

SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

FIELD MARSHAL K. M. CARIAPPA COLLEGE

FIELD MARSHAL K M CARIAPPA COLLEGE MADIKERI - 571201, KODAGU

DISTRICT

571201

www.fmkmcc.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Field Marshal K.M. Cariappa College is the oldest premier institution of higher education in the hilly district of Kodagu in Karnataka state. It was established as a Government college in 1949. The academic programme was started in 1949. Initially the college was affiliated to Madras and then to Mysore University. In 1980, it was affiliated to Mangalore University, which took it over as its constituent college in 1993 and named it after Field Marshal K. M. Cariappa. Recognized by UGC under 2(f) and 12(B) of UGC Act, the institution was assessed and accredited with 'B++' Grade by NAAC in 2004. The college was reaccredited with 'A' Grade with 3.25 CGPA in 2011. It was conferred the status of College with Potential for Excellence (CPE) in 2016.

The College offers UG programmes in BA, B.Com, B.Sc, BBA, BCA, BSW and BAHRD, PG programmes in Business Administration, Commerce, English, Economics and Physics, three Add-on courses and PG Diploma in Yogic Science. The campus spreads over 33.36 acres has facilities ICT enabled classrooms, sophisticated laboratories, Seminar Hall, unique auditorium, Wi-Fi facility, Internet Facilitation centre, Biometrics, Public Address System, CCTV, multi-gym, canteen, playground with space for 400 meters track, hostels for boys and girls and staff quarters. The Library has more than 50,000 volumes, many journals, periodicals and e-resources which can be accessed through INFLIBNET and N-LIST.

Out of the 41 permanent faculties, eleven have been recognised as research guides by the University. They also train students in extra and co-curricular activities.

Vision

Vision

Enlightenment and Empowerment through Quality Education

Mission

Institutional Mission

1. To mould students as well-informed, righteous and humane individuals who as responsible citizens would play definitive roles in nation building.
2. To inculcate healthy value system that reflects equitable thoughts and actions in the larger moral, social, economic, cultural, environmental contexts
3. To kindle the spirit of inquisition, research and scientific temper amongst students so that they contribute to mitigate inequalities of all forms on account of irrational beliefs and practices in society and bring pragmatism, intellectual probity and clarity to public life.
4. To provide leverage in teaching and learning and governance by promoting use of technology of relevance
5. To prepare the students to achieve global competencies and skills by imbibing quality and excellence in

the educational process

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Institutional Strength

The campus has 33.36 acres of land

The status of CPE

Add-on courses in Travel and Tourism, Hardware and Networking and Functional English

Courses like BCA, BSW & B.A HRD, and subjects like Journalism, Women Studies, Tourism and Travel

Management, Data Processing and Geography at BA level

PG courses in Physics, Economics, Business Administration (TTA), English and Commerce

Wi-Fi facility, Internet facility through LAN and LCD projectors in five UG and five PG classrooms

23 teachers are with PhD degree and 12 are pursuing PhD

Recognition of 11 teachers as research guides

The total outlay of research projects amounts to Rs. 91.20 lakh

Separate hostels for boys and girls

Quarters for teaching and nonteaching staff

Canteen facility

Constant water supply with open well and bore wells, and a water tank with 50,000 liters capacity

Electric transformer and UPS/ Invertors to provide uninterrupted supply of electricity

Medicinal and aromatic plant gardens

Sprawling Playground with space for laying 400 m track

Modern Multigym and concrete Basketball court

Public Address system connecting classrooms and laboratories

CCTV cameras at strategic points

Publication of departmental wall magazines, College Magazine '*Bhurame*' and biannual FMKMCC Newsletter

Digital English Language Lab for Functional English students

Automated Library has access to e-journals through INFLIBNET

Internet Facilitation Centre with 21 computers

Photocopying centre

Counselling of students by teachers and a full-time counsellor

23 Scholarships/freeships and 06 Endowment Prizes

Compulsory Uniform for students

Student Welfare centre with facilities for personal, academic, career counselling and medical care

Girl Students' Lounge

Institutional Weakness

Institutional Weakness

Shortage of classrooms has prevented the institution from introducing more new courses and subjects at the undergraduate level

Need for a block to introduce new PG courses and self-financed courses

All classrooms and library need to be further upgraded with ICT infrastructure

Vast campus area is yet to be fully developed and utilised

Majority of students who come from rural and remote places finds it difficult to cope with the college timetable since classes in add-on courses, activities in NCC, NSS, sports and EC/CC are held outside the main timetable

Transportation facility has to be extended to the students since the college is situated three kilometres away from the bus station

Incessant rainfall for four months during rainy season sometimes hampers academic calendar

Institutional Opportunity

Institutional Opportunity

The institution is situated at the district headquarters and hence accessibility makes it possible to offer quality

education as per general and specific needs

College with Potential for Excellence conferred by UGC has paved the way for offering many more career and skill oriented programmes

More support for strategic priorities and initiatives to enhance faculty and students' excellence may be elicited from the parent body

Potential to become an autonomous college

- Research oriented and qualified teachers with PhD have enhanced the scope for research activities
- Potential to be recognised as a research centre
- Potential to produce more national and international level sportspersons
- Possibility to motivate young people to join defence services through resilient NCC units

Huge scope for contributing to the eco-diversity on the campus

Institutional Challenge

Institutional Challenge

To mobilise a corpus fund for continual upgradation in all fronts

- To retain meritorious students of the district migrating to colleges in the neighbouring districts
- To upgrade existing courses and also to introduce new career oriented courses to enhance employability of graduates
- To enhance learning outcome of the students on par with urban colleges
- To provide equitable amenities so as to increase enrolment and requirement of new courses

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Curricular Aspects

The students are provided with timely information pertaining to academic programmes, facilities available, welfare measures and scholarships available through the website, prospectus, calendar, notice boards and

orientation programme. Scholarships and freships of State government and MU are provided to eligible students. MU provides scholarships to students who represent the University in sports and games. Philanthropists have contributed Endowment prizes for meritorious students. The college extends the service of Career Guidance and Placement cell, Women's Welfare Committee, Prevention of Sexual Harassment Cell and Grievance Redressal Cell to the students. The well-structured Counselling Cell takes various measures for positive mentoring of the students.

Remedial and tutorial classes are held for the benefit of academically weak students. The institution offers Career-oriented add-on courses, which can be pursued concurrently with the regular course. Over the years, the Institution has recorded good results. The vertical movement of students from UG level to PG level or towards gainful employment has also increased.

The college encourages students' participation in sports, NSS, NCC, Rotaract Club, Red Cross and EC/CC wing. Benefit of attendance and re-exams are given to the students who represent the college in extra and cocurricular activities at various levels. Two sports persons represented Academic Council of MU. Two of our hockey players represented India at the International level. NCC cadets have taken part in the RD parade at New Delhi. NSS students have actively involved in extension activities. Many have secured prizes in literary and cultural competitions at various levels.

Teaching-learning and Evaluation

Teaching-learning and Evaluation

The Mangalore University(MU) authorities carry out the matter of planning human resources, recruitment, training, performance appraisal and financial management of the institution. The Principal coordinates between MU and teaching staff in order to chalk out strategies for the better implementation of policies drawn out to enhance quality of education. There are 35 core committees represented by faculty, non-teaching staff and students.

Appointment of teaching and non-teaching staff is carried out by MU as per the guidelines of UGC and State Government. Increments and Promotion are extended for the eligible faculties as per University statute and UGC guidelines. It also ensures that the vacant teaching posts are filled annually with guest faculties and nonteaching posts on contractual basis. At the end of every academic year, the MU collects performance appraisal of teaching and nonteaching staff through the Principal. Feedback is sought from students, parents and alumni on all aspects of higher education and analysed so that proper strategies can be followed to ensure quality enhancement.

Mangalore University follows the established procedures and processes for planning and allocation of financial resources. Measures are taken to enhance the resource base by mobilizing resources from various sources and philanthropists and thorough monitoring on spending to provide a better financial management of the College. The IQAC, adopts quality management strategies in all academic and administrative aspects and aims at continuous improvement of quality. It organised a NAAC sponsored National Seminar on Total Quality Management in Higher Educational Institutions.

Research, Innovations and Extension

Research, Innovations and Extension

The institution focuses on values that help students achieve academic excellence. The value-based education is systematised to ensure absolute participation of students in curricular, co-curricular and extra-curricular activities. Active participation of staff in extension and outreach programmes has motivated the students take part in such activities enthusiastically.

Independence Day and Republic Day are celebrated to bring awareness about our history and instil a sense of patriotism and nationalistic feelings among the students. Teachers' Day, Vivekananda Jayanti and Field Marshal K.M. Cariappa's Birth Anniversary are also observed. Activities like Blood donation camps, Blood group detection camps, Swachh Bharat Abhiyaan, Planting of saplings, Outbound teaching and Jaathas to bring awareness about social evils and other issues are organised.

The college is also committed to the environmental issues like protecting, conserving and maintenance of natural resources. The faculty and students are sensitized towards environmental issues by organising programmes like planting saplings and organising activities and talks on different facets of eco-conservation.

The institution has adopted strategies to energy conservation and rain water harvesting. Continuous efforts are made to keep the campus and surroundings eco-friendly by maintaining the greenery, keeping the surroundings clean and discouraging the usage of plastics. Burning is prohibited in order to maintain Carbon neutrality. To ensure convenience, safety and security on the campus, CCTV cameras are mounted on the entire campus.

Biometrics, Intercom, Video-conferencing facility and Public-Address System are also available. KIOSK installed at the entrance provides information on various facilities extended by Mangalore University.

Infrastructure and Learning Resources

Infrastructure and Learning Resources

Out of the total land space of 33.66 acres, the built-up area is about 14089.41 square metres. New structures have come up to provide a conducive learning environment to support its vast academic and research programmes. MU has extended its helping hand to procure equipment, furniture and books to pace with the increase in number of courses and students. Majority of the departments are provided with computers and connected with internet facility on LAN and Wi-Fi. The institution has also made use of UGC funds for augmenting its infrastructure. Even Parent-Teachers' Association and Alumni Association contribute financially for the development of infrastructure. Following improvements have been made in creating a better learning environment.

The library has 50,000 plus books and journals. E-resources are made available. Internet Facilitation Centre with 21 computers was established to facilitate web browsing free of cost. A reading room was added to ensure space for more students.

Facilities like New Ladies hostel, water tank with a capacity of 50,000 litres, expansion of playground to make space for 400 m track, rooftop to the Open-air Stage at the main playground, Multi-Gym, renovation of First floor in the Library building to house PG courses, Additional bore well and Display Cabinets to showcase the trophies are augmented.

A new Computer lab was established at the cost of Rs. 2800000. ICT enabled classrooms, five each in UG and PG levels. The Seminar Hall has Audio-visual aids and Video-conferencing facility. The administrative process is also computerised.

Student Support and Progression

Student Support and Progression

The institution follows the curriculum designed by Mangalore University, i.e., Credit Based Semester Scheme at the undergraduate level and Choice Based Credit Semester (CBCS) system at the postgraduate level. The college offers UG programmes in BA, BSc, B.Com, BBA, BCA, BSW and BAHRD, and PG programmes in Physics, Economics, English, Business Administration and Commerce. It also offers three Add-on courses. PG Diploma in Yogic Science has also been introduced from the current academic year. First four semesters of UG courses offer papers on Constitution of India, Human Rights, Gender Equity and Environmental Studies, Human Resource Development.

The college deploys semester-wise action plan of curricular, co-curricular and extracurricular activities for its effective implementation at the beginning of every semester. Each department plans work distribution for faculties and its activities through meetings. The implementation of such plans is supervised by respective heads of the departments in consultation with the Principal. Feedback is taken from stakeholders regarding curricular aspects and the same is conveyed through the members of BOS. 12 teachers have worked as members of the BoS during the last five years. Effective curriculum delivery has been more resourceful as many teachers take part in meetings/workshops conducted by subject associations. Eminent academic scholars, experts in different fields, and entrepreneurs are invited by subject associations while organizing significant number of talks, special lectures, inter-collegiate programmes/competitions, fests, workshops, seminars and conferences. Likewise study tours, industrial visits, extension and outreach programmes are also conducted to integrate the academic programmes.

Governance, Leadership and Management

Governance, Leadership and Management

Admission process, which is in compliance with all the norms of the State Government and MU, is transparent and ensures social justice. Enrolment of 61 % of girl students is the testimony for women empowerment in the region. Since the demand for B.Com course was ever increasing, the intake was increased with the approval of the University. Meritorious students who aspired for B.Com stream were counselled and directed to take up B.B.A. course.

Teachers are given assent to take part in Refresher Courses/ Orientation programmes/ Workshops/ Seminars/Conferences in order to keep abreast of latest developments and enhance their pedagogical skills. The College encourages the faculty to make use of FDP to pursue PhD, present seminar papers, publish research articles, take up minor and major research projects, and hold Seminars/ Workshops/ Conferences.

Orientation programmes are organised for the incoming students every year to make them aware of available facilities on the campus and their responsibilities. LCD projectors mounted in five classrooms each at undergraduate and postgraduate streams. Remedial classes are conducted for academically weak students.

Subject experts and academicians are invited to the activities organised by subject associations/cells/committees. Periodic assessments of students are conducted through tests, internal assessments, practical classes, assignments, projects, seminars, exams and viva-voce. The University has also made provision to students to seek for retotaling, revaluation and personal seeing of their answer scripts. Students' participation in extra and co-curricular activities like NCC, NSS and EC/CC is also assessed as per the guidelines of Mangalore University.

Institutional Values and Best Practices

Institutional Values and Best Practices

A Research Committee was constituted in the College to ensure optimal involvement of the faculties in research activities. The College and University administration encourage the faculty to enrol into doctoral degrees, take up major and minor research projects and publish research articles.

Five major research projects and one minor research project have been completed by different faculties. One major research project and 12 minor research projects sanctioned by UGC are underway. 5 more proposals for minor research projects have been accepted by UGC. MU has also released Rs. 1.30 lakh out of the seed money of Rs. 2.35 lakh sanctioned for 5 teachers to carry out research. The total outlay for research projects amounts to Rs. 90 lakh.

Publication of 184 research articles in journals, 58 Books and 20 chapters in books points out the contribution of faculties to the field of research. Besides, they have presented 224 research papers at different levels. The extension and outreach activities of the institution through NSS, NCC, Red Cross, EC/CC wing and Rotaract Club have sensitised the students to the social issues and contexts. Awareness programmes like Cleanliness drives, drive against drug abuse, Blood donation, and planting saplings are organised quite often.

Outbound teaching programmes have created a sense of social responsibility among students. Documentary films on social and economic problems produced by various departments have a positive impact on students. The institution has signed an MOU with V.B. Hosagowdar, Bio-research Foundation, Bilagi.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	FIELD MARSHAL K. M. CARIAPPA COLLEGE
Address	FIELD MARSHAL K M CARIAPPA COLLEGE MADIKERI - 571201, KODAGU DISTRICT
City	Madikeri
State	Karnataka
Pin	571201
Website	www.fmkmc.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Parvathy A A	08272-228334	9482701407	08272-	fkmcc@mangaloreuniversity.ac.in
Associate Professor	RAVISHAN KAR M N	08272-228176	9448167298	-	iqac.fkmc2015@gmail.com

Status of the Institution	
Institution Status	Constituent

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
Date of establishment of the college	01-06-1949

University to which the college is affiliated/ or which governs the college (if it is a constituent college)

State	University name	Document
Karnataka	Mangalore University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	01-06-1972	View Document
12B of UGC	01-06-1972	View Document

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

Details of autonomy

Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	No
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Recognitions

Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	Yes
If yes, date of recognition?	01-04-2016
Is the College recognized for its performance by any other governmental agency?	No

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	FIELD MARSHAL K M CARIAPPA COLLEGE MADIKERI - 571201, KODAGU DISTRICT	Hill	33.66	14089.41

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BSc,Chemistry	36	II PUC	English	142	110
UG	BSc,Zoology	36	II PUC	English	69	56
UG	BA,Kannada	36	II PUC	Kannada	90	43
UG	BA,English	36	II PUC	English	63	13
UG	BA,Hindi	36	IIPUC	Hindi	20	5
UG	BA,History	36	II PUC	Kannada	229	147
UG	BA,Economics	36	II PUC	Kannada	169	138
UG	BA,Political Science	36	II PUC	Kannada	148	57
UG	BA,Sociology	36	II PUC	Kannada	154	112
UG	BSW,Social Work	36	II PUC	English	25	15
UG	BBA,Commerce And Management	36	II PUC	English	46	40
UG	BCom,Commerce And Management	36	II PUC	English	186	182
UG	BA,Journalis	36	II PUC	English	81	76

	m					
UG	BCA,Computer Science	36	II PUC	English	50	41
UG	BSc,Computer Science	36	II PUC	English	65	43
UG	BA,Tourism And Travel Management	36	II PUC	Kannada	30	11
UG	BSc,Physics	36	II PUC	English	73	56
UG	BSc,Mathematics	36	II PUC	English	73	56
UG	BSc,Microbiology	36	II PUC	English	60	39
UG	BA,Human Resource Development	36	II PUC	English	30	27
UG	BSc,Botany	36	II PUC	English	69	49
PG	MA,English	24	BA ENGLISH	English	32	3
PG	MA,Economics	24	BA ECONOMICS	Kannada	30	22
PG	MSc,Physics	24	BSC PHYSICS	English	32	21
PG	MBA,Business Administration	24	ANY DEGREE	English	40	5
PG	MCom,Commerce	24	BCOM	English	50	50
Doctoral (Ph.D)	PhD or DPhil,Chemistry	60	MSC CHEMISTRY	English	4	1
Doctoral (Ph.D)	PhD or DPhil,Kannada	60	MA KANNADA	Kannada	8	3
Doctoral (Ph.D)	PhD or DPhil,Hindi	60	MA HINDI	Hindi	8	8
Doctoral	PhD or	60	MA	Kannada	4	1

(Ph.D)	DPhil,History		HISTORY			
Doctoral (Ph.D)	PhD or DPhil, Economics	60	MA ECONOMICS	Kannada	6	3
Doctoral (Ph.D)	PhD or DPhil, Political Science	60	MA POLITICAL SCIENCE	Kannada	8	8
Doctoral (Ph.D)	PhD or DPhil, Physics	60	MSC PHYSICS	English	8	6
Doctoral (Ph.D)	PhD or DPhil, Mathematics	60	MSC MATHEMATICS	English	4	4

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	1				18				27			
Recruited	0	1	0	1	13	5	0	18	12	9	0	21
Yet to Recruit	0				0				6			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				11
Recruited	4	3	0	7
Yet to Recruit				4
Sanctioned by the Management/Society or Other Authorized Bodies				21
Recruited	8	13	0	21
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				2
Recruited	2	0	0	2
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				4
Recruited	1	3	0	4
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	1	0	8	3	0	7	4	0	23
M.Phil.	0	0	0	3	0	0	2	1	0	6
PG	0	0	0	3	1	4	3	0	0	11

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
		17	54	0

Provide the Following Details of Students Enrolled in the College During the Current Academic Year

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
PG Diploma recognised by statutory authority including university	Male	3	0	0	0	3
	Female	8	0	0	0	8
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	18	2	0	0	20
	Female	10	1	0	0	11
	Others	0	0	0	0	0
Diploma	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Certificate	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
UG	Male	694	3	0	0	697
	Female	1113	2	0	0	1115
	Others	0	0	0	0	0
PG	Male	43	3	0	0	46
	Female	126	11	0	0	137
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	91	103	98	118
	Female	111	114	155	175
	Others	0	0	0	0
ST	Male	23	26	22	15
	Female	24	23	26	28
	Others	0	0	0	0
OBC	Male	523	593	558	553
	Female	782	845	859	907
	Others	0	0	0	0
General	Male	0	19	24	45
	Female	0	36	48	35
	Others	0	0	0	0
Others	Male	0	1	0	0
	Female	0	1	0	0
	Others	0	0	0	0
Total		1554	1761	1790	1876

3. Extended Profile

3.1 Program

Number of courses offered by the institution across all programs during the last five years

Response : 35

Number of self-financed Programs offered by college

Response : 00

Number of new programmes introduced in the college during the last five years

Response : 14

3.2 Students

Number of students year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
1999	1863	1758	1597	1407

Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
1000	932	879	799	704

Number of outgoing / final year students year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
649	554	515	469	360

Total number of outgoing / final year students

Response : 2547

3.3 Teachers

Number of teachers year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
116	110	90	95	83

Number of full time teachers year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
42	42	42	42	29

Number of sanctioned posts year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
46	46	46	46	46

Total experience of full-time teachers**Response : 561****Number of teachers recognized as guides during the last five years****Response : 11****Number of full time teachers worked in the institution during the last 5 years****Response : 197****3.4 Institution****Total number of classrooms and seminar halls****Response : 37****Total Expenditure excluding salary year-wise during the last five years (INR in Lakhs)**

2016-17	2015-16	2014-15	2013-14	2012-13
80.0	60.0	54.0	48.0	25.0

Number of computers

Response : 199

Unit cost of education including the salary component(INR in Lakhs)

Response : 0.36244

Unit cost of education excluding the salary component(INR in Lakhs)

Response : 0.03923

NAAC

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1 The institution ensures effective curriculum delivery through a well planned and documented process

Response:

The curriculum of various courses offered by the college, academic regulations, calendar of academic activities, course structure and syllabus etc. are provided by the University.

The college has a coherent and sequenced plan for curriculum delivery that takes care of teaching and learning expectations and also facilitates monitoring of learning outcomes across different years/levels. The curriculum delivery system is an integrated mechanism with network of empowered sub systems together contributing to streamline the process. The core components of the system provide intrinsic ways for delivery, evaluation and monitoring at course levels which eventually contribute to the overall effective implementation of curriculum.

a). The College Council: (Plans, policies and management)

Heads of the Departments constitute the council which is the highest decision-making body as far as academic matters at the college level are concerned. The Principal convenes the meeting of the council regularly in order to discuss routine academic matters, prepare action plan for effective implementation of academic activities, review progress of academic programmes, review students performance, strengthening of teaching and learning process, update college academic calendar, devise infrastructure development plans of the college and various departments. The deliberations are documented and incorporated in the policies, plans and programmes of the college and is also communicated to the University.

b) Teachers Council: (Strategies and Resource)

Through this larger forum teachers share their experiences on academic matters and cross academic issues. Difficulties and challenges faced in respect of teaching – learning process during a period, best practices adopted by teachers or departments, suggestions and feedback gathered on specific academic matters are documented and communicated appropriately.

c) The Department level Staff council (Implementation and best practices)

Department Staff meetings provide a platform to the staff to deliberate on academic issues concerning the department such as workload distribution, effective syllabi delivery, lesson plans, internal assessment plans, and academic activities proposed for the semester. Each faculty member maintains work diary for recording data on teaching and other academic work on a daily basis. Heads of the departments check the work diaries and forward them to the Principal at the end of each month. Feedbacks from teachers and students in general are elicited and perused with prudence for improving the delivery mechanisms.

d) External bodies (Benchmarks and Quality Perspectives)

Teachers who are members of the Boards of Studies and University subject associations share with their colleagues experiences and vital inputs on effective syllabi teaching. This enables them improve teaching practices.

e) Students council (User satisfaction and Feedback)

Principal and Student Union Academic Advisor would meet students' representatives regularly and elicit feedback on various academic matters and processes. Grievances, suggestions and specific requisitions received from students are communicated to relevant quarters for necessary actions.

1.1.2 Number of certificate/diploma program introduced during the last five years

Response: 0

1.1.2.1 Number of certificate/diploma programs introduced year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

File Description

Document

Minutes of relevant Academic Council/BOS meetings

[View Document](#)

Details of the certificate/Diploma programs

[View Document](#)

1.1.3 Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years

Response: 88.83

1.1.3.1 Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
7	10	6	6	6

File Description

Document

Details of participation of teachers in various bodies

[View Document](#)

1.2 Academic Flexibility

1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years

Response: 42.86

1.2.1.1 How many new courses are introduced within the last five years

Response: 15

File Description	Document
Details of the new courses introduced	View Document

1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented

Response: 14.29

1.2.2.1 Number of programs in which CBCS/ Elective course system implemented.

Response: 5

File Description	Document
Name of the programs in which CBCS is implemented	View Document

1.2.3 Average percentage of students enrolled in subject related Certificate/ Diploma programs/Add-on programs as against the total number of students during the last five years

Response: 3.81

1.2.3.1 Number of students enrolled in subject related Certificate or Diploma or Add-on programs year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
64	73	69	55	64

File Description	Document
Details of the students enrolled in Subjects related to certificate/Diploma/Add-on programs	View Document

1.3 Curriculum Enrichment

1.3.1 Institution integrates cross- cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum

Response:

The curriculum provided by the affiliating University has mostly addressed the cross cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics by including them as a part of compulsory subjects of study during first four semesters. Irrespective of the stream of the courses, these topics are integrated into the curriculum with the core subjects with an objective of fostering overall development of present and future generations based on democratic values, social cohesion, professional ethics and environmental concerns. In this regard the college has devised guidelines for their effective implementation as good practices. N.S.S, N.C.C, subject associations etc. have planned several programmes on these themes as a part of their regular activities.

Description of courses:

Curriculum	List of core subjects/courses	Components on cross cutting issues
B.A.	History, Economics, Sociology, Political Science, Kannada, English, Hindi, Social Work, Journalism, Geography, Data Processing, Travel and Tourism, Human Resource Development and Languages	Constitution of India, Human Rights, Gender Equity and Environmental Studies, Human Resource Development respectively during I, II, III, IV semesters as compulsory papers. Also considered for performance evaluation.
B.Sc.	Physics, Chemistry, Mathematics, Botany, Zoology, Computer Science, Microbiology and Languages	Constitution of India, Human Rights, Gender Equity and Environmental Studies, Human Resource Development respectively during I, II, III, IV semesters as compulsory papers. Also considered for performance evaluation.
B.Com.	General Commerce subjects in vocational and non-vocational streams and Languages	Constitution of India, Human Rights, Gender Equity and Environmental Studies, Human Resource Development respectively during I, II, III, IV semesters as compulsory papers. Also considered for performance evaluation.
BBA	Business Management subjects and Languages	Constitution of India, Human Rights, Gender Equity and Environmental Studies, Human Resource Development respectively during I, II, III, IV semesters as compulsory papers. Also considered for performance evaluation.
BCA	Computer Application and Languages subjects	Constitution of India, Human Rights, Gender Equity and Environmental Studies, Human Resource Development respectively during I, II, III, IV semesters as compulsory papers. Also considered for performance evaluation.
BSW	Social work subjects and Languages	Constitution of India, Human Rights, Gender Equity and Environmental Studies, Human Resource Development respectively during I, II, III, IV semesters as compulsory papers. Also

considered for performance evaluation.

College initiatives to translate the cross-cutting issues into value system:

Cross-cutting issues in Curriculum	Initiatives for translating core cross-cutting issues into social values
Constitution of India, Human Rights, Gender Equity and Environmental Studies, Human Resource Development respectively during I, II, III, IV semesters as compulsory papers. Also considered for performance evaluation.	NSS, NCC, EC/CC wing, Environmental and Eco-conservation club and Rotaract club organise several programmes and activities that reflect the core issues concerning our society.

1.3.2 Number of value added courses imparting transferable and life skills offered during the last five years

Response: 0

1.3.2.1 Number of value-added courses imparting transferable and life skills offered during the last five years

File Description	Document
Details of the value-added courses imparting transferable and life skills	View Document

1.3.3 Percentage of students undertaking field projects / internships

Response: 25.36

1.3.3.1 Number of students undertaking field projects or internships

Response: 507

File Description	Document
List of students enrolled	View Document
Institutional data in prescribed format	View Document

1.4 Feedback System

1.4.1 Structured feedback received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni and 5) Parents for design and review of syllabus-Semester wise/ year-wise
A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: A. Any 4 of the above

File Description	Document
URL for stakeholder feedback report	View Document

1.4.2 Feedback processes of the institution may be classified as follows:

A. Feedback collected, analysed and action taken and feedback available on website

B. Feedback collected, analysed and action has been taken

C. Feedback collected and analysed

D. Feedback collected

Response: A. Feedback collected, analysed and action taken and feedback available on website

File Description	Document
URL for feedback report	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average percentage of students from other States and Countries during the last five years

Response: 0.08

2.1.1.1 Number of students from other states and countries year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
2	1	2	1	1

File Description

Document

List of students (other states and countries)

[View Document](#)

Institutional data in prescribed format

[View Document](#)

2.1.2 Average Enrollment percentage (Average of last five years)

Response: 54.93

2.1.2.1 Number of students admitted year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
1999	1863	1758	1597	1407

2.1.2.2 Number of sanctioned seats year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
3155	3102	3044	3855	2703

File Description

Document

Institutional data in prescribed format

[View Document](#)

2.1.3 Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years

Response: 74.89

2.1.3.1 Number of actual students admitted from the reserved categories year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
689	701	661	612	553

File Description	Document
Institutional data in prescribed format	View Document

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners

Response:

The institution attracts students primarily from the rural areas. Only a small section hails from the town region. As it is found that cross section of the students have varied knowledge and skill levels and differential learning rate among owing to their diverse background, the institution uses different assessment strategies for identifying advanced and slow learners before the commencement of the programmes. Even though the college makes conscious effort to counsel the candidates to find out whether they have needed aptitude and skills to pursue a course, in reality, some additional efforts are needed to objectively assess the students. Teachers identify slow and advanced learners through personal counselling, objective tests and other informal methods and make teaching plans align with the needs of the syllabi. Carefully moderated steps are followed by teachers to bridge the knowledge gap among the sections of students in a class. Career counselling and course guidelines are offered to the students before the commencement of course so that they can set their goals at the right time. Advanced learners who normally aim for higher academic and career goals are provided access to additional academic resources to excel more. They are involved in project work, seminar paper presentation and peer teaching in order to provide enhanced learning experiences and also to encourage them to acquire new skills. Slow learners are offered remedial assistance for improving their learning rate. Such exercises are carried out by each department using their evolved strategies. Further, teachers use multi-pronged strategies in order to fix the performance lag of slow learners.

The specific strategies in general, used by teachers for diverse groups are listed out as given below

Strategies	Slow learners	Advanced learners
Bridge course	X	
Remedial coaching	X	

Peer assistance	X	
Self-study		X
Presentations	X	X
Projects		X
Library work	X	X
Group study	X	
Home Assignments	X	X
Seminars		X
Group discussion		X

2.2.2 Student - Full time teacher ratio

Response: 47.6

File Description	Document
Institutional data in prescribed format	View Document

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 0.05

2.2.3.1 Number of differently abled students on rolls

Response: 1

File Description	Document
Institutional data in prescribed format	View Document

2.3 Teaching- Learning Process

2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences

Response:

Student-centric teaching-learning process forms one of the important elements in the curriculum delivery system of the institution. The classroom operates with student-centered instruction - students interacting with the teacher during the class, instead of just listening to the teacher exclusively. Group work is encouraged, and students learn to collaborate and communicate with one another. Classroom instructions are supplemented with experiential learning, participative learning, problem-solving techniques, project-based learning, seminar presentation, group discussion, field work and library work in order to make learning experience student-centric and valuable.

- Fifteen class rooms are ICT enabled as use of multimedia leverages student's comprehension levels
- Students are provided free access to Internet facility in the Library in order to supplement classroom learning.
- The Library provides access to e-resources through INFLIBNET to students for extensive reading. Most of the departments have their own library to assist the students in the learning process.
- Digital English Language lab facilitates improving of communication skills through speaking and listening techniques.
- Students of science stream engage in projects pertaining to software development, water analysis, screening of plant species etc which enables them to learn through experiments.
- Subject associations allow students to organise programmes of their choice and plan.
- Students are encouraged to write articles for the college magazine, wall magazines of various departments and also present papers at seminars and conferences held in the college and outside. Participation in such programmes provides them a platform to share ideas with their peers and also know better and more.

2.3.2 Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.

Response: 200

2.3.2.1 Number of teachers using ICT

Response: 84

File Description	Document
List of teachers (using ICT for teaching)	View Document

2.3.3 Ratio of students to mentor for academic and stress related issues

Response: 47.6

2.3.3.1 Number of mentors

Response: 42

File Description	Document
Year wise list of number of students, full time teachers and students to mentor ratio	View Document

2.3.4 Innovation and creativity in teaching-learning

Response:

The institution has been encouraging academic freedom to teachers to explore new teaching methodologies and learning models with a view to enhance teaching learning experiences. Teachers supplement traditional methods with techniques that they have evolved over time in the teaching process. In this information age, it is rather challenging task for the teachers to hold the attention of the pupils for long and also enable them keep track on the learning objectives. The need to bring the student-centred teaching and learning to the centre stage in view of ever changing academic system, technological empowerment and democratic values, the teachers are compelled to integrate innovative and creative stance into teaching methods in order to meet the demands of the present generation of information empowered students. Teachers offer students the updates on new learning resources and tools that kindle innovative thinking. Students are motivated to accept the modern, innovative, creative learning models that kindle curiosity, inquiry, critical thinking and deep understanding in order to be successful in the present context of competitive world.

We highlight here some of the commonly used techniques by the teachers that foster innovation and creativity in teaching-learning.

1. Project Based Learning.

Some teachers, basically in the departments of computer science, social work, chemistry, microbiology and management facilitate theory/concepts learning through problem solving. 'Learning by doing' method has been helping the students not only in gaining subject knowledge but also enabled to acquire skills to solve other problems.

2. Concept based learning

The present university curriculum basically promotes content driven learning. Whereas today's world requires students to have conceptual understanding in order to attain success in academics, job, and life. Teachers encourage students to engage in problem solving by conceptualising solutions. Students are encouraged to write survey and research papers and present them in seminars and conferences. Students of sociology and social work undertake field visits, carry out social surveys and prepare reports; journalism students have produced several documentaries on burning issues and shared them with the peers.

3. The Discussion Method:

Most teachers of the college have adopted discussion method for enabling students to understand concept/topic better. Department of Sociology, Political science, English, Kannada etc have been using this technique, which allows creative freedom of the students to explore the world with their own eyes and share their ideas. The idea is to give them confidence to think creatively, face challenges and also pursue subjects they are passionate about. Some science departments have adopted demonstration method for strengthening teaching and learning as the technique complements students' listening skills and also help them understand the concepts better.

4. Other innovative methods:

Outbound teaching is encouraged among the students. Students of fine arts wing and department of Tourism and Travel Management have been involved in teaching children of local Observation homes. Some advanced learners have taken up Peer teaching. Teachers encourage students to use digital media, library e-resources, video learning materials available on internet. This enriches their overall learning experience.

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

Response: 85.65

File Description

Document

Year wise full time teachers and sanctioned posts for 5 years

[View Document](#)

2.4.2 Average percentage of full time teachers with Ph.D. during the last five years

Response: 45.42

2.4.2.1 Number of full time teachers with Ph.D. year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
23	21	20	14	12

File Description

Document

List of number of full time teachers with PhD and number of full time teachers for 5 years

[View Document](#)

2.4.3 Teaching experience per full time teacher in number of years

Response: 13.36

File Description

Document

List of Teachers including their PAN, designation,dept and experience details

[View Document](#)

2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years

Response: 10.15

2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
0	2	2	0	0

File Description**Document**

Institutional data in prescribed format

[View Document](#)**2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years****Response:** 0

2.4.5.1 Number of full time teachers from other states year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

File Description**Document**

List of full time teachers from other state and state from which qualifying degree was obtained

[View Document](#)

2.5 Evaluation Process and Reforms

2.5.1 Reforms in Continuous Internal Evaluation(CIE) system at the institutional level**Response:**

The institution has adopted a system which emphasizes continuous internal evaluation that in principle reduces over dependence on university examinations for assessment of students' performance. Many departments have devised some strategies for objective assessment and evaluation as per specific needs of the programs/courses. The system helps teachers to monitor the growth of their students in terms of measurable parameters that enables them to take corrective actions at right times.

- Internal Assessment exams are conducted twice during a semester as per the university guidelines.
- Auxiliary Assessment methods such as unit tests (written and oral), theory and practical assignments, mini project, case analysis, topic presentation, field work etc. are conducted at

appropriate times as decided by the departments. Semester projects and Field works are evaluated based on written report and presentation / viva voce. The scheme of assessment is decided by each department as per the course requirements.

- Attendance data of students are analysed during each semester to determine their involvement in classroom activities and extent of diligence shown towards courses
- Participation and achievement in extracurricular and co-curricular activities like NCC, NSS, Sports and Fine Arts wing are considered for performance evaluation.
- Semester theory and practical exams are conducted by the university. Evaluation is also done by the university.
- The weightages of auxiliary assessment methods are decided by the departments as per the accepted practice of each department.
- The cumulative records of the assessment methods are maintained in the departments and the performance analysis is used for taking remedial course of actions.

Institution takes reasonable measures to improve the performances of slow learners. Remedial classes are organized to clarify their doubts and explain critical topics. Cases of weak academic performance of students due to frequent absenteeism are brought to the notices of respective parents. Academic and personal counselling of slow learners are done by Expert counsellor of the college for helping them overcome academic problems.

2.5.2 Mechanism of internal assessment is transparent and robust in terms of frequency and variety

Response:

The college uses various strategies for evaluating performances, recording and communicating progress of the students during each semester. The college ensures that the internal assessments of students' performances are fair, transparent and reliable.

- Examination Timetables of internal assessment exams and university examinations are announced beforehand in order to enable all the stakeholders to get ready. The schedules of unit test (written and oral), theory and practical assignments, mini project evaluation, case analysis, class seminar presentation, field work, preparatory and internal practical examinations are prepared and communicated by respective departments.
- Question papers are prepared as per university guidelines and care taken to ensure that they are comprehensive and carry clear instructions for the candidates.
- Valued answer scripts are shown to the students for personal seeing.
- The records of internal marks are maintained in the departments and also in the examination section of the college.
- Internal Assessment marks are displayed on the Notice board
- Students are allowed to check their marks entered in the marks register.
- Online submission of Internal marks to the University is disclosed to the students for verification
- Attendance statistics is displayed on the Notice Board every month
- The parents are informed to meet teachers for knowing about their wards' activities and academic progress
- Parents are informed about their wards absenteeism in classes
- Meetings of the departments assesses students' progress and strategizes steps to improve their

performance

Feedback regarding courses and evaluation schemes are obtained from various stakeholders

2.5.3 Mechanism to deal with examination related grievances is transparent, time-bound and efficient

Response:

The Examination Section and Internal Assessment committee follow the guidelines of the University and also take necessary precautions in conducting examinations smoothly. Examination system is robust and all the related activities are conducted in a fair and transparent manner.

The following mechanisms are in place for redressal of examination related grievances.

College level

- The schedules of Internal assessment exams and other assessment activities are announced well in advance and adequate arrangements are made for conducting exams in a fair manner.
- Re-exams are arranged for students who are unable to write exams for valid reasons
- Valued answer scripts are made available to the students for personal seeing
- Statement of online submission of Internal marks to the University is disclosed to the students for verification
- Examination Section and Internal Assessment committee receives exam related grievances from the students and takes care to redress them expeditiously. In case the problems are related to evaluation at the college level, necessary steps are taken to solve them within reasonable time. Grievances related to university examinations are forwarded by the Principal to the University with necessary notes for early disposal.

University level

- The schedules of semester exams are announced well in advance. The timetable would be displayed in the college website and Notice board.
- University allows students to seek re-totalling, revaluation and personal seeing of their valued answer scripts by paying stipulated fee within specified time. Students can go for “Challenge Valuation” if they are not satisfied with the marks awarded.

2.5.4 The institution adheres to the academic calendar for the conduct of CIE

Response:

The college adheres to the academic calendar for the conduct of CIE in order to achieve the envisaged objectives related to teaching, learning and evaluation. College brings out Student Handbook that contains information about academic infrastructure and resources, courses details, rules and regulations, academic schedules, examination schedules, schedules of co-curricular and extra-curricular activities etc.

Teaching Plan

Semester scheme and unitised syllabi have necessitated meticulous planning of teaching and allied activities keeping in view the challenging task of CIE. Teaching plan evolves at the department level over a time with due considerations given to Program outcomes, course outcomes, students' learning rate and learning outcomes and also to varied evaluation schemes etc. However, academic freedom and innovative practices of teachers are encouraged.

Academic Calendar

- University communicates general academic calendar at the beginning of the academic year. Tentative schedules of University exams and internal exams would also be stated in the calendar
- The college academic calendar is updated every year with reference to the University calendar. The schedules of auxiliary evaluation schemes that are part of CIE such as unit test (written and oral), theory and practical assignments, mini project evaluation, case analysis, class seminar presentation, field work, preparatory and internal practical examinations, etc. finalised at the college and department levels are either included in the college calendar or notified from time to time.
- Academic calendar helps both teachers and students to plan and implement curricular, co-curricular and extracurricular activities effectively

Continuous Internal Evaluation(CIE) system

Some assessment and evaluation strategies evolved as a result of careful practice in the departments as per specific needs of the course have become part of CIE. Each department provides inputs for preparing the college academic calendar. Departments are given reasonable freedom to prepare and notify schedules of CIE pertaining to their department. Academic calendar is highly essential as the semester period would be normally fully packed with schedules of varied activities. Maintaining Cumulative record of CIE is challenging yet indispensable as an essential part of Teaching, learning and evaluation.

2.6 Student Performance and Learning Outcomes

2.6.1 Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students

Response:

Curriculum is designed and communicated to the college by the University. The course regulations in general and syllabi are also provided by the University. The college has made conscious effort in devising program outcomes, program specific outcomes and course outcomes for all programs offered by the institution as they are not explicitly stated in the curriculum of the course.

Program Outcomes

Students of all undergraduate general degree programs at the time of graduation will be able to

PO1: Critical Thinking: Make effective decisions (intellectual, organizational, and personal) with

intellectual integrity to solve problems and/or achieve goals utilizing the knowledge and skills.

PO2: Effective Communication: Fully and without bias comprehend written and verbal communication and present a clear, coherent and independent exposition of the world by connecting meaningfully people, ideas, books, media and technology.

PO3: Social Interaction: Respect views of others, mediate disagreements and help reach conclusions in group settings.

PO4: Effective Citizenship: Demonstrate empathetic social concern and equity centred around national development, and the ability to act with an informed awareness of issues and participate in civic life through volunteering.

PO5: Ethics: Recognize different value systems including their own, understand the moral dimensions of their decisions, and accept responsibility for them.

PO6: Environment and Sustainability: Understand the issues of environmental contexts and sustainable development.

PO7: Life-long Learning: Acquire the ability to engage in independent and life-long learning in the broadest context of socio-technological changes

Program Specific Outcomes

Students enrolled for specific program at undergraduate degree at the time of graduation will be able to do or attain

B.Sc. Mathematics

PSO1: Gain a mature understanding of fundamental mathematical concepts and techniques.

PSO2: Engage in rigorous logical reasoning and to refine their analytical skills.

PSO3: Ability to solve real-world problems by formulating, analyzing, solving and refining appropriate mathematical models.

PSO4: Ability to read mathematical and other technical material with critical comprehension leading to life-long learning.

B.Sc. Chemistry

PSO1: develop a rigorous understanding of fundamental chemical concepts and techniques

PSO2: gain practical experience with a wide variety of Chemistry instruments and knowledge to interpret obtained data

PSO3: understand a broad range of principles and knowledge in Analytical, Biochemical, inorganic, organic and physical Chemistry

PSO4: gain knowledge and critical thinking skills to solve theoretical and practical problems in Chemistry

B.A Economics

PSO1: Understand the behaviour of Indian and World economy

PSO2: Analyse macroeconomic policies including fiscal and monetary policies of India

PSO3: Determine economic variables including inflation, unemployment, poverty, GDP, Balance of Payments using statistical methods

PSO4: Understand the behaviour of financial and money markets and perform cost-benefit analysis for making investment decisions

B.Com

PSO1: Have fundamental knowledge of Accountancy, Auditing, Taxation, Finance, and provide innovative solutions to problems in business.

PSO2: Acquire strong foundation level understanding of functioning of business organizations and various transactions in the fields of Accountancy, Auditing, Taxation and Finance

PSO3: Be able to integrate latest technology and apply mathematical and statistical tools and techniques to collate and integrate systems of Accounts and Finance

PSO4: Develop financial leadership qualities.

File Description	Document
COs for all courses (exemplars from Glossary)	View Document
Link for Additional Information	View Document

2.6.2 Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution

Response:

The Institution takes a holistic view of student performance in all assessment instruments so that valuations of program outcomes, program specific outcomes and course outcomes are fairly objective. Though the institution doesn't follow any standardised metric or unique method for evaluation of these learning outcomes, the institution takes stock of student performance in examination, internal assessments and other auxiliary evaluation instruments. Furthermore, structured feedback process, placement statistics, student participation and performance in co-curricular and extracurricular activities etc. are also considered in formulation of these learning parameters.

Data for valuation of different learning outcomes are captured through different processes as consolidated below.

a) Examination system

Internal Assessment exams are conducted twice during a semester as per the university guidelines. Auxiliary Assessment instruments such as unit tests (written and oral), theory and practical assignments, mini project, case analysis, topic presentation, field work etc. are conducted at appropriate times as decided by the departments. Semester projects and Field works are evaluated based on written report and presentation / viva voce. The scheme of assessment is decided by each department as per the course requirements. Attendance data of students are analysed during each semester to determine their involvement in classroom activities and extent of diligence shown towards courses Participation and achievement in extracurricular and co-curricular activities like NCC, NSS, Sports and Fine Arts wing are considered for performance evaluation. Semester theory and practical exams are conducted by the university; evaluation is also done by the university. The weightages of auxiliary assessment schemes are decided by the departments as per the accepted practice of each department. The cumulative records of the various assessment schemes are maintained in the departments and the performance analysis data is used for computing leaning outcomes.

b) Quality of evaluation formats

The examination schemes, exam guidelines, model question papers prescribed by the university are followed while implementing various evaluation schemes devised by the college as a part of continuous evaluation system. Quality of question papers is kept high in line with the university standards.

c) Feedback/ Appraisal system

Appraisal system, counselling mechanism, that provide framework for evaluating the curriculum delivery process, also supplement the data required for computation of program outcomes, program specific outcomes and course outcomes. Feedbacks regarding programs, courses and evaluation schemes are elicited from students, alumni and parents are elicited in order make fair assessment of various learning outcomes.

2.6.3 Average pass percentage of Students

Response: 70.51

2.6.3.1 Total number of final year students who passed the examination conducted by Institution.

Response: 440

2.6.3.2 Total number of final year students who appeared for the examination conducted by the institution

Response: 624

File Description	Document
Institutional data in prescribed format	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 4

File Description	Document
Database of all currently enrolled students	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1 Grants for research projects sponsored by government/non government sources such as industry ,corporate houses, international bodies, endowment, chairs in the institution during the last five years (INR in Lakhs)

Response: 0

3.1.1.1 Total Grants for research projects sponsored by the government/non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years(INR in Lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

File Description	Document
List of project and grant details	View Document

3.1.2 Percentage of teachers recognised as research guides at present

Response: 26.19

3.1.2.1 Number of teachers recognised as research guides

Response: 11

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.1.3 Number of research projects per teacher funded, by government and non-government agencies, during the last five year

Response: 0.63

3.1.3.1 Number of research projects funded by government and non-government agencies during the last five years

Response: 25

File Description	Document
Supporting document from Funding Agency	View Document
List of research projects and funding details	View Document
Funding agency website URL	View Document

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge

Response:

The College promotes research culture and innovations among faculty and students for creation and transfer of knowledge. Several initiatives have been affected for creation of reasonable ecosystem for research and innovations.

A. The Research, Innovation and Consultancy committee

Functions

- Promote research culture and temperament of inquiry among the staff and students.
- Motivate to undertake minor and major research projects in thrust areas and interdisciplinary fields.
- Motivate faculty to pursue Ph.D work and also provide necessary inputs to initiate work
- Encourage advanced learners to carry out research projects in their area of interests and also involve them in the research activity of teachers
- Provide assistance for preparing project proposals and also locating potential funding and collaborative agencies.
- Support participation of expert teacher-researchers in consultancy services
- Draft initiatives for partnership with other Research institutions
- Encourage teacher-researchers to organise conference, seminars and workshops

Composition of the Committee:

Name	Department	Designation
Dr. Parvathy A A	Principal	Chairman
Dr. Jagannatha N	Physics	Convenor
Dr. Jagath Thimmaiah	Botany	Member
Dr. T D Thimmaiah	Economics	Member
Dr. Jayanthi N	Kannada	Member
Dr. B S Kadamannaya	Zoology	Member
Dr. Shridhar R Hegde	Hindi	Member

General decisions:

- Elicit project proposals from the staff for getting fund from UGC, DST, CSIR, VGST, Industry, NGO etc.

- Organise seminar, conference and workshops seeking fund from UGC, DST, CSIR, ICSSR etc

B. Starting Postgraduate courses

The college has started post graduate courses in Physics, Economics, English, Management and Commerce with a view to enable students to pursue higher education leading up to doctoral studies. Faculty in these departments are highly qualified and are active in research in their chosen areas. Students with aptitude for research are involved in projects and this facilitates moulding their research temperament.

C. Doctoral Guideship to teachers

The college has been pragmatically encouraging faculty who are active in research to get recognition as Ph.D guides and engage in supervising research works in the area of their specialisation. As many as 11 teachers in the departments of Physics, Economics, Kannada, Hindi, English, Chemistry, Political Science, Mathematics and History are recognised as Research Guides by Mangalore University.

D. Upgrading of laboratories and academic resources

The college has reasonable facilities in support of research activities. In the last five years the college newly subscribed 15 Journals, added 468 reference books. INFLIBNET, NList E-Resource Service provides access to 2500 E-journals and 55000 E-books. Science laboratories have been upgraded on demand and research lab annexes have been setup to support research needs.

E. Major and Minor Research Projects

The College promotes faculty involvement in research projects that contribute to subject knowledge, industry needs, community development, patent of products. There are several on-going Research Projects (minor and major projects) funded by UGC and DST.

F. Seminar/Conferences/Workshops

The institution extends leave benefits to staff for research paper presentation within the country and abroad. The staff can avail benefits under FIP scheme to complete M.Phil or Ph.D degrees. Teachers motivate students to present papers at the seminars and conferences and also undertake project work and field work

3.2.2 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the last five years

Response: 0

3.2.2.1 Total number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

File Description	Document
List of workshops/seminars during the last 5 years	View Document

3.3 Research Publications and Awards

3.3.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research	
Response: Yes	
File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.3.2 The institution provides incentives to teachers who receive state, national and international recognition/awards	
Response: Yes	
File Description	Document
List of Awardees and Award details	View Document
e- copies of the letters of awards	View Document

3.3.3 Number of Ph.D.s awarded per teacher during the last five years	
Response: 0	
3.3.3.1 How many Ph.Ds awarded within last five years	
File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	View Document

3.3.4 Number of research papers per teacher in the Journals notified on UGC website during the last five years	
Response: 7.49	

3.3.4.1 Number of research papers in the Journals notified on UGC website during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
32	60	57	79	67

File Description	Document
List of research papers by title, author, department, name and year of publication	View Document
Any additional information	View Document

3.3.5 Number of books and chapters in edited volumes/books published and papers in national/international conference proceedings per teacher during the last five years

Response: 4.7

3.3.5.1 Total number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
35	26	48	42	34

File Description	Document
List books and chapters in edited volumes / books published	View Document
Any additional information	View Document

3.4 Extension Activities

3.4.1 Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years

Response:

The college strongly believes that extension activities not only promote network with neighbourhood community but also enable students' engagement with social issues which ultimately contribute to good citizenship and holistic development. The extension activities have been enriching students learning experiences and have evoked positive impact on the overall development of students. Students of NSS, NCC, YRC and other wings have been actively involved in the social awareness programmes with the

objective of evoking positive change in their perception as far as community issues and welfare of disadvantaged sections of the society are concerned.

(a) Social responsibility and service:

Some of the extension programmes have been organised regularly so that the cumulative impact is felt both by the students and the beneficiaries. NSS volunteers and students of Social Work have visited “*Swastha*”, a school for differently-abled, orphanages and old age homes in the locality and spent valuable time interacting with them. Students of Political Science have conducted empirical survey on Human Rights issues, students of Sociology produced documentaries on slum dwellers and old age homes, students of Journalism produced short films on social themes, students of Fine Arts wing and Tourism and Travel Management were involved in outbound teaching at Children’s homes for boys and girls. These are a few instances of social concerns and service intent displayed by the students. created a sense of social responsibility among students.

(b) Environment awareness and conservation:

The flagship programme of the central government - Swachh Bharath Abhiyan has been regular feature of the activities of NSS, NCC, Rotaract Club and Eco-Conservation Club. Programmes such as Tree plantation, Environmental awareness, anti-plastic drive, solid waste management, non-conventional energy, safe disposal of garbage, composting, prevention of soil erosion, watershed management, wasteland development, have been also part of the activities of these units.

(c) Health, Nutrition and sanitation

Programmes on nutrition and hygiene, safe and clean drinking water, AIDS awareness etc have been part of the regular activities of NSS, NCC, YRC and Rotaract Club. Blood donation camps have been conducted annually by these units in association with the District Hospital and District Blood Bank. Yoga fitness regimes have been regularly conducted by the units.

(d) Community development and participation

Annual N.S.S. special camps have been organized in rural area in order to provide exposure to the students about rural milieu. Students have been helping the local banks in the customer drive programmes on opening savings bank accounts in rural areas. The institution has signed MOUs with Green Citizen Nature Club, Kodagu for organising environmental awareness programmes. The college has also signed MOUs with V.B. Hosagowdar, Bio-research Foundation, Bilagi, and Deputy Conservator of Forests, Wildlife Division, Madikeri, to carry out research on Plant Pathology and Anurans (Frogs).

(e) Civic order and awareness

The students have participated in awareness programmes on Human Rights, Road Safety Week, Legal and consumer awareness week etc organised in the college. District administration have involved NSS and NCC in maintaining civic order during festival gathering and sports events etc.

3.4.2 Number of awards and recognition received for extension activities from Government

/recognised bodies during the last five years**Response: 9**

3.4.2.1 Total number of awards and recognition received for extension activities from Government /recognised bodies year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
00	09	00	00	00

File Description	Document
Number of awards for extension activities in last 5 years	View Document
e-copy of the award letters	View Document

3.4.3 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years**Response: 59**

3.4.3.1 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
16	15	8	9	11

File Description	Document
Number of extension and outreach programs conducted with industry,community etc for the last five years	View Document

3.4.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years**Response: 29.21**

3.4.4.1 Total number of students participating in extension activities with Government Organisations, Non-

Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
336	166	337	477	1003

File Description	Document
Average percentage of students participating in extension activities with Govt. or NGO etc.	View Document

3.5 Collaboration

3.5.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc during the last five years

Response: 1

3.5.1.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
1	0	0	0	0

File Description	Document
Number of Collaborative activities for research, faculty etc.	View Document
Copies of collaboration	View Document

3.5.2 Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)

Response: 5

3.5.2.1 Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years (only functional MoUs with ongoing activities to be considered)

2016-17	2015-16	2014-15	2013-14	2012-13
03	0	01	00	01

File Description	Document
e-copies of the MoUs with institution/ industry/ corporate house	View Document
Details of functional MoUs with institutions of national, international importance, other universities etc. during the last five years	View Document

NAAC

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The institution has adequate facilities for teaching- learning. viz., classrooms, laboratories, computing equipment, etc.

Response:

The institution has created a modest but qualitative physical infrastructure in in line with its academic growth. The college has ensured adequate availability of infrastructure through optimal utilization.

Facility	Description	Minimum requirement	Existing/Adequacy/User rate and utilisation plan
Classrooms	ICT enabled	20	Available :20, User rate: Average session per day: 100, Week days: Regular classes Weekends and holidays: Extra and C activities, Mangalore University Education course contact classes, T competitive exams. Adequacy: ICT enabled classrooms are Optimum utilization of classrooms is m
	With provision for ICT	20	Available :15, User rate Average session 75, Week days: Regular classes Weekends and holidays: Extra and C activities, MU Distance Education cont Training for competitive exams. Adequacy: ICT enabled classrooms are
Laboratories	Physics	3	Available: 3 regular labs and 1 re Facilities are upgraded and meets requi User rate: Average of 50 students us sessions per day;
	Chemistry	3	Available: 3 regular labs and 1 re Facilities are upgraded and meets requi User rate: Average of 75 students us sessions per day;
	Zoology	1	Available: 1 regular lab; Facilities ar and meets requirement. User rate: 30 students use lab in 2 s day;
	Botany	1	Available: 1 regular lab; Facilities ar

			and meets requirement.	
			User rate: 30 students use lab in 2 sessions per day;	
	Microbiology	1	Available: 1 regular lab; Facilities and meets requirement.	
			User rate: Average of 30 students use sessions per day;	
	Computer Science	3	Available: 3 regular labs; Facilities and meets requirement. 90 computers	
			User rate: Average of 90 students use sessions per day;	
	Specialised Chemistry/Physics and Research Lab, English Language lab	1	Chemistry/Physics Research equipment	
			English Language lab used for training English	
Computing Facilities	Computers, printer, digital resources, Internet facilities	Basic infrastructure	Every department has Computer -Internet hotspots at select places; Common facilities computers with Internet, digital resources Library.	
Co-curricular Support facilities	Auditorium, Seminar Hall	1 each	Activities: Seminars, workshops, special Extra and co-curricular, activities, Training and capacity of halls needs to be upgraded	
Specialized Facilities & Technology Enabled Learning Spaces	Video conferencing facility, Wi-Fi Hotspots, Internet Facilitation centre (E-Learning) ICT Enabled Seminar hall, Audio Visual facility	Basic infrastructure	ICT Technology has leveraged learning and traditional classrooms. Average of 20 use Internet Facilitation centre. facilities need to be extended.	
Botanical Garden	Green house Aromatic and Medicinal plants orchard	Basic resource	Students of Botany use for practical experimentation. The resource is adequately well maintained	
Learning and research facilities	Reading room, INLIBNET - National list facility, Journals (national/International), e-journals, Digital reading resources,	Basic resource	Teachers and students use them for advanced studies in the area of special research and projects. The infrastructure and need to be further extended	

Departmental Libraries

4.1.2 The institution has adequate facilities for sports, games (indoor, outdoor), gymnasium, yoga centre etc., and cultural activities

Response:

Facility	Specification about area/size	Year of establishment	Existing/Adequacy/and optimum utilisation
Playground-1	200x150 Sqm	1949	400 mts track and i Hockey, Cricket and
Playground-2	20x20 Sqm	1949	Throw ball, Y Basketball and Kaba
Concrete Volleyball court	30x15 sqm	2004	Volley training and e
Gymnasium	10 Station Multi Gym (Metal Weight Stage), Dumb bell Rack, Vertical Gym Equipment, Horizontal Gym Equipment, Shoulder Exercise Machine, Chest Exercise Machine, Leg Exercise machine, Upright Bike, Spin Bike, Cross Trainer	Established during 2004 and Upgraded during 2016	Used by college spor women to suppleme exercise as they can exercise in one sittin monsoons it's very c go outdoor for 3-4 Sports teams of the c general fitness regularly apart f training in their game
Auditorium	200 sqm	1949	Auditorium is used games - Chess, Car Tennis and Shuttle B More than 50 playe venue on a daily ba their games.
Open-air stage	8x5 sqm	2004	Used as officiatin during sports events
Yoga space in library building	10x10 sqm	2010	Weekly Yoga pra students and staff. A students participate activity.
Sports Room	5x5 sqm	1960	Sports office funct the sports room and sports materials mai

this place.

Cultural activities

Facility	Specification about area/size	year of establishment	Existing/Adequacy/User optimum utilisation plan
Auditorium	200 sqmts, 400 seat capacity	1949	Dance:- Solo Dance, Gro Folk Dance, Western/Fil Theatre:- Drama, Skit, M Martial arts: Karate The space is adequat weekly training sessions.
Audio-video system enabled Hall	150 seat capacity	1949	Music:- Solo Song, Gr Classical Vocal Literacy:- Debate, G.D, Quiz, Essay. The Hall is fully equ conducting the activities.
Class rooms	8x6 Sqm	1949	Craft work:- Textile Crafts, F Decorative Crafts, Fashion Cr Fine Arts: - On the spo Collage, Rangoli The classroom space is for the conducting week sessions.
Play Ground	200x150 Sqm	1949	NCC weekend training in the cadets on various sub as – drill, weapon trai reading, first aid, adven defence, physical fitness craft. There are two un and Girls. The college ha few training camps.
College campus	33.36 acres	1949	15 acres of the college with vegetation. The c maintained flower medicinal orchard. NSS

200 volunteers does s
(Physical work) in order
the campus during weeke

4.1.3 Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class, LMS, etc

Response: 24.32

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 9

File Description

Document

Number of classrooms and seminar halls with ICT enabled facilities

[View Document](#)

4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.

Response: 100

4.1.4.1 Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
80.0	60.0	54.0	48.0	25.0

File Description

Document

Details of budget allocation, excluding salary during the last five years

[View Document](#)

Audited utilization statements

[View Document](#)

4.2 Library as a Learning Resource

4.2.1 Library is automated using Integrated Library Management System (ILMS)

Response:

Name of the ILMS software	Nature of automation (fully or partially)	Version	Year of automa

LIBSYS	Partial.	Ver.4 : Academic edition	2005-2017
KOHA	Partial Access to Bibliography of library is provided through OPAC (Online Public Access Catalog) terminals.	Ver.3.8 Open-source Integrated Library System (ILS)	June 2017

4.2.2 Collection of rare books, manuscripts, special reports or any other knowledge resources for library enrichment

Response:

College has been making efforts to procure rare books, either through purchase or donation, that may be out of print or very costly but which are of historical interest and value and serve as an archive for future.

Name of the book/ manuscript	Name of the publisher	Name of the author	Number copies	of Y p
Pravasi ki Prathma Katha	Sasta Sahitya Mandal, New Delhi	Swami Bhavanidayal sanyasi	1	1
Grama Sahitya	Hindi Mandir, Sulthanpur	Ram Narendra Tripathi	1	1
Bharatiya Samskriti Aur Ahimsa	Hindi Granth Rathnakar Karyalay, Bombay	Dharmanand Kosambi	1	1
Santh Kavya	Kithab Mahal, Allahabad	Parashuram Chaturvedi M M	1	1
Bharath ka Samskrithik Ithihas	Athmaram & Sons, Delhi	Haridath Vedalankar M M	1	1
Bharatiya Bhojan Vijnan	Rajkamal Prakashan, Delhi	Savithri Devi Verma	1	1
Thulasidas Kuth Kavithavali	Lokbharathi Prakashan, Allahabad	Sudhakar Panday	1	-
Bharathiya Thatva Chintan	Rajkamal Prakashan, Delhi	Jagadish Chandra Jain	1	-
Bharatiya Darshan	Sharada Mandir, Varanasi	Pandith Baladev Upadhyay	1	1
Samajik Vijnan: Vishvakosha Khanda -1	Hindi Kithab Ghar, New Delhi	Shyam Simha Shashi	1	-
Hindu Samskar: Samajik Thata Dharmik Adhyayan	Choukamba Vidyabhavan, Varanasi	Rajbali Pandey M A	1	1
Vedanath Darshan	Geetha Press, Gorakhpur	Harikrishnadas Goyandaka	1	-
Bhuhdaranyakopanishad	Geetha Press, Gorakhpur		1	-
Shri Valmiki Ramayanam (Sundarakandam)	The Gujarati Printing Press, Bombay	Shastri Shrinivas Katti, Mudholkar	1	1
Shri Valmiki Ramayanam (AranyaKandam)	The Gujarati Printing Press, Bombay	Shastri Shrinivas Katti, Mudholkar	1	1
Shri Valmiki Ramayanam (Yudha Kandam)	The Gujarati Printing Press, Bombay	Shastri Shrinivas Katti, Mudholkar	1	1
88 More Stories	Cassel & Co.Ltd., London	Guy DeManpassant	1	1
The Light of Asia and The Indian song of songs(Gita Govinda)	Jaico Pub. House, Bombay	Edwin Arnold	1	1

The Book of the Thousand nights and one night: Vol-2	George Routledge & Sons Ltd.,London	Powys Mathers	1	1
Literary Criticism in America	The Liberal Arts Press,NewYork	Albert D Van Nostrand	1	-
Personality: Lectures Delivered in America	Macmillan and Co.Ltd.,London	Rabindranath Tagore	1	1
The French Revolution: A History: Vol-II	Chapman & Hall, London	Thomas Carlyle	1	-
William Shakespeare: A study of facts and Problems: Vol-II	At the Clarendon Press, Oxford	E K Chambers	1	1
The Poems of Coventry Patmore	Oxford University Press, London	Frederick Page	1	1
Sixteen famous American Plays	The Modern Library, Newyork	Bennett A Cerf & Van Hl Cartmell	1	1
The March of Literature	George Allen and Unwin Ltd.,London	Ford Madox Ford	1	1
The Coorg Tribes and Castes	Gordon Press.Madras	L A Kaishna Iyer	1	1
Mysore and Coorg	Mysore Govt.,Press	Lewis Rice	1	1
Mysore Gazetteer Vol-II,Part-II	Govt.Press,Bangalore	C Hayavadana Rao	1	1
Mysore Gazetteer modern Vol-II Part-III	Govt.Press, Bangalore	C Hayavadana Rao	1	1
Mysore Gazetteer Vol.IV	Govt.Press, Bangalore	C Hayavadana Rao	1	1
Administrative				
Mysore Gazetteer Vol-II Part-1 Historical	Govt.Press, Bangalore	C Hayavadana Rao	1	1
Mysore Gazetteer Vol.III	Govt.Press, Bangalore	C Hayavadana Rao	1	1
Economic				
Poomale		I M Muthanna Madikeri	1	1
Kodavda Nadap	Kodava Samaja Madikeri	Kodava Samaja Madikeri	1	1
Sri Kaveri Mahathme		Narayanacharya	1	1

4.2.3 Does the institution have the following:

- 1.e-journals
- 2.e-ShodhSindhu
- 3.Shodhganga Membership
- 4.e-books
- 5.Databases

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above**Response:** B. Any 3 of the above

File Description	Document
Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc.	View Document
Any additional information	View Document

4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)**Response:** 5.41

4.2.4.1 Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
7.85	6.25	5.45	4.80	2.70

File Description	Document
Details of annual expenditure for purchase of books and journals during the last five years	View Document
Audited statements of accounts	View Document

4.2.5 Availability of remote access to e-resources of the library**Response:** Yes

File Description	Document
Details of remote access to e-resources of the library	View Document

4.2.6 Percentage per day usage of library by teachers and students**Response:** 26.46

4.2.6.1 Average number of teachers and students using library per day over last one year

Response: 540

File Description	Document
Details of library usage by teachers and students	View Document
Any additional information	View Document

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

Resource	Type	Specification	Quantity	Usage	Date of up
Computer	LAN	Cat 6 UTP cable with unmanaged switches	150	Office, library and all departments	2015 with in depar
	Standalone	Intel based branded machines	25	Office, library and all departments	2017 with in depar
	Laptop	Intel based branded machines	10	Some departments	2016 for depar
Internet	Broadband	Cat 6 UTP cable LAN with OFC backbone BSNL FTTH speed 100 MBPS	150	Office, library and all departments	PG B PG V conne 2016
	WiFi Access points	D-Link DIR-842 Wi-Fi Gigabit Router	5	College office, Seminar Hall, Library, PG Block, Physics PG Wing	2014 PG B PG V conne 2016
Software	Licenced	Windows OS, MSWord,	Paper licence	Office and all departments	2016 Few upgra
		Visual Studio, Oracle, Adobe PageMaker,	Paper licence	Computer Science department	2014 Not u
	Open Source	Linux	50	Computer Science	2016 instal
		Koha	01	department and Library	2017 instal
Digital resources	INFLIBNET N-List	E-Journals, E-books	Institutional	Access e-resources	-Annu

	facility		subscription	Office, library and all departments	2017
Printers and Scanners		Three in One	15	Office, library and all departments	Few upgra
Library Automation	Barcode technology		01	circulation system of library	2017
ICT enabled classrooms	Projectors and CPU system, UPS backup		15	Class rooms	2015
Internet center	Broadband	BSNL FTTH speed 100 MBPS through LAN	21 computers	extends free access to students and staff	2017

The institution is proactive in its strategies for deploying and upgrading the IT infrastructure. The IQAC, College Development Committee, HODs of various departments meet and chalk out plans and strategies in this regard. The departments, labs, library and office are provided with computers and other IT infrastructure from time to time as per needs. Undergraduate and all postgraduate classrooms are ICT enabled for using latest teaching aids. Library has Internet Facilitation centre, digital resources, and photocopier facilities. Library Automation using bar-coding for faster library transactions has been effected. Efforts are on to reinforce all these facilities with latest technologies. It has already been planned to install LCD projectors, smart boards and podiums in all classrooms under CPE scheme.

Provisions are made as follows in the annual budget for procurement, upgradation, deployment and maintenance of the computers and their accessories in the institution.

- Funds under fixed head of accounts is provided by MU every financial year
- Computers and accessories procured under UGC fund for setting up of Internet Facilitation Centre
- MU also provides fund over and above the amount in the usual budgetary head whenever time bound upgrading of labs or IT infrastructure is required
- A new computer lab was set up at the cost of Rs. 28 lakhs

4.3.2 Student - Computer ratio

Response: 10.05

File Description	Document
Student - Computer ratio	View Document

4.3.3 Available bandwidth of internet connection in the Institution (Lease line)

>=50 MBPS

35-50 MBPS

20-35 MBPS

5-20 MBPS

Response: >=50 MBPS

File Description	Document
Details of available bandwidth of internet connection in the Institution	View Document

4.3.4 Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)

Response: No

File Description	Document
Facilities for e-content development such as Media Centre, Recording facility,LCS	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years

Response: 26.99

4.4.1.1 Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component year-wise during the last five years (INR in Lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
15.7	13.9	13.25	13.25	10.0

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	View Document

4.4.2 There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

Response:

The college in consultation with Mangalore University authorities ensures the procurement, upgrading and maintenance of physical infrastructure and learning resources in line with the requirements of quality education. The College development and maintenance committee and heads of the departments plan and coordinate all the activities needed for upkeep and maintenance of infrastructure facilities. In every department one of the staff members is assigned to oversee the laboratories and equipment etc. They are made responsible for safe and smooth maintenance of the equipment and facilities. Besides this, Mangalore University Engineering department deputed Engineers regularly to inspect the power installations, water supply, buildings including the hostels to recommend improvements in the amenities and maintenance works.

Procedures for maintaining and utilizing physical, academic and support facilities**Laboratories:**

Technical Staff in respective Science laboratories are responsible for maintaining the workplace in a clean and tidy manner on a daily basis completing the tasks the maintenance and cleaning of the assets and equipment and the work area informing the Department Heads of any safety hazards related to equipment or work areas. The entrusted faculty from time to time suggests about the service and maintenance of equipment in their charge.

Library

Library assistants under the supervision of Librarian are responsible for maintaining an orderly arrangement of library materials. Stack maintenance, proper use of classification systems, binding of damaged out of print books, Replacement of Library materials which are lost, stolen, or never returned, Weeding and Discards to remove obsolete materials from the collection and accommodate newly acquired resources, shelf-reading for placing frequently used materials in accessible places and keeping related materials together etc. some of the common activities need to be carried out regularly.

Computers

The Computer technician and entrusted staff are expected to carry out two types of works regularly: Preventive or scheduled maintenance - where equipment or facilities are inspected, maintained and protected before break down and Corrective maintenance where equipment is repaired or replaced after wear, malfunction. Since the computers would be either in warranty period or under AMCs, the staff shall inform the service providers to undertake the needed work. Some common works such as installing of software, tweaking network, connecting peripherals such as printers and scanners, backing up data, updating antivirus, upkeep of UPS batteries etc are undertaken.

Sports infrastructure

Officer in charge of Sports and Sports committee would be responsible for maintenance and security of sports fields and facilities. Inspections of all assets on a regularly scheduled basis in order to increase the accessibility and quality of the existing infrastructure, maintenance of equipment and replacement of worn out materials, keeping quality of sport ground, field and surfaces are to be taken care by concerned staff.

Classrooms

The college office and departments would follow necessary procedures to ensure that the classrooms are in order and physical ambience is conducive for teaching and learning. Repairs of permanently installed materials/equipment, repair of classroom seating, electrical outlets etc, should be looked into by the personnel in charge of the physical infrastructure maintenance.

NAAC

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years

Response: 36.51

5.1.1.1 Number of students benefited by scholarships and freeships provided by the Government year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
553	932	999	323	391

File Description	Document
Upload self attested letter with the list of students sanctioned scholarships	View Document
Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years	View Document

5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years

Response: 1.21

5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution besides government schemes year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
15	25	30	19	15

File Description	Document
Number of students benefited by scholarships and freeships besides government schemes in last 5 years	View Document

5.1.3 Number of capability enhancement and development schemes –

1. For competitive examinations
2. Career counselling
3. Soft skill development
4. Remedial coaching
5. Language lab
6. Bridge courses
7. Yoga and meditation
8. Personal Counselling

A. 7 or more of the above

B. Any 6 of the above

C. Any 5 of the above

D. Any 4 of the above

Response: D. Any 4 of the above

File Description	Document
Details of capability enhancement and development schemes	View Document

5.1.4 Average percentage of student benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years

Response: 5.43

5.1.4.1 Number of students benefited by guidance for competitive examinations and career counselling offered by the institution year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
275	110	75	30	19

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	View Document

5.1.5 Average percentage of students benefited by Vocational Education and Training (VET) during the last five years

Response: 3.72**5.1.5.1 Number of students attending VET year-wise during the last five years**

2016-17	2015-16	2014-15	2013-14	2012-13
55	73	69	55	64

File Description	Document
Details of the students benefitted by VET	View Document

5.1.6 The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases**Response:** Yes

File Description	Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View Document
Details of student grievances including sexual harassment and ragging cases	View Document

5.2 Student Progression**5.2.1 Average percentage of placement of outgoing students during the last five years****Response:** 3.33**5.2.1.1 Number of outgoing students placed year-wise during the last five years**

2016-17	2015-16	2014-15	2013-14	2012-13
33	18	10	09	16

File Description	Document
Details of student placement during the last five years	View Document

5.2.2 Percentage of student progression to higher education (previous graduating batch)

Response: 25.73

5.2.2.1 Number of outgoing students progressing to higher education

Response: 167

File Description

Document

Details of student progression to higher education

[View Document](#)

5.2.3 Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

Response: 9.54

5.2.3.1 Number of students qualifying in state/ national/ international level examinations (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil services/ State government examinations) year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
1	2	1	0	0

5.2.3.2 Number of students who have appeared for the exams year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
13	10	05	1	1

File Description

Document

Number of students qualifying in state/ national/ international level examinations during the last five years

[View Document](#)

5.3 Student Participation and Activities

5.3.1 Number of awards/medals for outstanding performance in sports/cultural activities at national / international level (award for a team event should be counted as one) during the last five years.

Response: 19

5.3.1.1 Number of awards/medals for outstanding performance in sports/cultural activities at

national/international level (award for a team event should be counted as one) year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
5	1	7	3	3

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years	View Document

5.3.2 Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution

Response:

The college Students' Union is constituted every year. This is done with a view to promote leadership qualities among the students and also to provide representation to students in the decision-making process related to academic and development programmes of the college.

Selection: Two class representatives (one boy and one girl) are selected from each class/section. The office bearers of the Union are elected by the class representatives. A candidate is eligible for contesting, if he/she has completed all the lower examinations and that he/she has not been involved in any indiscipline activity in the college. The institution nominates a senior teaching faculty as the Students' Union Advisor, who would guide and monitor the activities of the Union.

Constitution of Students' Union: Post/Eligibility

President: Final year degree student (Girl/Boy)

Vice President: Final year degree student (Girl)

Secretary: Final year degree student (Girl/Boy)

Joint Secretary: Second year degree students (Girl and Boy)

Cultural Secretaries: Final year degree students (Girl and Boy)

Activities: Common activities of the Students' Union:

- To deliberate on all matters and issues concerning their academic, intellectual and cultural growth and make specific propositions
- To represent genuine grievances, demands of the students on matters related to campus life
- To act as a liaison between the students and administration

- To organize programmes and activities that enrich academic, intellectual and cultural growth of students

Student representation in academic and administrative bodies:

The students represent various academic and administrative bodies of the college. The participation facilitates leadership qualities and sense of responsibility.

- Students are represented in committees like IQAC, Sports committee, NCC, NSS, EC/CC
- The office bearers of the students' Union and class representatives are nominated to various subcommittees, that supervise various programmes and activities of the departments and college.
- College students are represented at Academic Council of MU as members

Students' Publication:

The institution provide platform to students to publish their articles or literary contribution in wall magazines and college magazine.

- Students of English Literature make literary contribution to the wall magazine entitled "*Touchstone*".
- Students of Kannada literature publish their articles, poems, stories on the wall magazine entitled "*Akshara*"
- Students of Journalism publish a fortnightly magazine "*Chilume*" which portrays their journalistic acumen
- NSS volunteers bring wall magazine entitled "*Spandhana*"
- students contribute articles, poems, stories, and other literary work to the Annual college magazine "*Bhurame*"

5.3.3 Average number of sports and cultural activities/ competitions organised at the institution level per year

Response: 39.4

5.3.3.1 Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
45	38	37	40	37

File Description	Document
Number of sports and cultural activities / competitions organised per year	View Document

5.4 Alumni Engagement

5.4.1 The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years

Response:

Alumni Association is contributing to the development of the institution. The office bearers and members of the association participate in the important programmes organised by the college.

In the last five years, the association has contributed meaningfully to the infrastructure development of the college. The association has instituted prizes for essay and elocution competitions. It has recognised the achievements of meritorious students by awarding them prizes. Dr. Moodera Jagadish, an alumnus and a scientist at MIT, Harward, USA, has proposed to donate Rs. 5 lakh to construct a classroom. Association has upgraded the Ladies Lounge and Principal's chamber by adding new furniture. It has also planted fruit saplings in the campus.

5.4.2 Alumni contribution during the last five years(INR in Lakhs)

? 5 Lakhs

4 Lakhs - 5 Lakhs

3 Lakhs - 4 Lakhs

1 Lakh - 3 Lakhs

Response: ? 5 Lakhs

File Description	Document
Alumni association audited statements	View Document

5.4.3 Number of Alumni Association / Chapters meetings held during the last five years

Response: 15

5.4.3.1 Number of Alumni Association /Chapters meetings held year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
5	6	4	0	0

File Description	Document
Number of Alumni Association / Chapters meetings conducted during the last five years.	View Document

NAAC

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the institution

Response:

The governance is reflective of an effective leadership, decentralization and participative management.

Institutional Vision

Enlightenment and Empowerment through Quality Education

Institutional Mission

1. To mould students as well-informed, righteous and humane individuals who as responsible citizens would play definitive roles in nation building.
2. To inculcate healthy value system that reflects equitable thoughts and actions in the larger moral, social, economic, cultural, environmental contexts
3. To kindle the spirit of inquisition, research and scientific temper amongst students
4. To provide leverage in teaching and learning and governance by promoting use of technology of relevance
5. To prepare the students to achieve global competencies and skills by imbibing quality and excellence in the educational process

Quality Teaching

Level	Quality Policy	Implementation plan and strategy
Top Management Mangalore University Authorities	Endorse high standards in imparting education through excellence in governance	1. Devise goals and objectives relevant to the 2. Recruiting quality employees (teaching and 3. Setting up quality infrastructure and upg time. 4. Promote right ambience employee growth
Principal	To provide competent leadership to ensure participation of all stakeholders in achieving institutional goals	1. Uphold rules & regulations of the institutio 2. Plan and evolve strategies to achieve missi 3. Team building through participatory de transparency in administration
Faculty	Constructive participation in achieving institutional goals through dedication and commitment	1. Maintain strict work schedules and quality 2. Focus on achieving Programme outcomes.

- 3. Strengthen Continuous Internal Evaluation
- 4. Work towards maximising quality of student

Quality Services:

Level	Quality Services	Implementation plan and strategy
Top Management – Mangalore University Authorities	<ol style="list-style-type: none"> 1. Devise policy on infrastructure and facilities for imparting quality education. 2. Guidelines for recruitment of staff of high standards 3. programmes in line with global standards 4. Promoting reasonable level of employee satisfaction. 	<ol style="list-style-type: none"> 1. Devise goals and objectives relevant to 2. Recruiting quality employees (teaching) 3. Setting up quality infrastructure and up to time. 4. Promote right ambience for employee g
Principal	<ol style="list-style-type: none"> 1. Motivate and facilitate use of quality facilities for achieving educational outcomes. 2. Ensure that staff are committed to success of curriculum delivery system 3. Propose programmes that caters to local needs 4. Create ambience for optimum use and growth of academic resources 	<ol style="list-style-type: none"> 1. Ensure establishment of quality infrastructure timely upgrading in line with needs 2. Plan and evolve strategies for management 3. Devise long term and short-term plan for new courses 4. Strategize plans for maintaining quality Human, academic and physical resources 5. Evolve plans for enhanced cohesion and
Faculty	<ol style="list-style-type: none"> 1. Integrate individual interest and institutional interest in offering services. 2. Imbibe work ethics and values for better quality of service 3. commitment to teaching quality and improving the student experience 	<ol style="list-style-type: none"> 1. Adopt innovation in teaching and of approaches to curriculum delivery 2. Inclusion of international perspective experience into teaching 3. Provide opportunities to students for of research skills, including enquiry analysis and problem-solving.

File Description	Document
Link for Additional Information	View Document

6.1.2 The institution practices decentralization and participative management

Response:

Decentralized Governance

The Top-level Governing body (Mangalore University) has provided reasonable functional autonomy to the Principal with respect to administrative and academic. Likewise, the rights and freedoms of individual faculty members and the role of the faculty in institutional governance is also encouraged.

The top-level management is responsible for framing policies, rules and regulations, guidelines, statutes etc necessary for administration and management.

The Principal acts as the functional representative of the top-level management (Mangalore University) providing leadership, direction and co-ordination in meeting the overall objectives of the college.

The faculty member's job is teaching, research, and service. A teacher would seek continual improvement in academic standards rather than merely maintaining them.

Culture of participative management:

The college believes that institutional objectives can be met effectively if the culture of participative management is fostered. The faculty participates as members of Governing Bodies and committees, the students are given proper representation in the administrative committees for participation in the decision-making process. Various committees are constituted in the college for the smooth and efficient management of academic activities. It also facilitates growth of administrative skills and leadership among faculty. The committees are constituted by the Principal in consultation with College Council comprising of various Faculty heads. There are about 35 academic and administrative support committees that support the administration on specific avenues of services. The following are just indicative of decentralisation of administration and are not exhaustive

S/no	Committee/Body	Role
1	The College Council – Comprising of various heads of the departments	Plan, deploy, monitor, evaluate the academic activities
2	Internal Quality Assurance Cell- Teachers, external experts, alumni, parent, student representatives	Planning, monitoring and evaluation of quality
3	Admission committee – teachers and office staff	Publish prospectus and supervise admission pro
4	Discipline & anti-ragging committee – teachers and student representatives	Ensure discipline environment in the col students about the evils of ragging, and its pro college campus as per UGC guidelines
5	Grievances redressal committee – teachers and student representatives	Attend to the general grievances of the stud suggest redressal within the framework of Colle

6	Time Table Committee - teachers	To frame suitable time-table for conducting Theory/Practical classes as per University rules
7	Prevention of Sexual harassment committee/Women Cell – teachers and girl student representatives	Address the complaints/grievances of women students as per University directions
8	Placement Cell - teachers	Provide placement information and training, and recruitment of final year students
9	SC/ST Cell- teachers	Address the complaints/grievances of SC/ST students as per directions of the University
10	The Research, Innovation and Consultation Committee - teachers	Designs and develops of policy for promoting research and activity
11	Library Committee - Librarian, teachers and Student Representatives	Assist library in developing different services to enhance its effectiveness in the educational process
12	Nature Club - teachers and Student Representatives	Create awareness amongst the students and the need for protection of natural habitat

6.2 Strategy Development and Deployment

6.2.1 Perspective/Strategic plan and Deployment documents are available in the institution

Response:

In view of strengthening further the capacity of under graduate programs in providing higher and enhanced opportunities for education and research, in the post-re-accreditation period, the college had decided to focus on postgraduate education and research and hence planned to introduce a few PG courses in the select subjects where qualified teachers were available and subsequently move on vertically and offer Ph.D programme. IQAC and Research, Innovation and Consultancy Committee have prepared a perspective plan which was eventually communicated to Mangalore University.

The broad objectives of the strategic plan:

1. Create and sustain a culture that supports teaching excellence in all academic units.
2. Strengthen institutional academic structures in terms of vertical growth and foster efforts to attract best of undergraduate students to pursue further studies in higher education

SINo	Recommendation	Outcome
1	To consider offering post graduate programmes in Physics, Chemistry, Kannada, English, Mathematics, Economics, Political Science, Commerce, M.B.A	Post graduate courses were started in (2012), Economics (2014), English (2014), Travel Administration (2015), MCom (2015)
2	To recruit top-quality faculty and staff to the post graduate departments	Qualified Staff to the new post departments appointed by the Mangalore University
3	To set up new Postgraduate block with necessary infrastructure facilities	New PG Block was established in the building with separate spaces for each department to set up office, staff room, library, lecture halls and laboratories and computer facility.
4	To offer Ph.D programmes in the areas/subjects where	Mangalore University recognised 11 teachers

	qualified teachers are available	<p>Doctoral guides from 8 different departments (Physics, Chemistry, Kannada, Mathematics, Economics, Political Science, History)</p> <p>Presently 21 students are pursuing PhD courses</p> <p>Library resources and research facilities have been upgraded.</p>	
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File Description	Document
Strategic Plan and deployment documents on the website	View Document
Link for Additional Information	View Document

6.2.2 Organizational structure of the institution including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism

Response:

The college is a constituent unit of Mangalore University and hence it is managed and maintained by the University. The administration, policies and programmes vest with the authority of the University.

a). Governing body:

Officers of the Mangalore University are responsible for the administration of the college. The Governing board broadly comprise of Vice-Chancellor, Registrar (Administration), other officers of the University and the Principal of the college.

b). Administrative setup

Mangalore University as the governing body is responsible for framing of policies and programmes, induction of new programmes/courses, recruitment of staff, allocation of budget including salary of staff, establishment of physical and academic resources, maintenance and upgrading of resources. The Principal acts as the functional representative of the top-level management (Mangalore University) providing leadership, direction and co-ordination in meeting the overall objectives of the college. The administrative staff in the college office provide support at various levels in the management of routine administrative business related to academic, administrative, examination, establishment, development activities of the college. The faculty involves in teaching, research and administrative support services.

c). Functions of various bodies

From administration structural point of view, University is comprised of Syndicate, Academic Council, Boards of Studies, Board of Examinations, Faculty Councils, College Development Council, Grievance Redressal Machinery Other bodies and Committees. The Authorities and Bodies can be broadly divided into (a) Statutory (b) Non-Statutory. Among the Statutory Authorities, there are two major apex bodies viz. Syndicate and Academic Council. These two bodies have been traditionally performing the decision making and implementation (Syndicate) and framing of academic regulations and related matters (Academic Council). The College level committees are constituted for administrative conveniences for the purpose of supporting the administration in general policy making, decision making and implementation and framing of academic guidelines and related matters. Some of the committees constituted at the college level are College Council, Admission committee, Discipline & anti-ragging committee, Grievances redressal committee, Time Table Committee, Anti Sexual harassment committee/Women Cell, Placement Cell, SC/ST Cell, Research, Innovation and Consultation Committee, Library Committee etc.

d). Service rules and procedures, Recruitment and Promotional Policies

The Karnataka Civil Services Rules, The Karnataka State Universities Act, 2000, UGC Regulations, Rules and Regulations and Statues of Mangalore University govern the body of rules and regulations pertaining to recruitment and service conditions of the employees of the college. Apart from this Mangalore University issues circulars and notices from time to time on various matters which are binding on the employees of the college. Similarly, the office of the Principal issues Office Memorandums and notices which the employees shall invariably take cognizance.

e). Grievance redressal mechanism

Various statutory and non-statutory bodies of the University, and Staff committee, Women's Cell, SC/ST Cell, Grievance Redressal Committee of the college provide necessary forum for grievance redressal of staff and students.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

6.2.3 Implementation of e-governance in areas of operation

1. Planning and Development
2. Administration
3. Finance and Accounts
4. Student Admission and Support
5. Examination

A. All 5 of the above

B. Any 4 of the above

C. Any 3 of the above

D. Any 2 of the above

Response: D. Any 2 of the above

File Description	Document
Screen shots of user interfaces	View Document
Details of implementation of e-governance in areas of operation Planning and Development,Administration etc	View Document
Any additional information	View Document

6.2.4 Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions

Response:

Generally, the resolutions and recommendations of various committees and cells are implemented in the letter and spirit of the decisions. The college has able to make significant achievement on academic and infrastructure front on account of effectiveness of these committees.

Parent – Teachers Association has been an important body in providing decisive support to implementation of the policies and plans of the college. One of the activities successfully implemented based on the minutes of the meetings of the PTA is the policy on waste disposal and maintenance of cleanliness in the campus. The association had decided to frame comprehensive plan for waste management that included avoiding burning of the plastics and dry organic wastes. This decision was taken in order to make the campus pollution free as open burning produces toxic waste causing air pollution. Air Pollution caused by burning dry organic wastes has harmful effects both on nature and humans. It increases rate of global warming, causes lung problems to both animals and humans.

The minutes of the meetings contained important decisions which is summarised as below:

1. Clearing of huge piles of dry organic and biodegradable waste by constructing composting pits in the jungle and using compost manure for the garden.
2. Safe disposal of plastics and other non-degradable solid waste materials on a daily basis by using local municipality solid waste disposal services.
3. Planting more fruit bearing and other valuable trees
4. Raising medicinal orchards and maintaining of garden of seasonal and perineal flowering plants.
5. Installing dustbins at select places in the campus
6. Sensitise students about importance of environment protection
7. Involving NSS volunteers and NCC cadets in large numbers in attaining objectives of Swachh Bharat Abhiyan.

The PTA decisions have been effective in achieving the objectives of Green campus initiatives.

6.3 Faculty Empowerment Strategies

6.3.1 The institution has effective welfare measures for teaching and non-teaching staff

Response:

The Mangalore University has extended the provisions of welfare schemes provided by the Karnataka Civil Services Rules, The Karnataka State Universities Act, 2000, UGC Regulations, Rules and Regulations and Statutes of Mangalore University to the teaching and non-teaching staff.

The different welfare measures offered to the teaching and nonteaching staff are as follows:

1. Group Insurance, Pension schemes (old and new) and Gratuity schemes
2. Staff quarter's complex and Bachelors' quarters
3. Food and refreshment at subsidised rates at Canteen and Hostel
4. Interest free Festival advance by Mangalore University
5. Computer loan facility by Mangalore University
6. Reimbursement of Medical bills and Medical allowances
7. Government approved other statutory benefits by Mangalore University
8. Deputation for participation in career advancement, Faculty Development Programme for higher studies and skill development programmes
9. Maternity leave for 180 days and paternity leave for 15 days
10. Free Internet facility and access to E-Journals through INFLIBNET services
11. Staff Welfare committee organises sports and cultural activities

The following table depicts the percentage of teaching and non-teaching staff who have availed the benefit of welfare schemes:

Welfare Scheme	Percentage
Maternity Leave	16.66%
Paternity Leave	3.12 %
Medical Leave	2.38%
OOD/Special Casual Leave	70.00%
Staff family Quarters	21.42%
Bachelor Quarters	40.00%
Canteen facility at subsidized rate	90.00%

Following measures are taken to attract and retain quality faculty:

- Extending UGC pay scale and all other emoluments as per UGC norms by the University for permanent faculties
- Benefit of promotion of faculty as per UGC norms
- Hike in remuneration for guest faculty by the University from time to time

- Time bound grievance redressal of the staff, congenial atmosphere in the campus for academic growth
- Promotion of team work in the college
- Motivation and support to the staff to undertake research projects and pursue Ph.D
- Teaching faculty are permitted to attend workshop/seminars/conference with OOD facility

6.3.2 Average percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years

Response: 1.17

6.3.2.1 Number of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	1	0	1

File Description	Document
Details of teachers provided with financial support to attend conferences,workshops etc. during the last five years	View Document
Any additional information	View Document

6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years

Response: 3.8

6.3.3.1 Total number of professional development / administrative training programs organized by the Institution for teaching and non teaching staff year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
6	4	4	3	2

File Description	Document
Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff	View Document

6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years

Response: 12.02

6.3.4.1 Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
4	3	11	0	5

File Description	Document
IQAC report summary	View Document
Details of teachers attending professional development programs during the last five years	View Document

6.3.5 Institution has Performance Appraisal System for teaching and non-teaching staff

Response:

The University promotes enhancement the professional skills of the teaching and nonteaching staff. As far as the teaching faculty is concerned, the University deutes teaching faculty for Orientation and faculty development programmes in their respective domains. This enhances their capacity for outcome based curriculum delivery. For non-teaching staff, programmes are conducted to improve their competencies in office management and computer skills.

The University and institution have standardised structured Performance Appraisal System for staff at various levels. University elicits Self-appraisal report from the staff annually. The Principal records confidential feedback about the teacher while forwarding the form. Apart from this, other structured feedbacks in respect of staff are elicited from other stakeholders such as peer feedback, parent feedback, student feedback. Copies of the feedback reports are provided to the respective teachers so that the teacher could take necessary steps for improvement.

Though there is no practice of structured Performance Appraisal System for non-teaching staff, the Principal to reviews their performances by meeting them separately and give specific suggestions for improvements.

The Performance Appraisal System can be summarised as follows:

- Self-Appraisal Forms: Each faculty member fills 'Self-Appraisal' forms at the end of the academic session which is attested by the Principal with confidential report.

- Student Feedback: Feedback on teachers in respect of their overall teaching work is elicited in the NAAC prescribed form.
- Parents' Feedback: This is another mechanism to get general feedback on stakeholders of the college.

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

As the college is a constituent college of Mangalore University, all the financial transactions are done through bank against University accounts. Procurement of goods and services are made as per Karnataka State Transparency Rules in public procurement. Expenditures made against fund sanctioned to the college under University, UGC, or any other agencies are audited by either University Auditor, or Govt. Auditor or Chartered Accountant and by internal audit by Financial Monitoring Committee of the college. The specific audit objections raised by University/Govt. Auditors are communicated by University to the Principal who submits reply in due course of time. In respect of UGC fund, Chartered Accountant audits the expenditure and issues Utilization Certificate and Audit Report which are sent to UGC office during account settlement.

File Description	Document
Any additional information	View Document

6.4.2 Funds / Grants received from non-government bodies, individuals, Philanthropists during the last five years (not covered in Criterion III) (INR in Lakhs)

Response: 19.91

6.4.2.1 Total Grants received from non-government bodies, individuals, philanthropists year-wise during the last five years (INR in Lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
1.54	11.20	5.54	1.53	0.1

File Description	Document
Details of Funds / Grants received from non-government bodies during the last five years	View Document
Annual statements of accounts	View Document

6.4.3 Institutional strategies for mobilisation of funds and the optimal utilisation of resources

Response:

Mobilisation of Fund.

The Financial resources and exigencies are sourced primarily by Mangalore University as the college is its constituent unit. All the budgetary needs including salary component of staff is funded by the University. The secondary sources such as UGC and other govt. agencies offer limited fund for infrastructure development, research activities and seminars and conferences. Funding state of art infrastructure, construction of new academic blocks, upgrading of research facilities etc may require huge fund which would difficult even for the parent body to meet. Hence, it is highly imperative for the institution to devise strategies for mobilization of funds from the philanthropic donors, Alumni, private and public agencies under CSR, etc. The College has received fund for several infrastructure projects from the external sources. College practices financial transparency in all such matters. The college has been following clearly mediated policy on fund mobilisation from the general public and philanthropic organisations in order maintain high standards of public probity and accountability. Financial assistances received from Central/State governments, MP/MLA funds, Parent -Teachers association, Alumni association, donations/ sponsorships from private/public firms, etc. are properly accounted.

Some of the policies and strategies followed by the institution on fund mobilisation are summarised as below.

- 1.College development and campus maintenance committee shall prepare proposal on the need of new infrastructure and also recommend a list of potential sources or funding agencies for the implementation.
- 2.The Principal as per the recommendations of the committee and prior approval of the Mangalore University shall constitute Fund mobilisation committee and also make clear about the modalities for its effective working.
- 3.Whatever may be the type of sponsorship or association of the public with the project, permission of the University may be sought for going ahead with the arrangement.
- 4.The donor individual or organisation may either procure the facility themselves for the college or may provide fund for procuring the facility in which case the fund shall be credited to Principal account or University account through any non-cash transaction.
- 5.All the payments would be done using electronic payment process.
- 6.In the case of building, University Engineering department would be supervising the implementation of the project.
7. Procurement of goods and services shall be made as per Karnataka State Transparency Rules in public procurement. Expenditures made against any fund received by the college shall audited by either University Auditor, or Govt. Auditor or Authorised Chartered Accountant and internal audit by Financial Monitoring Committee of the college

Optimal utilisation of resources

- 1.Fund/grant/donation shall be utilized only for the purpose for which it has been received and no reallocation or adjustments shall be made without the formal consent of the funding agencies or individuals.

2.Implementation of the project or the procurement process shall be made in consultation or supervision of the expert. The College Development and Maintenance committee and Planning and Monitoring Committee shall monitor the progress as per quality frameworks.

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes

Response:

Internal Quality Assurance Cell (IQAC) of the college has been playing pivotal role in quality matters in terms of initiating, planning and supervising various activities that are necessary to increase the quality of the education imparted in the college.

Best Practice – 1

Recommendation: Promotion ICT in the teaching and learning process

ICT enables self-paced learning through various tools such as assignment, computer etc as a result of this the teaching learning enterprise would become more productive and meaningful. ICT helps keeping the students updated and enhancing teacher's capacity and ability fostering a live contact between the teacher and the student. To sum up, the contribution of ICT to the improvement of teaching and learning processes is higher in the institutions that have integrated ICT as an innovation factor.

Implementation: The college has upgraded 20 classrooms with ICT facility. LCD projectors, computer and power back facilities are installed in all these classrooms. Many teachers have started adopting the new technology and realigning their teaching methods in tune with the classroom expectations. Teachers have been trained to use the facility. Internet facilitation centre has been established in the Library to provide access to digital resources.

Outcome: Students have integrated to the new learning environment. Students have shown inclination for developing skills like: Creativity, Flexibility, skills for working in projects and Collaborating skills. There is an increase in use of digital resources by the students in leveraging the learning process.

Best Practice – 2

Recommendation: Teachers involvement in Research activities

Teachers engaging in focused research, innovation and professional development not only contribute to knowledge development but also enhance the quality of curriculum delivery and also provide motivation to the students to involve themselves in research projects. A teacher as a researcher can significantly improve the teaching learning ambience of the classrooms. IQAC has recommended to encourage faculty to participate in national/ international conferences/seminars and present research papers, publish research articles in national/international journals, pursue research programmes like MPhil and PhD, undertake minor and major research projects etc

Implementation: Computers were provided to the departments with Internet facility through LAN. Internet facilitation centre has been established in the Library in order to provide access to E-resources. Subscription to INFILIBNET NLIST, addition of several new research Journals, have been made.

Outcome: There has been significant increase in the number of teachers undertaking minor and major research projects, participation in seminars/conferences/workshops and presenting papers, publication of papers in National/International journals and books. IQAC organised a seminar on Total Quality Management in Higher Education.

File Description	Document
Link for Additional Information	View Document

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms

Response:

IQAC provides support to the institution to review its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals

IQAC has been monitoring the review process conducted under different academic support units of the college.

a). The College Council: (Plans, policies and management)

The College council comprising of Heads of the Departments meets regularly to discuss routine academic matters, prepare action plan for effective implementation of academic activities, review progress of academic programmes, review students performance, strengthening of teaching and learning process, update college academic calendar, devise infrastructure development plans of the college and various departments. The deliberations are documented and incorporated in the policies, plans and programmes of the college and is also communicated to the University.

b) Teachers Council: (Strategies and Resource)

Through this larger forum teachers share their experiences on academic matters and cross academic issues. Difficulties and challenges faced in respect of teaching – learning process during a period, best practices adopted by teachers or departments, suggestions and feedback gathered on specific academic matters are documented and communicated appropriately.

c) The Department level Staff council (Implementation and best practices)

Department Staff meetings provide a platform to the staff to deliberate on academic issues concerning the department such as workload distribution, effective syllabi delivery, lesson plans, internal

assessment plans, and academic activities proposed for the semester. Each faculty member maintains work diary for recording data on teaching and other academic work on a daily basis. Heads of the departments check the work diaries and forward them to the Principal at the end of each month. Feedbacks from teachers and students in general are elicited and perused with prudence for improving the delivery mechanisms.

d) Students council (User satisfaction and Feedback)

Principal and Student Union Academic Advisor would meet students' representatives regularly and elicit feedback on various academic matters and processes. Grievances, suggestions and specific requisitions received from students are communicated to relevant quarters for necessary actions.

e) Feedback/ Appraisal system (user expectation and satisfaction, review of learning outcomes)

Appraisal system, counselling mechanisms, provide framework for evaluating the delivery process. Feedbacks are elicited from students, alumni and parents on curriculum delivery plan in order to make it more objective.

6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year

Response: 1.2

6.5.3.1 Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
1	2	1	1	1

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	View Document
Any additional information	View Document
IQAC link	View Document

6.5.4 Quality assurance initiatives of the institution include:

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements**
- 2.Academic Administrative Audit (AAA) and initiation of follow up action**
- 3.Participation in NIRF**
- 4.ISO Certification**

5.NBA or any other quality audit**A. Any 4 of the above****B. Any 3 of the above****C. Any 2 of the above****D. Any 1 of the above****Response:** B. Any 3 of the above

File Description	Document
e-copies of the accreditations and certifications	View Document
Details of Quality assurance initiatives of the institution	View Document
Annual reports of institution	View Document

6.5.5 Incremental improvements made during the preceding five years (*in case of first cycle*) Post accreditation quality initiatives (*second and subsequent cycles*)**Response:**

Incremental improvements made during the Post accreditation period

- Post graduate courses in Physics, Economics, English, Business Administration and Commerce have been started. Also PG Diploma in Yogic Science has been started
- Vacant teaching and Non-teaching posts have been filled
- ICT infrastructure in the classrooms and WiFi facility on the campus have been established
- Library has been automated with Bar coding system. Internet facilitation center has been set up in the library.
- Counselling and Placement cells have been made active with computerisation
- Teachers have taken up Research projects from UGC and other agencies.
- Many teachers have been recognised as research guides
- Alumini Association is participating in the developmental activities
- Medicinal Orchards and herbal garden have been established.
- Placement cell has organised coaching classes for competitive examinations

File Description	Document
Any additional information	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Number of gender equity promotion programs organized by the institution during the last five years

Response: 4

7.1.1.1 Number of gender equity promotion programs organized by the institution year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
01	02	00	01	00

File Description

Document

Report of the event

[View Document](#)

List of gender equity promotion programs organized by the institution

[View Document](#)

7.1.2

1. Institution shows gender sensitivity in providing facilities such as:

1. Safety and Security
2. Counselling
3. Common Room

Response:

a) Safety and Security: The College has been giving utmost importance to the safety and security of the women in the campus. The college has installed CC cameras at strategic points in the campus and security guards keep vigil round the clock. The girls hostel has security personnel patrolling the premise to ensure safety of the boarders. A lady caretaker stays with the residents to look after their needs and ensure their safety at all times. The college has Women's Welfare Committee and Anti Sexual Harassment Cell to provide a healthy and congenial atmosphere to the staff and students of the college.

b) Counselling: The Counselling Cell and Women's Welfare Committee takes care of the wellbeing, welfare and personal development women. It works towards developing their personality and self-esteem. The college has employed a qualified Counsellor to help students with their academic, psychological and emotional problems. In order to reinforce gender equality in the college environment, it has been ensured that women employees and girl students have proper representation in all the administrative, academic and support committees

c) Common Room: The college is co-educational and hence Ladies lounge or common room for girls has

been set up for taking care of matters of privacy, convenience and mutual contact. The room has attached toilet facilities. It also serves as a space for relaxation, socializing, group study, discussion and entertainment.

7.1.3 Alternate Energy initiatives such as:

1. Percentage of annual power requirement of the Institution met by the renewable energy sources

Response: 0.79

7.1.3.1 Annual power requirement met by the renewable energy sources (in KWH)

Response: 500

7.1.3.2 Total annual power requirement (in KWH)

Response: 63000

File Description	Document
Details of power requirement of the Institution met by renewable energy sources	View Document
Link for Additional Information	View Document

7.1.4 Percentage of annual lighting power requirements met through LED bulbs

Response: 15

7.1.4.1 Annual lighting power requirement met through LED bulbs (in KWH)

Response: 360

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 2400

File Description	Document
Details of lighting power requirements met through LED bulbs	View Document

7.1.5 Waste Management steps including:

- Solid waste management
- Liquid waste management
- E-waste management

Response:

The College is committed to pollution prevention and management of polluting wastes. Sensitising the students on proper disposal of wastes is done in the college.

a). Solid Waste Management:

Polluting materials and solid wastes generated in campus ranging from plastic materials, soiled and oily rags to toxic laboratory wastes, are handled in a wide variety way. The college strictly advises reduction in use of plastic materials and their safe disposal. Steps for reuse of waste materials and recycling them are being explored. Bio-degradable waste is allowed to degrade or decompose and a quality nutrient rich and eco-friendly manure is formed. Non-biodegradable wastes are dumped into dumping yards at first and town municipality garbage management services are engaged later. Dust bins are provided at select places in the campus. Throwing the waste anywhere is strictly prohibited. Usage of plastic bags is discouraged within the premises of the College. Waste chemicals in the chemistry and life sciences laboratories are neutralised by the Lab Assistants in the department and are latter disposed carefully.

b). Liquid Waste Management:

Well-constructed drainage system provides a means for safe disposal of water wastes. Disposal of hazardous chemicals present in the waste water from chemistry laboratory is taken care off by Chemistry department.

c). E-Waste Management:

The bins meant collecting e-waste are installed in the college. Small size electronic items are allowed to be dropped inside. Larger items such as UPS batteries, laptops, computer monitors and television sets are allowed to be handed over. The computer department oversees the management of E-waste disposal. E-waste collected is sent to authorised E-waste collection and recycling centre.

File Description	Document
Link for Additional Information	View Document

7.1.6 Rain water harvesting structures and utilization in the campus**Response:**

There are two borewells inside the campus and one open well outside the campus to cater to the total water requirements of the college. The college has taken initiative for sustainable use of water resources through Rainwater harvesting.

1. Rooftop Water Harvesting: A unit has been setup in the Library block to collect runoff water from the terrace. The rainwater collected through a link chamber is taken to the to a recharge well which

facilitates groundwater recharge.

2. Surface Runoff Water Harvesting: The runoff from the unpaved area in the campus mainly around the main academic building is collected through channels and eventually drained into a harvesting pit, which facilitates groundwater recharge.

File Description	Document
Link for Additional Information	View Document

7.1.7 Green Practices

- **Students, staff using**
 - a) **Bicycles**
 - b) **Public Transport**
 - c) **Pedestrian friendly roads**
- **Plastic-free campus**
- **Paperless office**
- **Green landscaping with trees and plants**

Response:

The college is committed to promotion of sustainable and eco-friendly practices in the campus. We believe in the motto of creating sustainable solutions to environmental, social and economic needs of the mankind.

a) Students, staff using Bicycles, public Transport, pedestrian friendly roads

College discourages use of own four-wheel vehicles in the campus by students. Students mostly use public transport for conveyance. Since the college is situated in a hilly area only few students use bicycles. Road to the college from the town place is well laid and safe and majority of the students come by foot to the college.

b) Plastic free campus

The college has banned use of polythene bags and other related materials in the campus and also has implemented steps for safe disposal of solid wastes including plastics.

c) Paperless office

The college has been taking measures to slowly transition to paperless office management so as to reduce more use of paper, cost, and increase efficiency and environmental responsibility. Use of computers, LAN, use of Email for office correspondences are encouraged. Office data and information are maintained as much in digital form. Student admission, scholarship, examination data are managed using digital means.

d) Green landscaping with trees and plants

The college has a vast campus of 33.36 acres primarily covered with mature trees and shrubs of native and wild variety. Flower garden with both seasonal and perennial flowering plants, medicinal orchards, green

house are maintained in the campus. Steps are taken to preserve the campus flora by planting more trees mainly fruit bearing and other valuable trees and preventing felling of trees.

e) Use of Solar street lights:

Six solar street lighting system have been installed in the campus. LEDs are used as lighting source as they provide much brighter light with lower energy consumption.

f) Rain water harvesting

Rainwater harvesting initiative has been adopted in order promote sustainable use of water resources and to improve the quantity and quality of water. The college has installed both Roof top and Surface runoff water harvesting units.

g) E-waste management

The college has adopted meanful policy for E-waste management and save our campus environment from discarded electronic and allied pollutants.

h) Use of more LED bulbs

The college has proposed to phase out the CFL and conventional light sources such as bulbs and tube lights, halogen and mercury street/campus lights and use more LED based lightening to save energy. College office, Principal's chamber, Seminar hall, department staff rooms, laboratories have been provided LED based lighting.

i) Energy compliant equipment:

The college has made it mandatory to procure energy star compliant computers and equipment. In case energy star is unavailable, purchase of most energy-efficient model available in the market is done.

j) Digital Library / E-Learning Centre:

Digital resources and E-learning facility is provided in the Library to promote use of more soft form study materials and reduce the hard copy material.

7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years

Response: 1.91

7.1.8.1 Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
1.05	0.95	0.9	0.85	0.8

File Description	Document
Green audit report	View Document
Details of expenditure on green initiatives and waste management during the last five years	View Document

7.1.9 Differently abled (Divyangjan) Friendliness Resources available in the institution:

1. Physical facilities
2. Provision for lift
3. Ramp / Rails
4. Braille Software/facilities
5. Rest Rooms
6. Scribes for examination
7. Special skill development for differently abled students
8. Any other similar facility (Specify)

A. 7 and more of the above

B. At least 6 of the above

C. At least 4 of the above

D. At least 2 of the above

Response: C. At least 4 of the above

File Description	Document
Resources available in the institution for Divyangjan	View Document
Any additional information	View Document
link to photos and videos of facilities for Divyangjan	View Document

7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years

Response: 31

7.1.10.1 Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
17	00	07	00	07

File Description	Document
Number of Specific initiatives to address locational advantages and disadvantages	View Document

7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)

Response: 33

7.1.11.1 Number of initiatives taken to engage with and contribute to local community year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
04	00	14	00	15

File Description	Document
Details of initiatives taken to engage with local community during the last five years	View Document

7.1.12

Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff

Response: Yes

File Description	Document
URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics	View Document

7.1.13 Display of core values in the institution and on its website

Response: Yes

File Description	Document
Provide URL of website that displays core values	View Document

7.1.14 The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations

Response: Yes

File Description	Document
Details of activities organized to increase consciousness about national identities and symbols	View Document

7.1.15 The institution offers a course on Human Values and professional ethics

Response: Yes

File Description	Document
Provide link to Courses on Human Values and professional ethics on Institutional website	View Document

7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions

Response: Yes

File Description	Document
Provide URL of supporting documents to prove institution functions as per professional code	View Document

7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years

Response: 17

File Description	Document
List of activities conducted for promotion of universal values	View Document

7.1.18 Institution organizes national festivals and birth / death anniversaries of the great Indian

personalities**Response:**

Institution organizes special programmes every year on national festival and birth death anniversaries of the great Indian personalities. Independence Day and Republic days are celebrated with great fervour. Special programmes are organised on the days to celebrate spirit of Independence and republic. The college celebrates Gandhi Jayanthi every year to promote peace and non-violence among students. NSS unit organises one-day camp on cleaning drive in the campus. The birth anniversary of Swamy Vivekananda celebrated as "The Youth Day". The NSS unit of the college conducts a week's programme as "Vivekananda Saptaha", to spread message of youth empowerment. Field Marshal K M Cariappa Jayanthi is commemorated with great fervor and enthusiasm. Teacher's Day and Children's day the birth anniversaries of Dr. Sarvapalli Radhakrishnan and Jawaharlal Nehru. National Science Day is celebrated in India on 28 February each year to mark the discovery of the Raman effect by Indian physicist Sir Chandrashekhara Venkata Raman. Bharat Ratna's Dr. Abdul Kalam birthday celebrated as "Youth Inspiration Day".

7.1.19 The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions**Response:**

The institution maintains transparency in its financial, academic, administrative & auxiliary functions.

Academic Transparency:

The information regarding academic programmes, courses, calendar, admission, rules and regulation, and other aspects of the college are published in the college website and Student handbook. The college provides prospectus during admission and also notifies the seat matrix for each course. The college implements reservation policy of the State government for admission to various courses. Teachers are given reasonable academic freedom aimed at maximizing student satisfaction levels and they are also involved in the decision-making process in all academic matters.

Administrative Transparency:

Recruitment of employees is done by Mangalore university as the guidelines of State govt and UGC. All circulars regarding, students, teaching non-teaching staff are circulated or displayed on the notice boards. The policies, plans and deployment strategies are deliberated and decided at the meetings of several administrative support committees. The students are also involved in decision making. Stakeholders feedback are elicited to improve the quality of services. Internal Academic and Administrative Audit is conducted.

Financial Transparency:

As the college is a constituent college of Mangalore University, all the financial transactions are done through bank against University accounts. Procurement of goods and services are made as per Karnataka

State Transparency Rules in public procurement. Expenditures made against fund sanctioned to the college under University, UGC, or any other agencies are audited by either University Auditor, or Govt. Auditor or Chartered Accountant and by internal audit by Financial Monitoring Committee of the college.

7.2 Best Practices

7.2.1 Describe at least two institutional best practices (as per NAAC Format)

Response:

Best Practice: 1

1. Title of the Practice: Skill Development

India has the advantage of demographic dividend but it will be useless, if we cannot skill them, if we cannot educate them, if we cannot enhance their employability. Higher education institutions should enable skill development in students as per their aptitude in order create ideal employees in the 21st century. In the changing world scenario with regard to industry and the job market, there is now an overpowering need for skilled workers.

2. Objectives of Practice.

- To train in diverse skills sets and motivate the students to unleash their latent talents
- To create opportunities, space and scope for the development of the talents in the fields of their choice and aptitude

3. The Context: The programme caters to the learning aspirations of over 1990 undergraduate and postgraduate students pursuing studies in Science, Commerce, Management and Humanities. Majority of the students hail from rural and weaker sections of the society. Therefore, in the highly competitive global scenario, the diverse needs of the students are the foremost consideration while implementing the skill development activities.

4. The Practice:

EC/CC Wing: Co-curricular activities are the true and practical experiences received by students. The theoretical knowledge gets strengthened when a relevant co-curricular activity is organized related to the content taught in the classroom. Intellectual aspects of personality are solely accomplished by classroom, while aesthetic development, character building, spiritual growth, physical growth, moral values, creativity, etc. are supported by co-curricular activities. Frankness and clarity in language and personality is supported by these activities. Students have been provided training and practice in various Co-curricular and Extracurricular activities comprises sports, singing, music, debate, dance, drama, social services etc with a view develop skill, confidence, competence and creativity and also make them fit physically, emotionally and intellectually.

Activity	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Communication skills	70	73	97	96	140	119
Handicrafts	87	130	147	102	76	120
Dance	66	87	112	130	97	184
Music	58	100	97	100	59	55
Karate	--	26	32	46	54	55
Yoga	--	--	--	--	50	56
Outbound Teaching						31

Some Co-ordinating departments.

- **Women's cell and Travel and Tourism Department:** Organised activities like "Food Preparation without Fire". Various competitions relating to skill development like Pictures (Photography), Master Mind (Quiz), *Sathiya* (Rangoli), Anoint (Painting) And Master Chef (Cooking without fire) were conducted. Students took up part-time jobs as guides in tourist places in Kodagu.
- **Yaksha Kala Vedike:** Students and Staff undergo training in Yakshagana? under the guidance of eminent Yakshagana artists from Dakshina Kannada and perform on stage every year.
- **Career Guidance and Placement Cell:** Entrepreneurs, self-employed industrial persons, government officers, officials from banks and also members from different industries and tourist organizations of Kodagu are invited to give special lectures to the college students to develop their skills in entrepreneurship. Competition for awarding "Young Entrepreneurs?" was conducted in order to encourage the students to come up with novel ideas on new product.
- **Add-on courses:** Career-oriented add-on course in Computer Hardware and Networking, Travel and Tourism and Functional English offered to students.
- **Commerce Fest:** "Sankalp? Fest is organised annually by the department of Commerce and Management to promote management and entrepreneurship skills.
- **Leadership Training:** Leadership training programmes are conducted annually by the department of Economics under the aegis of M.R Pai Foundation, a forum for Enterprise, Mumbai, for B.Com and BBA students
- **Youth Parliament:** The institution represents Mangalore University in conducting Youth Parliament competition which helps students in developing leadership qualities and parliamentary skills

5. Evidence of success:

Large number of students enrolled for EC/CC activities have been enabled to identify their aptitude and interests and upgrade their skills. There has been increase in the number of students winning prizes in different competitions at various levels. Add-on courses have registered 100% results over the years. Participation Leadership training programmes has motivated the students to take responsibilities of organising various programmes in the college and also inspired them in taking part with confidence in fests and competitions organised elsewhere.

6. Problems encountered and resources required:

Some difficulties were encountered while assembling the students of various programmes and courses in a particular slot for an activity. Training in many diverse disciplines and skills require mobilisation of

resource both Experts and finances. Since the place is small compared to large cities finding expert trainers has been a problem.

7. Notes (optional):

The college has plans to augmenting the existing facilities to provide better training ambience. Introducing more skill oriented/entrepreneurship programmes, Soft skill development, Computer education, Industry oriented training, training for competitive examinations, training in Foreign Languages under the CPE grant.

Best Practice: 2

1. Title of the Practice: [Counselling for Mind and Life Management](#)

Counselling offers the space to explore issues that are presented in life and are causing difficulties. These could be relationships, family issues, personal crisis, bereavement or other problems you may be dealing with. Counselling offers the opportunity to explore the possibility of changes to move forward.

2. Objectives of the Practice: Counselling Cell of the College aims to resolve the problems and re-align the lives of young adults between the age group of 18 and 21. Late adolescence is a critical phase of life, marked by myriad physiological, psychological and behavioural changes. Counselling can help them understand themselves better and will ultimately help them develop a clearer understanding of your problems. Counselling is done also help them understand other people's point of view better, which can shed light onto the way they interpret words or actions.

- Shifting pattern of social interactions - relationship with peers, adults, marked by impulsivity, vulnerability, risk taking behaviour, aggression, peer pressure, academic pressure, media influence - has destabilizing effect on adolescents. Hence, adolescents require support to manage and relive their lives. Counselling and guidance become crucial to develop healthy perceptions and practice amongst the students by enhancing their decision-making skills, abilities, along with acquiring new emotional, cognitive and social skills, and accelerate mental well-being.

3. The Context: College students are precious human resources of our country. Youth is the window of opportunity that sets a stage for healthy and productive life. However, very little efforts have been initiated to protect their mental well-being since the concept of counselling is still at its nascent stages in the country. Therefore, in the present scenario, it is imperative and yet challenging to address the problems of the students and to assist them in the holistic development of their personalities. College students stand the risk of being affected by the negative stimuli both within and outside the college. Changing family structure, evolving social trends, breakdown of traditional support system, have created a gap in fulfilling the emotional, social, psychological needs of the child, resulting in substance abuse, violence, road trafficking, injury, high risk sexual behaviour, depression, under nutrition, stress, suicide, academic under achievement, absenteeism, general restlessness, lack of focus, and low self-esteem. The above factors are accentuated further due to developmental transition of young people, which makes them vulnerable to environmental, contextual and surrounding influences. It becomes crucial for educational institutions to formulate and implement interventions, which are preventive and remedial in nature.

4. The Practice: The Counselling Cell has adopted proactive and preventive counselling programmes to identify issues and design effective strategies which are clearly defined, developmental and flexible, systematic in nature, to provide effective solutions.

Areas of Counselling:

Personal counselling, Group counselling, Academic counselling, counselling for under performance, Counselling for attendance shortage, Counselling for indiscipline, Counselling for psychological problems, Parental counselling, Community service, Personality development programmes

Mentoring in these areas assists the students to acquire skills required for life-long learning strategies, to enhance academic, career awareness, self-awareness, to foster inter-personal communication skills, to develop competencies and coping abilities, to foster positive attitude and self-esteem. It aims at increasing students commitment towards self and society, thus safeguarding the emotional and mental well-being and creates a barrier free climate for personal development. Cognizant of the need for personal and general counselling to the students, the college has entrusted the responsibility of counselling an assigned bunch of students to members of the faculty. They meet the students in general over a fortnight and individually whenever the need arises. The students are given a form to be filled, identifying and registering their problems, and to indicate the reason for seeking help. This helps the teacher counsellors in keeping a close look at the behaviour, preferential aims and aspirations of their students, and pitch in when they sense a need to offer help, both emotionally and academically. On recognizing deeper problems, which require professional help, the teacher counsellor refers the student to in-house professional counsellor who in turn takes up the responsibility of guiding the students adequately.

- Based on the counselling outcomes, the following programmes were structured for both the staff and the students. These programmes focused on resolving the problems by involving them in activities that are creative and therapeutic in nature, which have helped the students to maximize their potential, take affirmative action and develop empathy, co-operation and inter-personal development leading to well-rounded personalities. Personality development classes were organized specifically on good grooming, Etiquette, Mannerisms, facing interviews, understanding one's career needs.

Programmes organized:

Year	Title of the programme	
2012-13	Alternative Therapies and well-being Creative writing, Yoga, Sahaja yoga	
2013-14	One-day workshop on 'The power to Excel in Neuro linguistic skills'	
2015-16	Half a day programme on the 'Importance of food on Adolescence Health Mood and Behavior Problems' Field activity –Academic support to academically weak students of Girls home, Kodagu	
2016-17	Women Empowerment programme- Nutrition assessment and awareness for balanced diet	

Year	2012-13	2013-14	2014-15	2015-16	2016-17
No. of students benefited	481	235	187	397	400

5. Evidence of Success: Counselling is now acknowledged as critical to deliver a stable and well balanced educational experience. Students now ask for help voluntarily. The impact of counselling has led to greater academic success, personal and social development, improved communication, and interpersonal skills

amongst the students. It has enhanced their coping abilities and developed a good rapport with teachers. It has enhanced skills in the teachers to deal effectively with students from diverse backgrounds. Greater awareness has resulted in increase in walk-in cases, and removed the stigma attached to counselling. Affirmative change has been witnessed with reduced absenteeism, and accelerated productive engagements in psycho-social activities like sports, community service, extra and co-curricular activities.

6. Problems Encountered and Resources Required A spacious room is required to organise facilities like telephone, computer, printer and UPS, and also facilitate effective counselling and documentation. At least one more professional counsellor is required to meet the demand, as many students come forward voluntarily to be counselled.

File Description	Document
Link for Additional Information	View Document

7.3 Institutional Distinctiveness

7.3.1 Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

Response:

Distinctive Area: Sports

The College is proud of its student's achievement in the field of sports. True to its vision "Enlightenment and Empowerment through quality Education", the college strives to promote excellence not only in academics but also gives equal importance to sports and this is vindicated by the tremendous achievements of our students in various sports and games like Hockey, Football, Table Tennis, Volleyball, Badminton, Basketball, Kabaddi, Chess, Cricket, Athletics. One credit in each semester is earmarked for these activities as per the regulations of credit based semester scheme. This provides opportunities to students for ensuring holistic development of their personality. Over these five years students have made best use of facilities available and excelled in their respective games.

The enrolled students are given training and coaching in their respective games every Sunday afternoon. Specialized coaching is provided to the members of the college teams in different events during the week days especially in the afternoon by the Physical directors and coaches. Besides, intramural competitions in sports and games are conducted annually and the winners are awarded prizes and certificates on Sports day. The students who represent the University in different disciplines are felicitated during college day celebrations. Our students have excelled in national, state and university level sports competitions.

The following table will substantiate the credentials of the college regarding achievements of students in various sports.

Event	Year	Participation at various levels
-------	------	---------------------------------

		(†T = No. of tournaments, ‡S = No. of students)										
		District		Univer-sity		Zonal		State		National		Inter-nation
		†T	‡S	†T	‡S	†T	‡S	†T	‡S	†T	‡S	†T
Hockey (#W)	2011-12			1	8	1	8			1	8	01
	2012-13			1	11	1	11			1	11	01
	2013-14			1	15	1	15			1	15	-
	2014-15			1	13	1	13	1	5	1	13	-
	2015-16			1	12	1	12			1	12	-
Hockey (*M)	2012-13	-	-	1	1	1	1	-	-	-	-	-
	2013-14	-	-	1	4	1	4	-	-	-	-	-
	2014-15	1	16	1	6	1	6	2	32			
	2015-16	1	16	1	3	1	3	-	-	-	-	-
Football (*M)	2011-12	1	16	1	3	1	3	-	-	-	-	-
	2014-15	1	16	-	-	-	-	-	-	-	-	-
	2015-16	1	16	1	4	1	4	-	-	-	-	-
Football (#W)	2014-15	-	-	1	2	1	2	-	-	-	-	-
	2015-16	-	-	1	4	1	4	-	-	-	-	-
TT (*M)	2014-15	-	-	1	1	1	1	-	-	-	-	-
Volley ball (*M)	2015-16	2	24	-	-	-	-	-	-	-	-	-
Volley Ball(#W)	2011-12	1	12	-	-	-	-	-	-	-	-	-
	2012-13	1	12	-	-	-	-	-	-	-	-	-
Badminton(*M)	2011-12	1	4	-	-	-	-	-	-	-	-	-
	2012-13	1	4	-	-	-	-	-	-	-	-	-
	2013-14	1	4	-	-	-	-	-	-	-	-	-
	2014-15	1	4	-	-	-	-	-	-	-	-	-
	2015-16	1	4	-	-	-	-	-	-	-	-	-
Badminton(#W)	2014-15	-	-	1	1	1	1	-	-	-	-	-
	2015-16	-	-	1	1	1	1	-	-	-	-	-
Kabaddi (*M)	2014-15	1	12	-	-	-	-	-	-	-	-	-
	2015-16	2	24	-	-	-	-	-	-	-	-	-
Chess (*M)	2014-15	1	2	-	-	-	-	-	-	-	-	-
	2015-16	1	2	-	-	-	-	-	-	-	-	-
Cricket	2014-15	2	16	-	-	-	-	-	-	-	-	-
	2015-16	2	16	-	-	-	-	-	-	-	-	-
Kabaddi (#W)	2015-16	1	12	-	-	-	-	-	-	-	-	-
Handball(*M)	2015-16	1	14	-	-	-	-	-	-	-	-	-
Taekwondo (#W)	2014-15	-	-	-	-	-	-	-	-	1	1	-
Throw-ball (#W)	2014-15	1	12	-	-	-	-	-	-	-	-	-
	2015-16	1	12	-	-	-	-	-	-	-	-	-

*M-Men, #W-Women

Our college Hockey team has made us proud by our students getting selected for the National team. In the

year 2010-11 our students participated in the all India level tournament. In the year 2012-13, Ponnamma M M was selected for the Hockey National team to participate in the International event. In the same year our students participated in the All India level match. This performance was also repeated in the year 2013-14 as well. Our college women's hockey team has made us proud by becoming the first runners up at the All India Inter University Hockey Tournament and secured a cash prize of Rs. 8000.

Our students have shined in other games as well. In Football, our students secured third place in Mangalore University inter collegiate competition in the year 2011. In Table Tennis, our men's team secured in Mangalore University inter collegiate matches consecutively from 2010 to 2012. The team was also the winner in the year 2013. Our college Volleyball women's team were the winners in the district level tournament held in the year 2011-12. In the year 2013-14 our women's Athletic team secured third place in 10,000 mtrs running. Similarly, our college men's team was the champion in the National Paika Badminton tournament. The college Volleyball men's team was also a winner in the district level Volleyball match. The following table will substantiate the credentials of the college regarding achievements of students in various sports.

Our college organized Mangalore University Inter Collegiate Hockey tournaments for men and women and also organized South Zone Inter University Hockey tournament for women in the year 2013-14.

File Description	Document
Link for Additional Information	View Document

5. CONCLUSION

Additional Information :

College has prepared vision document Vision 2030 in order to guide and provide framework for incremental and sustainable development in a number of areas.

Concluding Remarks :

Conclusion

During 68 years of illustrious and meaningful existence, Field Marshal K.M Cariappa College has contributed towards the enrichment of knowledge in various fields through academic research and development programmes. As a public institution it has contributed its share to meet the higher educational need of the society by offering different streams of educational programmes. With this glorious past, the College is committed to achieve new heights in higher education by continuously striving to attain excellence. The Self Study Report (SSR) presented here reflects the wide varieties of academic and research-centric activities along with a focus on the student-centric programmes carried on during the post accreditation period.

Preparation of Self Study Report (SSR) for the 3rd cycle has been quite an exhilarating experience. The report is the result of useful discussions and supportive inputs from all the stakeholders of the college. The support and the whole-hearted involvement of all the members of the staff have been invaluable in making this report.

Moreover, this SSR is the manifestation of the genuine efforts put in by all the stakeholders during the last five years to reach greater heights and also the progress the institution has witnessed in the process. The preparation of SSR has helped us in defining SWOC of our institution and strives for further growth of the college. We are geared up for the forthcoming assessment and reaccreditation for the third cycle of the institution by NAAC.