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The data for the analysis is based on 7 Universities and 82 Colleges. As on February 16, 2004, NAAC has accredited 11 Universities and 114 Colleges in Tamil Nadu.

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Preface

THE NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL (NAAC) is entrusted with the mandate of quality evaluation, sustenance and enhancement of higher education institutions in the country. In fulfillment of its role, the NAAC also advises the major stakeholders of higher education on issues impacting quality. The assessment and accreditation process has resulted in tremendous quality consciousness in institutions and has also created an awareness to deal with the emerging challenges of higher education. The NAAC has recently initiated the state-wise analysis of assessment reports for the states where 15% or more higher education institutions have been accredited. The analysis for Tamil Nadu and Kerala is completed and for other states such as Karnataka and Haryana the work is in progress. Expert committees have been constituted and at the time of analyzing the reports of Tamil Nadu, 7 universities and 82 colleges had completed the process.

The committee constituted for Tamil Nadu was headed by Prof. Pabitra Sarkar, Vice Chairman, West Bengal Council of Higher Education as Chairman, Prof. K. Aludiapillai, I.A.S., Former Vice Chancellor, Madurai Kamaraj University was the Convener & State Representative, Prof. (Mrs.) Mariamma A. Varghese, Former Vice Chancellor, S.N.D.T. Women's University, Prof. K.K. Bajaj, Former Dean of colleges-cum-Director, Himachal Pradesh University as members.

The terms of reference of the committee were as follows : (1) To study the peer team reports from the point of view of the quality enhancement of higher education. (2) To interact with the State Government, University, national agencies, eminent personalities

and other stakeholders on the basis of the relevant points and ideas extracted from the peer team reports. (3) To find out and enlist the common issues and their solutions based upon the data from the peer team reports and ideas and suggestions from the interactions mentioned earlier. (4) To make recommendations to the State government, university and other relevant agencies on matters related to quality improvements in higher education in the state. (5) To find out measures to involve the various institutions, teachers and other agencies / actors for adopting practical steps for the implementation of the above recommendations. (6) To determine other courses of action for the implementation of the recommendations.

The Committee has also suggested the need to develop a national perspective on quality in higher education, in the backdrop of which the state-wise analysis will have an enhanced value to the various stakeholders. NAAC is initiating efforts for a national discussion on the overall perspective of the quality in higher education in the country.

The NAAC gratefully acknowledges the leadership and foresight of Prof. A. Gnanam, Former Chairman-EC, NAAC and Prof. V. N. Rajasekharan Pillai, Vice Chairman, UGC, (Former Director, NAAC), for conceiving this idea and the efforts of the committee in making this report possible. NAAC also appreciates the efforts of the institutions who pioneered to undergo the process, the data of which is used for this analysis. It is hoped that the enclosed report will be a useful policy input for the improvement of higher education institutions in the State.

Dr. Latha Pillai
Adviser

Analysis of the Accreditation Reports *of the Universities and Colleges in the State of Tamil Nadu*

I. Introduction

The National Assessment and Accreditation Council has so far accredited 305 higher education institutions i.e., 233 Colleges and 72 Universities in the country. Tamil Nadu has the maximum number of colleges and universities accredited compared to any other states i.e., 89 institutions consisting of 82 colleges and 7 universities. Nearly 20% of the higher education institutions are accredited in the State of Tamil Nadu which constitutes one third of the total accredited institutions in the country.

At this juncture, it is important for NAAC to take stock of the situation and assess the quality status of Indian higher education and give appropriate recommendations. This mid course review would facilitate any corrections/ interventions required by the stakeholders of higher education. Further, it is expected that the review of all the peer team reports would be useful to the major providers of education in their policies and decisions and also make any contextual/administrative/methodological alterations if required.

Since Tamil Nadu has attained a critical mass of accredited institutions, NAAC has initiated the analysis of accredited institutions initially with Tamil Nadu. The main purpose for this initiative is to identify the common issues and their possible solutions based on the analysis of the data reflected in the peer team assessments. The outcome of this analysis will be discussed with the key players in education i.e., the UGC, the State government, Universities, Management of institutions, National agencies, eminent professionals and other stakeholders in

higher education. Based on the reports and discussions, appropriate recommendations can be made to relevant agencies. This will facilitate the involvement of various institutions, teachers and other agencies/actors for adopting strategies for the implementation of the recommendations arising out of the report.

II. Methodology

The analysis of reports was done with the following assumptions:

1. The peer team reports will summarily reflect the commendations and recommendations / areas of concern.
2. These reports will have the verified authentic and mutually agreed upon facts and figures as well as evaluation remarks and hence would reflect the content of the self study reports.
3. The analysis was done by applying quantitative techniques and qualitative assessment. As anticipated, there were variations in the different reports. In some cases, there were a number of recommendations in spite of achieving excellent scores, while in some of the average institutions or below average institutions, the recommendations were scarce. Some teams limit their reporting to evaluation done with a few commendations, which are very general in nature. The analysis of the reports were supplemented with the accreditation scores as well as the criterion-wise scores. However, the significant recommendations made by the peer team formed the basic data for the analysis.
4. During the deliberations at NAAC, it was learnt that the government colleges had the directive to undergo the assessment and accreditation and therefore it was obligatory to fulfill the directive. The private colleges voluntarily submitted themselves for accreditation. Those institutions which volunteered must have been confident about their academic performance. Therefore it was not possible to statistically plan the



sampling design for these two categories of institutions and hence the findings may be different if all the private and government colleges were incorporated in the study.

III. Highlights of the Findings

Tamil Nadu has completed accreditation of 89 educational institutions. There were altogether 7 Universities and 82 Colleges in the sample. The colleges consisted of 28 government and 54 privately managed institutions. Within these two categories, there were 32 autonomous and 50 affiliated colleges. Within the 54 private colleges there were 47 aided colleges and 7 unaided colleges. Within the autonomous colleges, there were 8 government autonomous colleges and 24 private autonomous institutions.

Some of the institutions were accredited under the old systems of assessment, while the others were accredited by the new scheme of grading. Majority of the institutions were accredited according to the 1-5 stars grading system.

The State of Tamil Nadu offers a diverse picture of different categories of institutions. Hence the analysis is done with reference to the different variables like government colleges, private aided colleges, self-financing colleges, autonomous colleges, affiliated colleges, women's colleges, teachers training colleges etc. These categories demonstrated variations in certain areas, while some issues are common. Recommendations are accordingly made for each group and also for all the stakeholders for quality enhancement in education.

A. Overall Quality Scores

1. The analysis of all the 89 institutions covered in this analysis showed that 33.46% received a five star the top rank, 28% received a 4 star and 18% received a three stars. The rest had two stars and other grades given according to the old system and the latest system of grading.

Clubbing together the first two slabs of high grades, 60% of the institutions had high ranking in the quality of higher education.

2. While 86% of the Universities had a higher percentage of top ranks, only 57% of the colleges had similar ranking. There was a significant difference between Universities and Colleges in Five stars and Four stars categories as seen in Table : - 1.
3. Within the categories of colleges, the private autonomous/ private affiliated colleges scored higher than the government autonomous/affiliated colleges.
4. 70% of the private colleges were in the high ranks compared to 32% of the government colleges. Majority of the private colleges were on the high side of the quality index, while more government colleges were in the average level.
5. Autonomous colleges performed far better than the non-autonomous colleges both in the government and private colleges.
6. The proportion of five star institutions was highest for private autonomous colleges, then private affiliated colleges and then for government colleges. Government autonomous colleges did not figure in the five star grade institutions. Among the four star institutions, the highest was for private affiliated colleges, then government autonomous colleges, then private autonomous colleges. Among the three and two star graded institutions, the largest proportion was for the government colleges.
7. Teachers training colleges were rated very high.
8. Unaided colleges also demonstrated initiative in their quality performance and were rated high.
9. Women's colleges performed fairly well.



Table : - 1

Distribution of Universities and Colleges According to The Total Quality Scores

Institutions	Accredited status										
	Five stars	Four stars	Three stars	Two stars	65.68	A	B++	B+	B	C+	Total
Universities	3	3	0	0	0	0	0	1	0	0	7
	42.86	42.86	0	0	0	0	0	14.28	0	0	100
Colleges	25	22	16	6	2	1	1	6	2	1	82
	30.49	26.83	19.51	7.31	2.44	1.22	1.22	7.31	2.44	1.22	100
Total	28	25	16	6	2	1	1	7	2	1	89
	31.46	28.09	17.98	6.74	2.25	1.12	1.12	7.87	2.25	1.12	100

Fig. 1

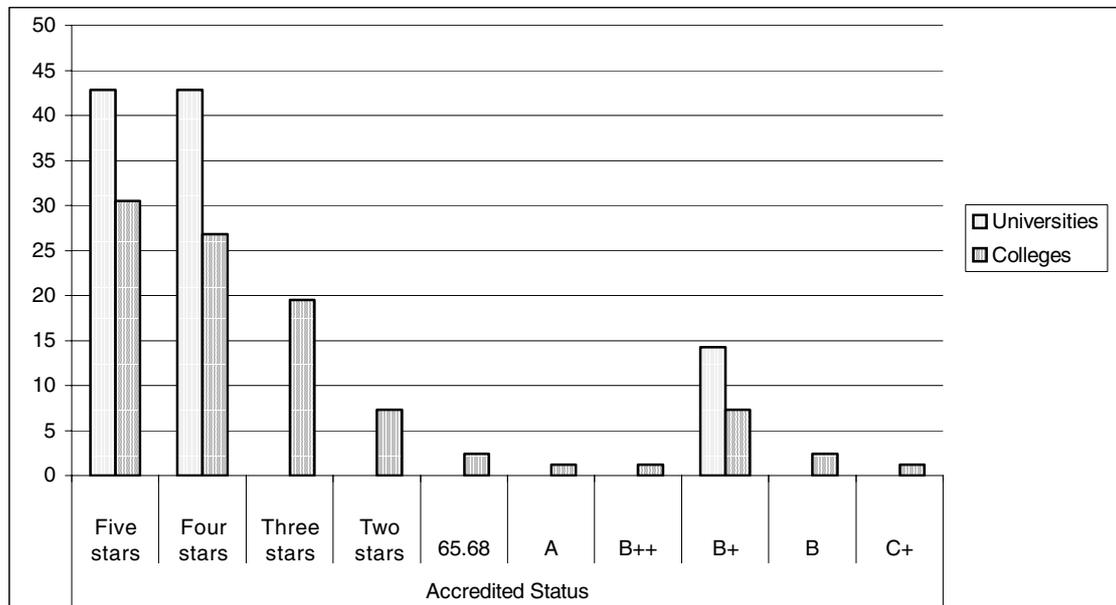


Table :- 2

Distribution of Colleges in total Quality Scores according to Government and Private Colleges

Accreditation Scores

Institution	Five stars	Four stars	Three stars	Two stars	65.68	A	B++	B+	B	C+	Total
Government Colleges	2	7	12	4	-	-	-	2	-	1	28
	(7.14)	(25.00)	(42.86)	(14.29)	-	-	-	(7.14)	-	(3.57)	(100)
Colleges	25	15	4	2	2	1	1	4	2	-	54
	(42.60)	(27.78)	(7.40)	(3.70)	(3.70)	(1.85)	(1.85)	(7.40)	(3.70)	-	(100)
Total	25	22	16	6	2	1	1	6	2	1	82
	(30.49)	(26.83)	(19.51)	(7.32)	(2.44)	(1.22)	(1.12)	(7.32)	(2.44)	(1.22)	(100)

Table:- 3

Distribution of Accredited Scores According to Autonomous Status

Accredited Status

Institution	Five stars	Four stars	Three stars	Two stars	65.68	A	B++	B+	B	C+	Total
Autonomous	(44.12)	(32.35)	(11.76)	(2.94)	(5.88)	-	-	-	-	-	(100)
	15	11	4	1	2	-	-	-	-	-	34
Affiliated	5	11	12	5	-	-	1	6	2	1	48
	(20.83)	(22.92)	(25.00)	(10.42)	-	-	(2.08)	(12.50)	(4.16)	(2.08)	(100)
Total	25	22	16	6	2	1	1	6	2	1	82
	(30.49)	(26.83)	(19.51)	(7.32)	(2.44)	(1.22)	(1.22)	(7.32)	(2.44)	(1.12)	100

Table:- 4

Distribution of Accreditation scores according to Autonomous status in Government and Private Colleges

Accreditation status	Govt. Autonomous No.%	Govt. No. %	Private Autonomous No. %	Private No. %	Total %
Five stars	-	2 (8.00)	15 (60.00)	8 (32.00)	25 (30.49)
Four stars	6 (27.27)	1 (4.55)	5 (22.73)	10 (45.45)	22 (26.83)
Three stars	1 (6.25)	11 (68.75)	3 (18.75)	1 (6.25)	16 (19.50)
Two stars	1 (16.67)	3 (50.00)	0	2 (33.33)	6 (7.32)
One star	-	-	-	-	0 (0.00)
(New) A	-	-	1 (100)	-	1 (1.22)
B++	-	-	-	1 (100.00)	1 (1.22)
B+	-	2 (33.33)	-	4 (66.67)	6 (7.32)
B	-	-	-	2 (100.00)	2 (2.44)
C+	-	1 (100.00)	-	-	1 (1.22)
(Old) 65.68	-	-	-	2 (100.00)	2 (2.44)
	8 (9.75)	20 (24.40)	24 (29.25)	30 (36.60)	82 (100.00)

Table:- 5

Proportion Of Colleges Scoring the Different Grades

Accreditation status	Govt. Autonomous No.%	Govt. No.%	Private Autonomous No.%	Private No.%	Total %
Five stars	-	2 (2.44)	15 (18.30)	8 (9.76)	25 (30.49)
Four stars	6 (7.32)	1 (1.22)	5 (6.10)	10 (12.20)	22 (26.83)
Three stars	1 (1.22)	11 (13.41)	3 (3.66)	1 (1.22)	16 (19.50)
Two stars	1 (1.22)	3 (3.66)	0(0.00)	2 (2.44)	6 (7.32)
One star	-	-	-	-	-
A	-	-	1 (1.22)	-	1 (1.22)
B++	-	-	-	1 (1.22)	1 (1.22)
B+	-	2 (2.44)	-	4 (4.88)	6 (7.32)
B	-	-	-	2 (2.44)	2 (2.44)
C+	-	1 (1.22)	-	-	1 (1.22)
65.68				2 (2.44)	100.00

B. Criterion-wise Analysis

There were 7 criteria for assessing the quality of education as given below:

1. Curricular Aspects
2. Teaching-learning and Evaluation
3. Research, Consultancy and Extension
4. Infrastructure and Learning Resources
5. Student Support and Progression
6. Organisation and Management
7. Healthy Practices

There were different weightages for each criterion. Universities, Autonomous Colleges and Affiliated Colleges have different weightages depending on the academic freedom they can exercise. Teaching-learning and Evaluation which becomes the crux of the quality of education has the highest weightages as seen below:

Table :- 6

Weightages for the 7 criteria for different types of Institutions

Criteria	University	Autonomous colleges	Affiliated colleges
Curricular Aspects	15	15	10
Teaching-learning and Evaluation	25	30	40
Research, Consultancy and Extension	15	10	5
Infrastructure and Learning Resources	15	15	15
Student Support and Progression	10	10	10
Organisation and Management	10	10	10
Healthy Practices	20	10	10

Different types of institutions varied in their scores for the seven criteria.

1. Among the criteria , Teaching-learning and Evaluation and Infrastructure and Learning Resources received the highest score.
2. **Curricular Aspects** also scored fairly high scores. For all the other criteria, the scores obtained were average.
3. Research, Consultancy and Extension and Healthy Practices were the lowest scorers among the 7 criteria.

4. Universities enjoy the academic freedom to a great extent and they fared well with respect to the criterion- curricular aspects.
5. Among the colleges, the private autonomous colleges fared better than all other categories. Essentially, those institutions enjoying academic freedom will be able to surge ahead with many career options and innovative courses in their programmes. Multi disciplinary choice based credit system and modular courses are initiated by the private autonomous colleges.
6. Those institutions scoring high grades in curricular aspects were aware of the mission of the institution and had clear about the institutional objectives.
7. Arising out of the objectives of the institution and the curriculum offered, the Teaching-learning process is initiated. This is closely connected to the expertise of the faculty in their respective discipline and their commitment in implementing the courses effectively. The infrastructure and the ambience created for teaching-learning facilitates this process. Private autonomous institutions were rated very high with reference to this criterion. Government autonomous colleges score over the government affiliated colleges with reference to this criterion. The private affiliated colleges also fared well mainly because of their initiative in developing self-financing programmes and their commitment to the cause of education.

Table:- 7

Criterion-wise scores for different types of Institutions

Criteria	Private	Private Autonomous	Govt.	Govt. Autonomous	Over all
	25	23	19	7	74
	X_P	X_{PA}	X_{GI}	X_{GA}	$X_{...}$
Curricular Aspects	70.60	73.30	65.63	67.57	69.84
Teaching learning and Evaluation	72.84	75.17	62.47	71.28	70.85
Research, Consultancy and Extension	68.16	70.39	60.73	67.43	66.83
Infrastructure and Learning Resources	74.20	71.48	65.73	69.14	70.73
Student Support and Progression	72.28	72.00	56.00	67.57	67.57
Organisation and Management	69.00	71.86	64.94	66.30	68.55
Healthy Practices	70.68	71.04	63.37	64.14	64.47
Total	71.12	72.20	62.69	67.63	68.50

Table :- 8

Percentage frequency distribution of colleges according to the criterion-wise scores

Criteria		≥ 75	70-75	65-70	60-65	55-60	<55	Overall Scores
Curricular Aspects	P	32	40	20	8	0	0	69.84
	PA	60.9	21.73	13.04	4.34	0	0	
	G	5.2	31.51	31.51	26.32	5.26	0	
	GA	0	42.85	42.85	14.3	0	0	
Teaching, learning and Evaluation	P	60	20	16	4	0	0	70.85
	PA	78.3	17.4	4.35	0	0	0	
	G	10.4	31.51	31.51	26.32	0	0	
	GA	28.6	42.86	42.86	14.28	0	0	
Research, Consultancy and Extension	P	16	40	20	20	4	0	66.83
	PA	39.1	21.73	21.73	17.4	0	0	
	G	0	31.51	31.51	21.05	0	0	
	GA	0	42.86	42.86	0	0	0	
Infrastructure and Learning Resources	P	76	16	8	0	0	0	70.73
	PA	65.2	17.4	4.34	8.7	0	4.34	
	G	27	21.06	31.51	21.05	0	0	
	GA	0	71.43	28.27	0	0	0	
Student Support and Progression	P	40	44	8	8	0	0	
	PA	39.1	47.83	13.04	0	0	0	67.57
	G	10.4	15.75	36.84	31.51	5.26	0	
	GA	14.3	42.86	14.28	28.57	0	0	
Organisation and Management	P	44	28	20	8	0	0	
	PA	39.1	43.48	13.04	0	4.34	0	68.55
	G	0	31.51	31.51	31.51	5.26	0	
	GA	0	42.85	28.57	28.57	0	0	
Healthy Practices	P	48	28	12	8	0	4	64.47
	PA	39.1	30.43	17.4	13.04	0	0	
	G	5.26	15.75	15.75	57.9	5.26	0	
	GA	0	5.26	42.85	42.86	0	0	
Total								68.5

P : Private College; PA : Private Autonomous College; G : Govt. College; GA: Govt. Autonomous College

8. “ The criterion” **Research, Consultancy and Extension** was a poor scorer for all the institutions. The private colleges are better than the government institutions although both did not score above a ‘3 star’ status in this respect. This means considerable efforts should be made by the institutions and the faculty to mobilise resources and perform better in this function. Besides, there needs to be a ‘*research culture*’ created in the institutions. This can result only due to a capacity building exercise in writing research proposals, conducting research and managing research funds. Research and teaching go hand in hand. One enhances the other.
 - ‘Consulting’ as a concept has to be operationalised with financial benefits to the institutions and the faculty concerned.
 - Extension is important in the context of making valuable contribution to the vulnerable sections of the society who are deprived of educational opportunities.
2. The scores for **Infrastructure and Learning Resources** were fairly encouraging private institutions scored above all other institutions in this respect. The institutions made all efforts to show their best to the peer team during their visit. However, some lacked the basic facilities required for effective functioning. Optimum use of the existing facilities and expansion of necessary facilities to enhance, teaching learning and research are important considerations for institution to focus their attention and efforts.
3. **Student Support and Progression** scored average in the quality index. It is partially an outcome indicator of quality performance. The institutions need to take care of the support factors to facilitate the student progression effectively.

It is also important for NAAC to clarify the operational definition of their criterion, so that the measurement of this criterion will be more reliable and valid.
4. **Organisation and Management** as a criterion receive only the 4th rank in terms of the criterion scores which signifies the need for improvement. Governance and management is a crucial factor which is not only a

support to the academic system but it inspires, motivates and lead the team members to function effectively. It is necessary to mobilise funds and manage the resources optimally by following a systematic approach in the management of education.

- Participative management, decentralisation, capacity building of all the team members are essential for successful institutions to be sustainable.
- Each institutions is governed by a act / statutes / ordinance / rules. These instruments have to be used rationally and effectively for the benefit of students learning and institutions functioning.
- UGC and state government also need to facilitate the smooth functioning of the institutions in mobilising and utilising the funds and making appropriate policy decisions from time to time.

5. **Healthy Practices** is a mix of various innovative practices the institution/ management undertakes to improve the system and facilitate excellent performance. Many have initiated self-financing courses. Some have taken up the examination reforms like continuous internal assessment . However, many more initiatives could be taken up by all educational institutions for effective functioning

Performance of various Institutions in the 7 criteria of quality

Criteria	High	Low
Curricular Aspects	Private autonomous Colleges	Government Colleges
Teaching-learning, Evaluation	Private autonomous colleges	Government Colleges
Research, consultancy and Extension	Private autonomous Colleges	Government Colleges
Infrastructure and Learning Resources	Private Colleges	Government Colleges
Student Support and Progression	Private Colleges	Government Colleges
Organisation and Management	Private autonomous Colleges	Government Colleges
Healthy Practices	Private autonomous Colleges	Government Colleges
Overall	Private autonomous Colleges	Government Colleges

6. In general, the **private autonomous and private institutions** score highest in all the criteria of Quality as well as in the aggregate Quality Scores.

C. Accredited Universities

1. Among the 7 Accredited universities 3 were given 'five star' status, 3 four star status and one obtained B+ grade according to the new system of grading.

There were 3 deemed universities and 4 full fledged universities – 50% of the universities got 5 stars and 50% 4 stars. Deemed universities got one 5 stars, one 4 stars and one B+.

2. Those who received a 'five star' had high scores in all the criteria formulated by NAAC. Only one institution was recommended to improve teaching-learning and evaluation, 'research' and governance and the other needs improvement in infrastructural facilities and innovative practices. Those who scored 4 stars had good scores for curricular aspects, infra structural facilities and student support and progression.
3. In all the universities, there is need for research enhancement, consultancy and extension services.

D. Accredited Colleges

1. Colleges were categorised according to government colleges, private aided colleges, unaided colleges, autonomous colleges, affiliated colleges, women's colleges and teachers training colleges.
2. Altogether 30.49% of the colleges were conferred a 'five star' status and 26.83% received 4 star status and 19.51% received 3 star status and 7.32% received 2 star status. The trend of more colleges getting higher scores and few receiving the low scores is encouraging. Nearly 60% of the colleges have obtained high ranks.

i. Government v/s Private Colleges

1. The sample consisted of 28 government colleges and 54 private colleges. Only 7.14% of the government colleges got the five star, while 42.60% of the private colleges got the five star which is a significant difference. Twenty five percent of the government colleges received the four star, while almost the same (27.78%) of the private colleges also receive the four star status. Clubbing the 5 and 4 star categories 32.14% of the government colleges scored high rank compared to 70% of the private colleges.
2. The autonomous government colleges scored better than the non autonomous government colleges. Research, Consultancy and Extension was a low scorer even for these autonomous colleges. They had good scores for infrastructural facilities. Those colleges which received low scores had inadequate infra structure and research facilities. There are large number of institutions in the high quality range for private institutions. The trend is reverse in case of government institutions.

ii. Autonomous v/s Affiliated Colleges

1. There is significant difference between autonomous colleges and affiliated colleges in the scores obtained by them. 44.12% of the autonomous colleges scored five stars compared to 20.83% of the affiliated college, which is more than two fold. If you club together 5 and 4 stars, 76.50% of the autonomous colleges get a high rank compared to 44% of the affiliated colleges. Of course the autonomous colleges have a better potential of scoring high ranks compared to the affiliated colleges because of its longstanding quality performance. Along with the better capability, both academic and financial freedom raises them to a higher level of efficiency in operations.
2. Autonomous colleges fare better than the non-autonomous colleges in both government and private institutions.

The difference between autonomous and non-autonomous colleges is very significant among the government colleges. But among the private colleges, this difference is not much especially when the five and four stars are clubbed together. Among the autonomous colleges, 8 were government and 24 were private colleges.

3. Among those which received 5 stars the private autonomous colleges were the largest and then the private affiliated colleges. In the 4 star category, private affiliated colleges were the maximum and government autonomous colleges were the next.
4. The three star and two star categories comprised of more of the government affiliated colleges.

Table :- 9

Frequency distribution of colleges according to the scores for autonomous and affiliated colleges

Status	Government				Private				Total Colleges	
	Autonomous		Affiliated		Autonomous		Affiliated			
	No.	%	No.	%	No.	%	No.	%	No.	%
Five stars	0	0.00	2	10.00	15	62.5	8	26.67	25	30.49
Four stars	6	75.00	1	5.00	5	20.84	10	33.33	22	26.83
Three stars	1	12.50	11	55.00	3	12.50	1	3.33	16	19.51
Two stars	1	12.50	3	15.00	0	0.00	2	6.67	6	7.32
A	0	0.00	0	0.00	1	4.16	0	0.00	1	1.22
B++	0	0.00	0	0.00	0	0.00	1	3.33	1	1.22
B+	0	0.00	2	10.00	0	0.00	4	13.33	6	7.32
B	0	0.00	0	0.00	0	0.00	2	6.67	2	2.44
C+	0	0.00	1	5.00	0	0.00	0	0.00	1	1.22
68	0	0.00	0	0.00	0	0.00	1	3.33	1	1.22
65	0	0.00	0	0.00	0	0.00	1	3.33	1	1.22
Total	8	100.00	20	100.00	24	100.00	30	100.00	82	100.00

iii. Private Unaided Colleges:

1. Analysis of the reports show that the unaided colleges are generally good. Almost 86% of them had 4 stars and above to their credit the establishment of these colleges in the conventional disciplines basically surge from commitment to a cause and the dedicated service form the management play a vital role in good performance.
2. As seen from the table, these colleges have good infrastructure facilities. They are maintained well and utilised optimally and systematically. This is the result of good governance and management which is also evidenced from the analysis. Student support and progression is also rated high. Teaching-learning and Evaluation is done with specific goals in mind in majority of the institutions. Sixty percent of them have taken initiatives for the creative development of the students and the institutions. The least focused area is research, consultancy and extension.

Table :- 10

Distribution of unaided colleges
according to the total scores and criterion-wise scores

Criteria	≥ 75	70-75	65-70	60-65	55-60
Curricular Aspects	3	2	1	1	0
	42.85	28.51	14.28	14.28	0
Teaching-learning, Evaluation	4	0	2	1	0
	57.14	0	28.57	14.28	0
Research, Consultancy and Extension	2	0	1	4	0
	28.57	0	14.28	57.14	0
Infrastructure and Learning Resources	5	2	0	0	0
	71.43	28.51	0	0	0
Student Support and Progression	2	3	1	1	0
	28.51	42.85	14.28	14.28	0
Organisation and Management	4	1	0	0	0
	57.14	14.28	14.28	14.28	0
Healthy Practices	4	1	1	1	0
	57.14	14.28	14.28	14.28	0

iv. Women's Colleges

1. Women's Colleges constitute 35% of the total colleges accredited. Among the Women's colleges, there were a few government colleges and others private colleges. On the whole they fared quite well. Almost 31% of them had five star scores. The private colleges in general fared better than the government colleges. In the category of women's colleges also, the autonomous status enabled them to perform more effectively.
2. Criterion wise, the women's colleges fared very well as far as teaching-learning and evaluation is concerned. Infrastructural facilities and the student support services also scored high grades. In all the criteria wise scores, there was significant difference between private colleges and government colleges as seen from tabled below.
3. Research seems to be the weakest area and so as the organization and management and healthy practices. Training in staff development, management of education, research management for the Women Administrators and faculty would help in enhancement of the quality of education.

Women's colleges	<u>Means</u>
Over all scores	68.07
Private autonomous women's colleges	71.50
Private women colleges	65.36
Private colleges in general	68.43
Government autonomous women's colleges	70.00
Government women's colleges	67.30
Government colleges in general	67.57

Table :- 11
Criterion-wise scores

S.N	Criterion	PAW	PW	Mean	GAW	GW	Mean	Overall
1	Curricular Aspects	70	70	70	68	65	69.5	68.19
2	Teaching-learning and Evaluation	74	75.63	74.81	72	69.22	69.5	72.76
3	Research, Consultancy and Extension	65.3	68.13	66.69	68	60.88	61.6	64.73
4	Infrastructure and Learning Resources	75.38	79.13	77.25	72	69.44	69.7	74.35
5	Student Support and Progression	72.75	74.75	73.75	70	67.89	68.1	71.58
6	Organisation and Management	70	69	69.5	66	65.22	65.5	67.88
7	Healthy Practices	66.39	70.75	68.56	66	64.33	64.5	67

v. Teacher Education Colleges

1. As would have been expected, the Education Colleges were top ranking colleges whether they are private or government colleges. Seventy eight percent of them received a five star status. One of the reasons which facilitated better standard for these colleges is because of the strict, monitoring by NCTE. The other factor is a systemic one- i.e. the conviction among the faculty about their mission in teacher's training to facilitate the teaching learning process which is the crux of the quality of education.
2. Except for Organization and Management and Healthy Practices, these institutions fared well in other criteria. There was uniformity among most of the institutions in the quality of education. There was difference between private and government colleges and also between autonomous and non autonomous colleges.

Education colleges	Means
Overall scores	74.44
Private autonomous education colleges	73.15 (3)
Private education colleges	75.00 (3)
Government education colleges	75.18 (3)
Government Autonomous education colleges	NA

PAW : Private Autonomous Women's Colleges; PA : Private Autonomous Colleges.
GAW : Govt. Autonomous Women's Colleges; GW : Govt. Women's Colleges.

Table – 12

Criterion-wise scores

S.N	Criterion	PAE	PE	Mean	GE	GAE	Mean	Overall
1	Curricular Aspects	74	73	73.16	75	0	75	73.63
2	Teaching-learning and Evaluation	77	76	76.5	76.5	0	76.5	76.5
3	Research, Consultancy and Extension	67.33	74	70.7	76.5	0	76.5	71.13
4	Infrastructure and Learning Resources	76.67	79.33	78	81.5	0	81.5	78.87
5	Student Support and Progression	73	76	74.33	74	0	74	74.25
6	Organisation and Management	68.33	70	69.16	71	0	71	69.6
7	Healthy Practices	66.67	71.67	69.16	66.5	0	66.5	68.5

E. Profiles of the Institutions with low ranks

1. There were 25 (33%) low ranking colleges i.e. 2 and 3 star categories. Out of the 24, 16 were government colleges and 9 were privately managed colleges.
2. They had poor score for teaching-learning and evaluation, research, consultancy and extension. The average score was 60. They were average in terms of infrastructural facilities with a mean score of 67, forty two percent have fairly good infrastructural facilities, while 58% have less than adequate infrastructural facilities.

IV. Emerging Issues and Recommendations

Analysis of the peer team reports highlighted several issues which were categorized under the seven criteria heads. The stakeholders for each category of issues are also identified recommendations for improving the quality of education are highlighted in the table -13.

PAE : Private Autonomous Education Colleges; PE : Private Education Colleges.
GE : Govt. Education Colleges; GAE : Govt. Autonomous Education Colleges.

Table :- 13

Emerging issues and recommendations for the stakeholders

Sl. No.	Emerging issues	Stakeholders	Possible recommendations
1	<ul style="list-style-type: none"> ● Curriculum options ● Modular curriculum ● perspective plan clarity in mission ● autonomy for colleges 	<ul style="list-style-type: none"> ● UGC ● University ● Colleges management ● Faculty ● Academic council state government 	<ul style="list-style-type: none"> ● Diversification of curriculum ● Enhance the curriculum options with expert consultation ● Introduce need based innovative multi disciplinary modular ● Choice based credit system through the statutory bodies like board of studies, academic council etc. ● Develop perspective plan after defining the mission of the organization ● Establish linkages ● Resource allocation for increasing programme options ● Increase autonomy for Colleges
2	<ul style="list-style-type: none"> ● Teaching-learning evaluation ● Feedback from students ● Professional development training ● Audio-visual facility ● Participative learning 	<ul style="list-style-type: none"> ● University ● College administration ● Faculty ● Government ● UGC 	<ul style="list-style-type: none"> ● Release restriction on appointment by government established chairs ● Remedial coaching for weaker students by reorganizing existing resources ● Get feedback from students ● Better usage of existing facilities ● Change in the attitude of teachers and management ● Reforms like internal assessment in examination systems ● Staff development ● Seminar ● Audiovisual facilities ● Library facilities ● Access to computers, internet ● Facilities training in computer aided teaching and library skills ● Introduce teacher appraisals and incentive scheme

3	<ul style="list-style-type: none"> ● Limited research ambience ● Grants inadequate ● No consultancy extension last priority 	<ul style="list-style-type: none"> ● Institutions ● UGC ● Industry ● Faculty ● Students ● International Agencies 	<ul style="list-style-type: none"> ● Change in the perception of management of universities and colleges ● Equip research laboratories ● Establish research management and development cell ● Encourage consultancy for faculty ● Establish national and international linkages ● Mobilise funds from industries and other source for research and extension ● Establish adult and continuing education centers + NCC + NSS etc.
4	<ul style="list-style-type: none"> ● Expansion and utilization of infrastructure ● Laboratory facilities ● Library facilities ● Hostel facilities ● Computer internet facilities 	<ul style="list-style-type: none"> ● UGC ● State Government ● College Administration ● Faculty ● Industry 	<ul style="list-style-type: none"> ● Need more funds to improve infrastructural and internet facilities ● need to be accessible to faculty and students. ● Search for sponsorship schemes
5	<ul style="list-style-type: none"> ● Student Support Progression ● Strengthen Career Guidance ● Counseling Services 	<ul style="list-style-type: none"> ● Institution ● Faculty 	<ul style="list-style-type: none"> ● Reorganising the existing man power and resources ● Establishment of placement cell with committed faculty ● Library services ● Communication facilities ● Leadership programme need to be enhanced ● Change the mind set of management and faculty in terms of co – curricular activities ● Establishing linkage with other institutions and industries ● Organize parent alumni association with appropriate interaction for various functions.

6	<ul style="list-style-type: none"> • Organisation and Management 	<ul style="list-style-type: none"> • Institution • Government 	<ul style="list-style-type: none"> • More participative management • Leadership training programmes for academic and administrative staff on quality and excellence. • Autonomy and decentralisation for effective functioning.
7	<ul style="list-style-type: none"> • Performance with innovation 	<ul style="list-style-type: none"> • Institution • Faculty 	<ul style="list-style-type: none"> • Look for innovative ideas. • Have exposure meeting and seminars. • Share experiences with all staff • Introduce incentives for innovation.

V. Recommendations for government colleges

1. Curricular Aspects

- ❑ Clearly define the mission and the objective.
- ❑ Curriculum options need to be enhanced multidisciplinary modular courses and choice based credit systems need to be offered. Vocational courses which are relevant for the region to be planned.
- ❑ Perspective plans need to be developed with more innovative courses.

2. Teaching-learning and Evaluation

- ❑ Need to have better qualified and trained teachers.
- ❑ Remedial coaching is required for weaker students.
- ❑ Need to get feedback from students.
- ❑ Professional development need to be emphasised for faculty.
- ❑ Audio visual facility need to be created.

3. Research, Consultancy and Extension

- ❑ Enhance research consultancy.
- ❑ Research management cell.
- ❑ Grants are not availed off for research progress.
- ❑ Extension is a weak area for the colleges and hence attention need to be focused on this.

4. Infrastructure and Learning Resources

- ❑ Need to improve infrastructure facilities, computerisation and internet facilities need to be accessible to faculty and students.
- ❑ Hostel accommodation is inadequate.
- ❑ Audio visual and communication technology need to be improved.

5. Student Support and Progression

- ❑ Enhance the support service.
- ❑ Library use is not adequate.
- ❑ Guidance and counseling and placement services should be in place.
- ❑ Health care facilities need to be provided.

6. Organisation and Management

- ❑ Transparency in the organisation and management.
- ❑ Decentralisation and autonomy would facilitate better and effective management.
- ❑ Appoint more staff who are qualified.

7. Healthy Practices

- ❑ More innovative courses need to be planned and implemented.

VI. Recommendation for Private Colleges

There was no uniformity in the reports regarding the areas of strength and area of concern. In general the recommendation are grouped under the following:

1. Curricular Aspects:- Goals, Visions and Missions

- ❑ Matching functions with the objectives and visions.
- ❑ Curricular development cell.
- ❑ Increasing programme options by careful restructuring.
- ❑ More innovative, multi disciplinary.
- ❑ Job oriented course.
- ❑ Inter disciplinary perspective, choice based curriculum.
- ❑ Feedback from students, teachers, alumni and eminent scientist, academicians women's education/studies/library and communication skills.

2. Teaching-learning and Evaluation

- ❑ More qualified faculties.
- ❑ Use of up to date education technology.
- ❑ Remedial courses and bridge courses.
- ❑ Staff development programme, modern methods of training.
- ❑ Self appraisals of teachers and appraisal by students.
- ❑ Teachers participation in seminars.
- ❑ Participative learning: different pedagogical method.
- ❑ Access to computers and orienting staff.

3. Research, Consultancy and Extension

- ❑ Promote research culture by mobilising resource for research and publication.
- ❑ Encourage faculty research and membership in professional organisation.
- ❑ Upgradation of research laboratories.
- ❑ Research linkages.
- ❑ Research advisory cell.
- ❑ Community orientation.

4. Infrastructure Facilities

- ❑ Audio visual center.
- ❑ Computer and internet facilities.
- ❑ Library computerization, orientation of library staff.
- ❑ More journals, latest additions.
- ❑ Upgradation of laboratories.
- ❑ Utilisation and expansion of infrastructure & maintenance.

5. Student Support and Progression

- ❑ Support structure for the progress of students.
- ❑ Remedial courses.
- ❑ Career guidance and placement cell.
- ❑ Communication facility, health care.
- ❑ Hostel inadequate facilities.

6. Organisation and Management

- ❑ Autonomy
- ❑ Perspective plan for development
- ❑ Participatory management involving faculty in preparing master plan and budget etc.
- ❑ Governing council / college council should have eminent persons in the field of higher education, industry, social work and law who will find time to participate and advise.
- ❑ Internal quality audit cell.

7. Healthy Practices

- ❑ Parent alumni involvement.
- ❑ Self financing courses.
- ❑ Promote creative thinking, entrepreneurship, innovative ideas and leadership.

VII. General Recommendations for Stakeholders

Higher education contributes to the achievement of the goals of life long learning and to the development of other forms and levels of education. Therefore, each institution needs to spell out their mission statement and the specific objectives in order to operationalise their functions. The assessment of each institution can be done against these objectives.

1. **University / College Administration:** - has a greater role to play in enabling the other players to play an effective role.

The data reveals the enabling environment created by autonomous, both government and private institutions of higher education. The proper enjoyment of academic freedom and compliance with the duties and

responsibilities require the autonomy of institutions. Autonomy is that degree of self-governance necessary for effective decision making by institutions regarding the curriculum development and related activities consistent with the systems of public accountability, especially in respect of funding provided by the state and respect for academic freedom and human rights. Self-governance collegially and appropriate academic leadership are essential components of meaningful autonomy for institutions of higher education.

In view of the high investment made by the public money, Universities and Colleges should feel accountable for effective communication to the public concerning:

- a. The nature of their educational mission
- b. A commitment to quality and excellence in their teaching, scholarship and research functions.
- c. Ensuring high quality education for as many academically qualified individuals as possible.
- d. Ensuring that students are treated fairly and justly and without discrimination.
- e. Adopting policies and procedures to ensure the equitable treatment of women and minorities.
- f. Ensure up to date libraries and access to internet facilities and other equipments / teaching and for effective teaching/ research.
- g. Higher education institutions, individually or collectively should design and implement appropriate systems of accountability including quality assurance mechanisms to achieve the goals set by the institution. The faculty and non-teaching staff should participate in the planning of such systems. Collegial decision-making should encompass decisions regarding the administration and determination of policies

of higher education, curriculum, research, extension work, the allocation of resources and other related activities in order to improve academic excellence and quality for the benefit of society at large.

- h. The university/ college management should make sure that they address themselves to the contemporary problems facing society; to this end, their curriculum as well as their activities should respond appropriately to the current and future needs of the local community and of the society at large.
- i. Universities/colleges should create an enabling academic environment which offers satisfactory conditions of work for higher education teaching personnel, so that they will be able to sustain themselves in their respective institutions.
- j. Create an understanding of and a commitment to professional and ethical responsibilities among members of the staff. Formation of quality circles for different groups will be beneficial.
- k. Teaching, learning and evaluation which is the crux of quality in education needs enhancement in 2/3rd of the institutions accredited.
- l. Research, consultancy and extension, is another criteria which needs immediate attention.
 - There is need to lay down policies for research in various categories of institutions – university departments, undergraduate colleges, technical institutions and autonomous colleges.
 - It is necessary to promote a research culture and to mobilise resources for research in each institution.
 - Ascertaining the research to be relevant to users and external funders need to be done by the relevant institution.
 - It will be important to calculate a research composite index from

input and out put data. The assessors could then ascertain the evidence of vitality of the department and prospects for continuing development.

- More and more programmes for training in faculty development, research management, establishing industry linkage need to be initiated.

m. The administration should ensure that:

- Evaluation and assessment of the work of higher education teaching personnel are an integrated part of the teaching, learning and research process and that their major function is the development of individuals in accordance with their interests and capacities.
- The evaluation is based only on academic criteria of competence in research, learning and other academic or professional duties as interpreted by academic peers.
- Where evaluation involves any kind of direct assessment of the work of higher education teaching personnels, by students and or peers / administrators, such assessments is objective and the criteria and the results are made known to the individuals concerned.

n. Specifically for universities

- Academic decentralisation and increase autonomy.
- Certain changes in the policies of affiliating system need to be made especially with reference to new courses sanctioned by UGC during the plan period.
- Administrative and financial decentralisation.
- Develop an internal academic audit cell in the university itself.

- Develop managerial abilities through introduction of courses on management of higher education.
- Use of information technology in management within the university and linking the university with the UGC for accessing policy programmes and guidelines.
- Effective financial management in the universities with a decentralised approach.
- Development of a different fee structure based on the nature of the course and the socio-economic background of the student.

2. Faculty :

- Teaching in higher education is a profession. It is a form of public service that require expert knowledge and specialised skills acquired and maintained through rigorous and life long study and research. It calls for a sense of personal and institutional responsibility for the education and welfare of students and of the community at large and for a commitment to high professional standards in scholarship and research.
- Higher educational personnel should maintain and develop knowledge of their subject through scholarship and improved pedagogical skills, possibly with latest technological aids.
- Working conditions for higher education teaching personnel should be such that it will best promote effective teaching scholarships, research and extension work and enable higher education teaching personnel to carry out their professional tasks.
- Making use of the libraries which have up-to-date collections, computer systems, satellite programmes and data bases required for their teaching, scholarship and research.

- ❑ The publication and dissemination of the research results obtained by higher education teaching personnels should be encouraged and facilitated with a view to assisting them to acquire the reputation which they merit as well as with a view to promoting the advancement of skill technology, education and culture. By and large the teachers were free to do this but the initiative from teaching personnel should be more forthcoming.
- ❑ The interplay of ideas and information among higher education teaching personnel throughout the work is vital to the healthy development of higher education & research and should be actively promoted. They should be enabled throughout their careers to participate in international seminars on higher education or research, to travel abroad and to use the internet or video – conferencing for these purposes.
- ❑ Programme providing for the broadest exchange of higher education personnel between institutions both nationally and internationally including the organisation of symposiums, seminars and collaborative projects and the exchange of educational and scholarly information should be developed and encouraged. The extension of communication and direct contacts between universities, research institutions and associations as well as among scientists and research workers should be facilitated as should access by higher education teaching personnel from other states, to open information materials in public activities, libraries of research institutions.
- ❑ Pre induction training is essential in improving the quality of teaching.
- ❑ Peer evaluation of teachers would be successful in improving teachers skills and competence only if teachers are assured that the results will not be used immediately for promotion or career advancement. Infact it should be used to change their own behavior without any external threat.

3. State Government:

- ❑ It is learnt from many institutions that because of financial constraints, institutions are not able to recruit the staff required for proper functioning. It is important to establish such terms and conditions of employment as will be most conducive for effective teaching, research, scholarship and extension work.
- ❑ Tenure or its functional equivalent where applicable, constitutes one of the major procedural safe guards of academic freedom and against arbitrary decisions. It also encourages individual responsibility and the retention of talented higher education teaching personnel.
- ❑ Facilitate greater interaction with the department of education, universities, UGC and MHRD.
- ❑ Understand the need for core faculty for teaching and research and accordingly exercise the 'ban' on all recruitments of staff. Blanket policy of banning the posts will be a deterrent to the quality of education.

4. University Grants Commission:

- ❑ It is important to assess the needs and prioritise the items to be funded both for planned and non planned expenditure.
- ❑ Regular disbursement of money is a must for institutions to operate effectively.
- ❑ Allow greater autonomy to function in universities / colleges after giving the necessary guidelines including financial and academic discipline.
- ❑ Simplify its procedure for processing proposals and release of grants and increasing the time devoted to monitoring and development of programmes. This will require a lot of reforms in the administration.

- ❑ Changes required in the acts of the universities due to newly emerging requirements, pointing to the development of a model act for universities to facilitate change by state governments.

5. NAAC:

- Undertake pre-accreditation and post accreditation counseling for quality improvement.
- Training for curricular development and research management and management of education in general could be undertaken for the various institution.
- NAAC may continue with the assessor's training and report writing and establishing liaison with the state government and university grants commission in order to maintain moderate and improve the quality of education.
- Refining the measurement tools for assessment for better validity and reliability could be undertaken.

VIII. Conclusion

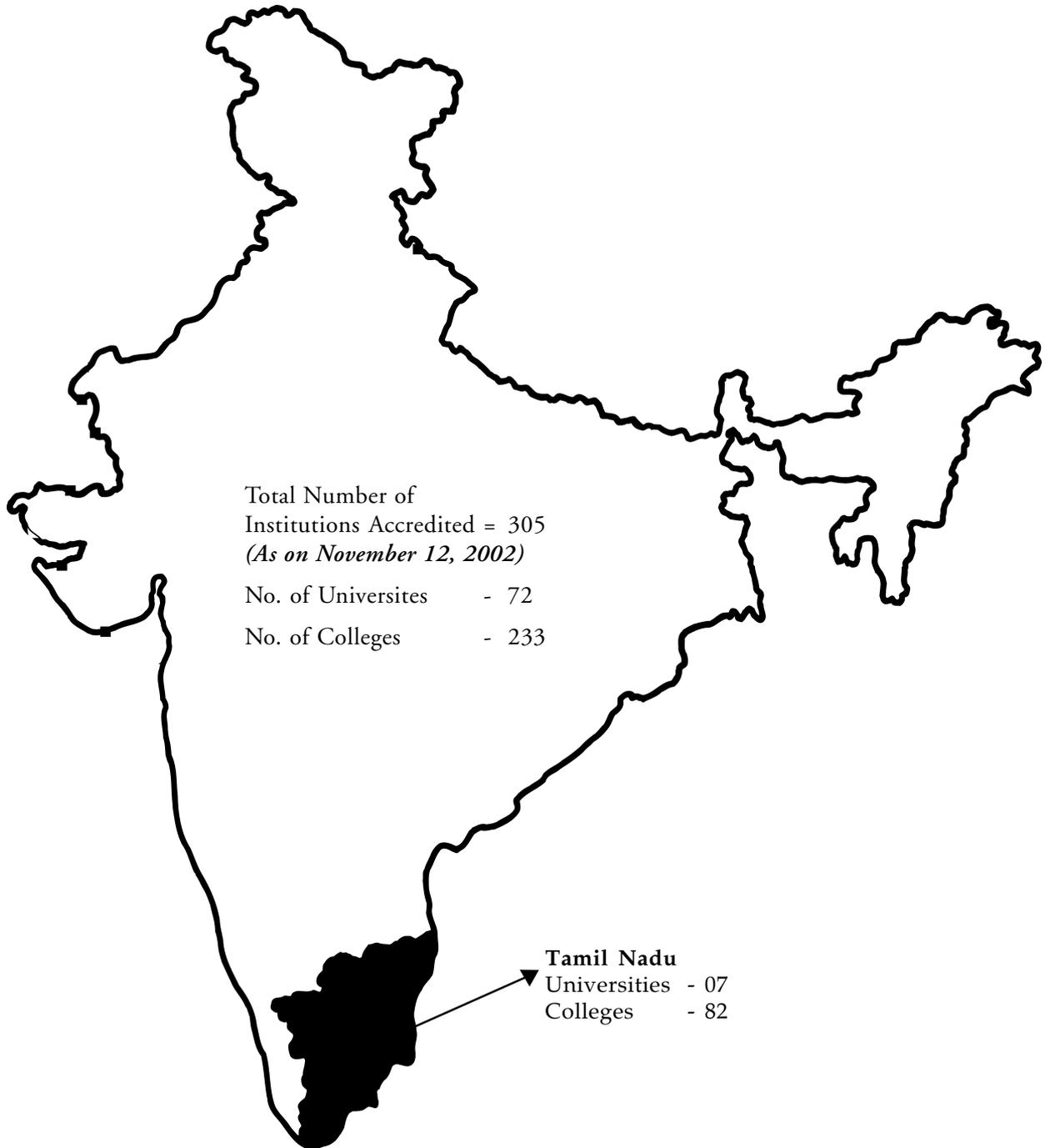
In general, the analysis of the accredited education institutions reveal the status of the universities and colleges in the state of Tamil Nadu. Almost 1 / 3rd of the institutions are excellent and requires only a few improvements while others require moderate to major changes. Some of these are policy changes while others are operational in nature.

Curriculum development, teaching, learning evaluation, research consultancy and extension are primarily systemic changes which institutions themselves can initiate. Making a perspective plan of development for a span of time and making the financial allocations and adjustments for prioritised activities will enable the institutions to move in the desired direction. Rectifying the

inadequacies in terms of infrastructure facilities and learning resources is one major initiative some institutions have to undertake, while capacity building of the faculty and administrators to function effectively is another important initiative, the institutions have to focus their efforts and attention. There is need for attitudinal change and change in perception from the point of view of the stake holders of higher education to make the qualitative changes effectively.

Some recommendations may not be applicable for all institutions. Depending on the need and the problems, individual organisation faces, strategies have to be planned and operationalised. As a general prescription teaching learning and evaluation is the most important tool by which the important outcome of students overall development takes place. The fact which came up very strongly from the analysis of all the institutions is that the faculty perse is the decisive factor for excellence in performance. The scholarship, initiative, commitment, dedication and involvement of the faculty in teaching and management of education and the leadership to guide and facilitate the stake holders are very important in achieving the desired outcome. All other factors are supplementary. The policy decisions and the financial assistance form UGC and the State Governments will go a long way to realise the goal of excellence.





For Communication with NAAC

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NAAC

Vision

To make quality the defining element of higher education in India through a combination of self and external quality evaluation, promotion and sustenance initiatives.

Mission

- ❖ To arrange for periodic assessment and accreditation of institutions of higher education or units thereof, or specific academic programmes or projects;*
- ❖ To stimulate the academic environment for promotion of quality of teaching-learning and research in higher education institutions;*
- ❖ To encourage self-evaluation, accountability, autonomy and innovations in higher education;*
- ❖ To undertake quality-related research studies, consultancy and training programmes, and*
- ❖ To collaborate with other stakeholders of higher education for quality evaluation, promotion and sustenance.*

A firm Foundation for Quality and Excellence



FOUNDATION STONE LAYING CEREMONY FOR NAAC BUILDING ON 24TH APRIL 2003:

Prof. (Dr.) Murli Manohar Joshi, Hon'ble Minister for Human Resource Development, Science and Technology and Ocean Development; Dr. Vallab Bhai Ramji Bhai Kathiria, Minister for State, HRD ; Prof. V. N. Rajasekharan Pillai, Director, NAAC

Towards Academic Excellence



NATIONAL CONVENTION OF VICE CHANCELLORS OF ACCREDITED UNIVERSITIES, NEW DELHI DURING MAY 21-22, 2003 :

(from L to R) Prof. V. N. Rajasekharan Pillai, Vice Chairman, UGC; Dr. Venkat Subramaniam, Member, Planning Commission, Govt. of India; Dr. Vallab Bhai Ramji Bhai Kathiria, Minister for State, HRD; Prof. Arun Nigavekar, Chairman, UGC.