitoring and Evaluation Board.
- Inter-University Boards discussions.
- Discussions and suggestions at Legislative Subject Committees.
- Questions raised by MLAs, MLCs in the Legislative Assembly and Legislative Council.
- Governor's reference to University on public concerns.

Thus the University is able to anticipate public concern both in an informal as well as formal way on current programmes as well its transactions and also on future needs.

A few examples of the anticipation of public concerns by the University are as follows:

- Introduction of Social Work, Women Studies, Material Science, Journalism, Study Centres, Research Study Chairs.
- Thrust on ICT enabled training to students and staff.
- Prescription of Text Books.
- Merits and demerits of State Level Common PG Entrance Tests.
- Appointment of guest faculty.
- Academic calendar, enhancement of seats at PG and research degree.
- Introduction of new courses at colleges.
- Examination pattern and concerned issues.

7.3.6 How does the institution promote social responsibilities and citizenship roles among the students? Does it have any exclusive program for the same?

The University gives priority to promote social responsibilities and citizenship roles among the students through co-curricular and extracurricular programmes.

- Each department has subject forums to address social responsibility, citizenship role and issues of subject beyond curriculum.
- It arranges special lectures by experts, interface meetings, awareness programmes, and celebration of national days/festivals, programmes to promote scientific temper, value education, patriotism, national integration, social service, and community orientation.
- The subject forums of several departments jointly organise such programmes.

The programmes and functions of five Study Centres also inculcate value based education and social responsibilities.

- University has 13 Endowment Lecture series on different thrust areas of science, technology, literature, culture, arts, social science and developmental areas. These endowment lectures also promote the said value addition.
- The Prasaranga, NSS and Student Welfare Office conduct regular programmes on culture, arts, citizenship and social service.
- The University conducts programmes on Independence Day, Republic Day, National Youth Day, Sadbhavana Day, University Foundation Day, Science Day, Women's Day, Environmental Day and so on.
- The students of the departments are trained and encouraged to organise, conduct and compeer these programmes and functions. Thus, team work, leadership, co-operation, social commitment and duties are emphasised.

Apart from these regular programmes the teachers while teaching their subjects (Social Science, Languages, and Literature, Science and Professional subjects) emphasise related social commitment and involvement.

The role of NSS and NCC

- NSS, NCC and Central Agencies give emphasis to service, dedication and discipline.
- The regular and special programmes of NSS have total orientation towards social responsibility, citizenship, dignity of labour, community development activities and participation. There are 200 of units at college level with a volunteer strength of 20000. At PG level, there are 05 units with 500 volunteers (which includes one unit of girl students).
- Thus, through department forums, university co-curricular cells – NSS, NCC and SWO, the University is able to promote social responsibilities and citizenship.

7.3.7 What are the institutional efforts to bring in community orientation in its activities?

Community orientation in University activities are as follows:

- All the institutional efforts mentioned at 7.3.6 are meant to bring community orientation.
- Apart them, the following University activities have community orientation
 - Exclusive PG programmes having community orientation have been introduced (like MSW; M.A. Women Studies; M.A. Janapada; M.A. in Sociology, M.A. in Languages; MJMC).
 - Research areas and projects leading to Ph.D. and M.Phil., Research projects, student projects having community related thrust.
 - Field studies, surveys and action research having community orientation.
 - Involvement of community leadership, philanthropists and social workers in the activities of the University (Advisory and Betterment).
 - NSS programmes and camps at villages. Adoption of villages.
 - Response to local traditions and customs.
 - Creation of awareness and scientific rationale about blind beliefs, blind faiths dogmas, negative traditions, hygiene/health and sustainable development.
 - MOUs and linkages (formal and informal) with NGOs, GOs, SGOs Industry, Farm sectors so on.
 - Conducting Regional Seminars and Workshops on the significance of Dr. D.M. Nanjundappa Committee Report on Backwardness and steps for sustainable development, involving GOs, NGOs, SGOs, Chamber of Commerce, College Teachers Forums, and Student Organisations.
 - Regional Workshops on Government Schemes for Rural Development.
 - Liaison with Panchayat Raj Institutions.
 - Liaison with State level/Dist. Level Academies, Parishats, Development authorities.

Thus, there is definite overall community orientation (State level, Dist. Level, taluk level and village level) in academic, extension, research administration and related activities.

7.3.8 How does the institution actively support and strengthen the neighbourhood communities? How does the University identify community needs and determine areas of emphasis for organizational involvement and support? How do the faculty and students contribute in these activities?

The points mentioned at 7.3.7 regarding institutional efforts on community orientation in its activities hold good for extending active support and strengthen the neighbourhood. Apart from them, following are the institutional efforts in identifying the community needs and extend organisational support, faculty student support and contributions.

- University identifies community needs (GOs, NGOs, SGOs, Industry, Academy) based on
 - Stakeholders invitation for participation
 - The Department/University directly or indirectly approaches the stakeholders for the needs, involvement and support
 - Involvement and support in the fields of research, academics extension, outreach activities.
 - Involvement and support in the form of collaboration, linkage, consultation, participation, (active-passive)
 - Faculty involve themselves as resource persons, experts, researchers, academic consultants, liaison officers.
 - Students (Research and P.G.) are involved in field work, awareness activity, survey, volunteers, facilitation, enabler, tutoring.

7.3.9 Describe how the institution determines student satisfaction, relative to academic benchmarks? Does the institution update the approach in view of the current and future educational needs and challenges?

The academic bench marks created to determine the student satisfaction are as follows:

- Wide publicity of University (UG, PG, Research, Career Oriented Programmes) programmes, facilities, qualified faculty, calendar, financial aspects, support service, academic ambience, career guidance – placement, inclusiveness, public perception and recognition, academic output and relationship with stakeholders.
- University website, notifications, promotional activities, department profiles/brochures/newsletters, print and electronic media.
- Need based restructured value added courses.
- Transparency, access, equity, social justice, relevance.
 - Open admission process, merit cum reservation policy; Affordability.
 - Academic Flexibility, wide programme options. Relevant, updated, need based curricula.
 - Basic, applied, professional and vocational courses in 6 faculties.
 - Effective pedagogy, ICT enabled TLE. Learner centric approaches.
 - Continuous internal assessment, transparent evaluation system, scope for challenge/revaluation.
 - Calendar of academic events, curricular and extra curricular events.
 - Government monitored low fee structure.
 - Vast campus of 860 acres and four P.G. centres at each district head quarter and around area.
 - Good infrastructural facilities – class rooms, laboratories, sports fields, hostels, transport facilities, basic amenities.
 - ICT enabled Library and Virtual Learning Centre.
 - Provision of scholarship and free ships.

- Incentives, awards, rewards.
- Good leadership, governance and grievance redressal mechanism.
- Mobilisation of financial resources for research, infrastructure, support service, student / faculty development and incentives.
- Good results with maximum distinctions. Incentive of awards, gold medals.
- Career guidance, HRD and placement.
- Academic, social and living ambience.
- Inclusive practices of all stakeholders.
- Humane and cordial relationship.
- Stakeholder's satisfaction and delight.
- Constant reference to national policies and global developments.

Based on these bench marks, the satisfaction of students is measured informally and formally (through student feedback, outgoing students' feedback, suggestions, complaints (if any), news items in electronic and print media)

The institution updates bench marks as well its approaches from time to time.

7.3.10 How does the institution build relationships?

- **To attract and retain students**
- **To enhance students' performance and**
- **To meet their expectations of learning**

To achieve the above, strategies are as follows:

- Recognised courses and wide publicity on courses, range of course of options, subject options at UG, PG level.
- Quality teaching, research support, financial assistance to research scholars, hostels, security, discipline.
- Good calendar of events.
- Transparent admission, regular TLE process.
- Learner centric approaches and continuous internal evaluation.
- Teachers' personnel care of students their problems and issues.
- Scope for progression to Research.
- Good results, transparent examination system, availability of certificates on time.
- Good learning resources and student support, career guidance, ICT enabled learning.
- Encouragement to capacity building, Global competencies, communication and skills, soft skills, self esteem, team building and becoming employable.
- Availability of UGC, DBT, DST, CSIR, ICSSR Schemes
- Good academic ambience
- Transparent administration
- Students at liberty to meet the authorities of the university based on need.
- Effective grievance redressal cell
- Continuous attachment - alumni forum

7.3.11 What is the institution's complaint management process? How does the institution ensure that these complaints are resolved and promptly and effectively? How are complaints aggregated and analyzed for use in the improvement of the organization, and for better stakeholder-relationship and satisfaction?

The university has both formal and informal complaint management process.

Informal Process:

- Oral complaints at the level of Heads of Department and section heads or Registrar/ Vice-Chancellor of the university by the aggrieved person and resolving the issue based on the nature and basis of complaint. The complainant could be a student, employee, parent, social worker, leader, public office representative letters to the editor, news items, also taken into cognizance.

Formal Process

- Receipt of written complaint
- Administrative followup based on rule position and precedents and case studies.
- Based on the serious nature of complaints, setting up of Enquiry Committee of officers of the university or in case of any prima facie, referring the complaint to Syndicate, Syndicate, sub- committee, Enquiry Committee, for resolving the issue.
- Provisions of KCSR, Statutes and KSU Act, are the basis for attending the complaint. Court directions, Government Orders also form the basis.
- Grievance redressal cell (for students, teachers/employee) functioning regularly.
- Provisions of Right to Information Act, Human/Civil rights are available to the needy.
- Good liaison, public relation exercises cordial relations, transparency and personal attentions ensure fewer complaints.
- All the statutory officers and teachers give audience to the needy through prescribed open visiting hours every day.

For Re-accreditation :**For Re-assessment and Re-accreditation****1. How are the Core Values of NAAC reflected in the various functions of the Institution?**

The Vision, Mission, goals – objectives, planning, programmes and functional processes of the University reflect the Core Values of NAAC.

i) Reflection on National Development.

- Empowerment of students (especially from the marginalized sections) through quality higher education leading to qualified expert human resource.
- Ensures access, equity, social justice - 80% of students belong to SC/ST, OBC category and rural area.
- Provision, promotion and regulation of higher education by offering UG, PG and Research programmes on national, global and regional needs.
- Thrust to professional, applied as well as basic subjects – 38 PG departments, 41 PG courses, 35 M. Phil., 36 Ph.D. programmes.
- Relevant curricula, updated modernized syllabi, ICT enabled TLE.
- Need based – global-national – regional research projects.
- Intellectual capital development – knowledge economy development through professional HRD, Books, Research publications and processes.
- Guiding and monitoring affiliated colleges.

Thus national development issue is addressed.

ii) Reflection on global competencies among students

- Global and nationally relevant curricula and programmes.
- All the professional/applied/ science courses have practical component with theory at a ratio of 1:2.
- Practical training includes experiments, field visits, project work, assignments, surveys, inplant training work.
- Adoption of ICT enabled learning strategies – computer software, Internet and ICT tools.
- Thrust on soft skills (communication skills, computer usage, personality developments, Interview skills, group discussion, team work, problem solving abilities).
- Exposure to special lectures, national seminars / workshops/ symposia, exhibitions, model preparation and so on.
- Exposure to placement and career guidance at MNCs and International agencies.
- Collaborative research exchange programmes.

iii) Reflection on Value System among Students.

- All the students compulsorily learn a paper on "Constitution of India".
- All the students compulsorily learn a paper on "Environmental Science".
- Thrust on culture, heritage, national integrity, patriotism, communal harmony, religious tolerance, universal brotherhood, environmental protection, thrift, national resource – property, dignity of labour, community participation – development, self help groups, social service, human rights, scientific temper – outlook – approach
 - Through suitable topics in curricula.
 - Through NSS, NCC, Red cross, Red Ribbon.
 - Through Department Forums.
 - Through Prasaranga, Endowment lectures.
 - Celebration of national festivals.
 - Inclusive concept and practice.

iv) Reflection on Usage of Technology

- Practicing the concept of PURA.
- Modernization of Laboratories with updated instrumentation at Science Departments.
- Usage of computer, Internet and related ICT in TLE and e-correspondence, VLRC.
- Provision of computerization at library, examination, administration and finance sections (around 800 computers).
- Linkage with UGC/CSIT/DST sponsored Central facilities of advanced technology.

v) Reflection on Quest for Excellence

- Volunteered for assessment and accreditation of NAAC
- Establishment of IQAC.
- Implementation of the TQM strategies.
- Professionalism in approach and practice.
- Thrust for continuous improvement.
- Stratification of Bench marks.
- Organization of Q oriented seminar/workshop.
- Planning & strategies for implementation of goals.
- Thrust to 360⁰ appraisal. Feed back from students and others.
- Midterm assessment.
- Internal A-A-A.
- External A-A-A.
- High power Committee for A-A-A.
- Quality initiatives at all existing systems and sections.
- Functional IQAC, submission of AQARs – Feedback analysis, MIS, Website updating.
- Linkage and collaboration with central and state agencies.

- Thrust to students – learner centric approach and inclusive practice.
- I-I-I of Best practices.

Thus Gulbarga University, Gulbarga is addressing the Core Values of NAAC in all its endeavours.

- Volunteering for Reassessment and Reaccreditation.
- The University had the honour of inviting eminent scientists and public personalities to deliver convocation addresses. The University has brought out these addresses in the form of an edited book entitled "**Great Thoughts**" – **Convocation Speeches**. The list of speeches included are as follows:
 1. **Chief Justice K. Bheemaiah** – Knowledge, History and Environment.
 2. **Prof. A.M. Khusro** – Human Values and National Integrity.
 3. **Prof. V.K. Gokak** – Culture and Society.
 4. **Dr. Shivarama Karanth** – Education and National Development.
 5. **Padmabhushan Dr. H. Narasimhaiah**–Education and Future Challenges.
 6. **Chief Justice V.S. Malimath** – Value Based Character Building and Civil Duties.
 7. **Dr. Raja Ramanna** – Education and Quality Research.
 8. **Prof. M.G.K. Menon** – Basic Concerns of Education System and Advancement of Science and Technology.
 9. **Shri. Shivaraj V. Patil** – Education and Human Life.
 10. **Prof. C.R. Bhatia** – Development of Science and Bio-Technology.
 11. **Prof. M.S. Swaminathan** – Global Economy and Sustainable Development.
 12. **Justice Ranganath Misra** - Higher Education and Human Values.
 13. **Prof. Yoginder K. Alagh** – Bio-Technology and Sustainable Agricultural Growth in Ninth Plan.
 14. **Dr. R.S. Paroda** – Value Orientation and Excellence in Education.
 15. **Sri. P. Chidambaram** – Administration and Challenges of Development.
 16. **Prof. Madhav Gadgil** – Caring for Nature in the Knowledge Age.
 17. **Padmabhushan U.R. Rao** – Space age, Challenges of Twentyfirst century and Role of Universities.
 18. **Smt. Sudha Murthy** – Self Development and Planning of Employment.
 19. **Justice M. Rama Jois** – Religion and Society.
 20. **Chief Justice S. Rajendra Babu** – Human Values and Education.
 21. **Chief Justice R.C. Lahoti**–Science, Technology and Social Development.
 22. **Dr. Anil Kakodkar** – Role of Science and Technology in Economic and Social Development.