

MHRD's Queries on the Assessment and Accreditation, Ranking of Higher Learning Institutions of India and Responses of the IQAC, Dibrugarh University.

Minutes of the IQAC meeting held on 2nd September, 2015.

Responses to Annexure A

1. The Universities need to focus on both teaching as well as in research activities. A quality teaching-learning University engaged in developing the human resources of global standard should also get equal global recognition besides the research activities undertaken by it.
However, some of the Indian Universities having good infrastructure may be given extra funding either from industry or by other financial institutions for research and development, which may contest as per the present parameters of global ranking system.
2. India should develop its own ranking system based on the indicators appropriately suited to the Indian conditions. While determining these indicators, proper emphasis should be given on the diversities in terms of the nature of the Universities, regional or other disparities as well as specific demographic demands. However, these parameters should not divert the basic objectives of the ranking system which may lead itself to irrelevance in consideration of the global system.
3. Yes, accreditations may be made mandatory for all institutions, but the parameters for this process may be different. There should be different models of parameters for private vs. public funded Institutions, Central vs. State Universities, Affiliating vs. Non-affiliating Universities, etc. Because, the Universities function as per the nature of their establishment and they should be assessed accordingly.
4. To make the accreditation process more objectively verifiable and transparent, the parameters need to be quantified with due weightage. The weightage may vary from one system to the other as per the nature of the Universities. Further, the Universities should be allowed free space for identifying their own strength, opportunities and uniqueness, working on which they can assess themselves.
5. Yes, both Programme-wise and institutional accreditation system may be implemented to arrive at the overall ranking of a University.

Annexure: B

1. The changes could be suggested-
 - a) Having Independent Internal Quality Assurance Framework, acceptable to the accreditation agencies.
 - b) There should be one central accreditation agency with a provision of single window judgment.
 - c) Role of State Higher Education Council or State Accreditation Council is not yet clear.
 - d) The various accrediting/ regulatory agencies should be brought under a single umbrella, so that the Universities conducting different academic programmes can approach to a single authority having uniformity in the common norms. The accreditation process may also be outsourced to recognized competent agencies.
2. The factors, which may be responsible for poor ranking by the Indian Universities are-
 - a) The ranking system itself. The Times Higher Education (THE) rank World Universities on the basis of the following parameters:

Teaching	: 30%
Research	: 30%
Citation	: 30%
Industry income	: 2.5%
International outlook	: 7.5%

Due to different factors, the Universities in India mainly emphasize on teaching-learning in comparison to other parameters like research, citation, industry income, etc. Further, the Indian Universities, particularly, the state public Universities are still suffering from different inherent problems like poor funding resulting poor infra-structure, inadequate teachers, diverse socio-economic discrimination, the social psyche of *minimum level of learning*, which cannot be ignored for the poor performance of the Universities.

3. For achieving global standard, the overall conditions of the Indian Universities must be developed. Inadequacy and insufficiency in all terms must be replaced by adequacy and quality support to all these institutions. The attitude towards maintaining the regular status-quo need to be changed with appropriate quality enhancement initiatives. Accordingly, facilities should be created for global exposure for both University faculties and governance, so that a self assessing parameter of global standard can be developed by the Universities themselves. In addition to these, the following steps may be taken-
 - a) upgrading the University curricula in compliance with the global standard so that student and faculty mobility can be ensured.

- b) the Universities should prepare the academic curricula in such a way that the research, innovation and entrepreneurship may be inter-linked with each other.

In addition to the above, the following points may be included.

- (i) Vacant teaching posts may be filled up.
- (ii) Proper student teacher ratio should be maintained.
- (iii) Person with vision, mission and goal may be given the leadership role to achieve or to alter the scenario of Indian Universities.

It is also pertinent here to mention that the Indian Higher Education scenario is not that grim or pitiable as generally envisaged by many. In the contrary, many Indians are occupying the top most positions in globally reputed organization which signifies that there is no dearth of talent in India. As such, a suitable mechanism may be prepared by the stakeholders of Indian Higher Education System to make it globally competitive.



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