GOVERNMENT FIRST GRADE COLLEGE
KUNIGAL -572130, TUMKUR DISTRICT, KARNATAKA
Phone: 08132-292656   Email:gfgckunigal@gmail.com  Website:gfgckunigal.com

GOVERNMENT OF KARNATAKA
Department of Collegiate Education

RE ACCREDITATION REPORT – 2014
SUBMITTED TO
NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
BANGALORE

CONTENTS
<table>
<thead>
<tr>
<th>SL No.</th>
<th>Details</th>
<th>Page No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Declaration</td>
<td>3</td>
</tr>
<tr>
<td>B</td>
<td>Preface</td>
<td>4</td>
</tr>
<tr>
<td>C</td>
<td>Executive Summary</td>
<td>6</td>
</tr>
<tr>
<td>D</td>
<td>Profile of the College</td>
<td>15</td>
</tr>
<tr>
<td>E</td>
<td>Criterion – wise Analysis</td>
<td></td>
</tr>
<tr>
<td>i</td>
<td>Curricular Aspects</td>
<td>24</td>
</tr>
<tr>
<td>ii</td>
<td>Teaching – Learning and Evaluation</td>
<td>35</td>
</tr>
<tr>
<td>iii</td>
<td>Research, Consultancy and Extension</td>
<td>51</td>
</tr>
<tr>
<td>iv</td>
<td>Infrastructure and Learning Resources</td>
<td>70</td>
</tr>
<tr>
<td>v</td>
<td>Student Support and Progression</td>
<td>85</td>
</tr>
<tr>
<td>vi</td>
<td>Governance, Leadership and Management</td>
<td>100</td>
</tr>
<tr>
<td>vii</td>
<td>Innovations and Best practices</td>
<td>115</td>
</tr>
<tr>
<td>F</td>
<td>Evaluative report of the Departments</td>
<td>124</td>
</tr>
</tbody>
</table>
DECLARATION BY THE HEAD OF THE INSTITUTION

I certify that the data included in this Self Study Report (SSR) are true to the best of my knowledge.

This SSR is prepared by the institution after internal discussions and no part thereof has been outsourced.

I am aware that the Peer team will validate the information provided in this SSR during the peer team visit.

Signature of the Head of the institution with seal:

Place: KUNIGAL

Date: 09\textsuperscript{th} October 2014
The college was established in 23rd June 1982, with its vision of spreading and imparting quality and valuable services in the field of higher education to the masses in and around Kunigal. Earlier the students had to go to district head quarters like Tumkur, Bangalore, Mysore etc. for higher education. Initially the college accommodated in the old building temporarily at G.K.B.M.S,( Govt. of Karnataka Boys Middle School) which was located in the heart of the town. In 1989, the college was shifted to the newly constructed independent building which is located in the outskirts of the Kunigal town. The college is located on the N.H 48, which is 40 Kms away from District Headquarter ‘Tumkur’ and 72 Kms. away from our Capital City Bangalore.

The institution celebrated Silver Jubilee in 2007 and completed 32 years in 2014. This 32 year existence has been a saga of building and rebuilding, growth and expansion, celebration and introspection.

The college sanctioned by the Govt. of Karnataka on 23rd June 1982 and started its function with Arts & Commerce Combinations having a meager enrollment of 202 students by affiliating to the Bangalore University vide letter No. Affiliation /71-72/218 F. dated 25th June, 1982.

According to the need and demand of the global competition B.Sc. programme started in 1994-95 with Bangalore University affiliation.

In 2008, with the establishment of Tumkur University, the college was affiliated to Tumkur University, Tumkur.

Since 1982, the College offering Arts and Commerce and since 1994-95 the institution is having Science discipline. In the Arts discipline, four subjects are at optional level i.e. - History, Economics, Political Science, and Sociology and Optional Kannada at the general level Kannada, English, Urdu, Hindi, Environment Studies, Indian Constitution and Computer Fundamentals. In the commerce discipline, all courses are as prescribed by the university in 2009. In the Science discipline --Physics, Chemistry and Mathematics are optional subjects. Management (i.e., BBM) discipline started in 2008 vide Govt. of Karnataka G.O. No.: ED 61 UNE 2008 (Division), dated:02-07-2008 and Post Graduation in Commerce and Arts (Sociology) started in 2011 vide Govt. of Karnataka G.O. No.: ED 103 UNE 2011 and Tumkur University Notification No: TU: Academic: 2011-12/1424 dated 29-06-2011.

The college has a team of a well qualified teaching faculty which facilitates to the learning usages of students. Many Assistant Professors are insisted to do research works. However, twelve teachers have acquired M. Phil. Degree and four teachers have Ph. D. degree. Five teachers have registered for Ph. D. research work. The teachers participate in seminars, workshops and conferences at State / National / International level.

The college offers a number of unique features to the students, drawn from rural background.

The following infrastructural facilities are available: –

Spacious campus sprawling in 11.50 acres with well maintained premises, providing ample of scope for further developments. The college has a well equipped library with a total of 34,424 books. It is about to be digitalised. The reading / reference facility provided within the library subscribes to a number of daily news papers in Kannada and English and 12 Journals / 40 Magazines in – English and Kannada and two computers with broadband facility to students. A Zerox Machine is also installed in the library. The English language
Lab has 15 Computers with Broadband Internet facility. The Computer Lab is having 17 Computers with Broadband (LAN) facility. The Office is fully computerized. The construction of Auditorium under MLA, MP, MLC Quota is under process. The proposal has been sent to UGC for the construction of Multi purpose stadium, Foot Ball Court with 400 Meter Standard track with 8 lanes, Sports Teacher Room There is Separate place for Parking vehicles. Digital Smart Board and LCD Projector is used to teach and paper presentation.

The college has a large field of about 4.00 acres, in addition to the sports facilities given to students.

Hostel facility for both men and women is also made available by Social Welfare Department of Government of Karnataka.

A mobile canteen facility is available in the college campus.
VISION:
“Right Education for Upright Life: Building an intellectually competent, socially responsive, culturally tolerant, morally upright, spiritually oriented and employable, smart human resource with excellence, humanity and research spirit”.

MISSION:
- To inculcate qualities of competency, confidence, excellence, employability, humanity, research and rationale.
- To impart value based higher education to the rural poor without the menace of capitation.
- To have a transformational impact on stakeholders through comprehensive education.
- To facilitate adult learners with opportunities to hone their ethics and leadership potential.
- To sensitize learners towards inclusive social concerns, human rights, gender and environmental issues.

OBJECTIVES:
- Institution aims at learning, capturing experiences and thus enables one to explore new realms of wisdom.
- The institution has taken an initiative to set up an education centre that produces proficiency and entrepreneurial skills.
- Ensure best practices in governance and leadership to ascertain the Vision, Mission and Goals of the premier learning.
- Sustain and monitor good practices in teaching learning and evaluation for achieving academic excellence.
- Streamline the efforts and measures of the college towards academic excellence and quality enrichment.
- Valuation of idealism, creativity, innovation and regularity, re-examine the programmes and practices.
- Inclusive approach towards social justice, gender justice and cultural – regional heritage of the region.
EXECUTIVE SUMMARY

The institution was established in 1982. The institution has undergone the process of accreditation in 2004 and obtained the accreditation certificate in 2004. Now it is with immense pleasure that the institute present itself before the NAAC for Reaccreditation. On par with the recent Global trends, the institution attempt its efforts to promote technology, to foster skills and competencies and to sustain quality in addition to values to the learners. Here we present a brief summary of our efforts, initiatives and outcome in different aspects for the kind appraisal by NAAC Re-accreditation Committee.

Criteria I - Curricular Aspects:

The institution established by the promoters and founders with a set of stated vision, Mission and goals which was relevant in 1980’s. Now the stakeholders reviewed the vision and mission statements, goals and objectives of the institution according to the global trend. The curriculum is framed by the Affiliating University i.e., Tumkur University and the institution implement it effectively. The teachers of the institution being the members of respective department’s BOS and BOE contribute their suggestions in improving or revising or re-engineering the curriculum.

There is vertical mobility and provision of skill development programmes in UG level. It integrates the cross cutting issues and offering value added courses and collects feedback from the stakeholders to improve the curriculum. The institution introduced BBM in UG and M.A and M.Com in PG level as new programmes.

Criteria II – Teaching – Learning and Evaluation:

There is an increasing trend in students enrolment over the years. The institution make publicity for admissions in local news papers, institutional website, prospectus, display banners and display on college notice board. The College Admission Committee ensures the justice and complete transparency in admission process by following the guidelines of the State Govt., and Tumkur University. The admission is open to all the aspirants and depends on student’s interest or choice and previous educational performance. The minimum percentage at the entry level is 35%. The student will be selected based on the merit cum roster. There are privileges like fee exemption, endowment benefits, scholarships and library facility to the students from disadvantaged community i.e., SC/ST/Minorities, Other Backward Classes, Women, differently-abled, economically weaker sections and physically disabled students as per Govt. and University rules. Physically disabled students are provided with Ramp facility and extra care. The student is having free choice in programmes subject to the short interview, discussion, verification of marks cards and testimonials. The institute arranges remedial classes to the slow learners of all the programmes, bridge course or orientation programmes to B.Com and BBM students, workshops, special lectures, seminars, skill development programmes to the students. The institution sensitise its staff and students on issues such as gender, inclusion, environment etc. Advanced learners are identified by the teachers and they are motivated to participate in quiz, debate, seminars, workshops, group discussions etc. Students’ academic performance is evaluated through tests, seminars, workshops etc. by which the teachers identify the slow learners. Necessary steps are taken by the institution to reduce the dropout ratio.

The institution prepares its own academic calendar, each department prepares teaching plan with evaluation schedule, each teacher prepares lesson plan and each department carryout internal assessment aspect. The institution is has an active IQAC which
ensure student centric environment. All the departments conduct unit tests, assignments, student projects, industrial visits, student seminars, field trips and other activities. Study tours, area survey, and sports activity are made use of to develop skills like interactive, collaborative and independent learning among the students. By organizing the personality development programmes, cultural events, management games, group discussion, presentation, debate competition, wall magazine etc., the institution promotes critical thinking, creativity, and scientific temper among the students. The teachers follow both non-projected and projected teaching aids to ensure the effective learning experience for students.

The usage of internet facilities, research journals and daily newspapers help the students and faculty to keep abreast of the recent developments. The faculty is encouraged to attend national and international seminars, workshops and symposia conducted at various universities and research institutes. The guest lectures by eminent scholars are organized to help both the students and faculties to keep pace with the recent developments in their subjects. Industrial visits and educational tours also help them to keep abreast of the latest developments. Many faculties are actively involved in research and their new findings on the frontier of human knowledge have been published and brought out in reputed journals. The college has been running the student counseling cell, where different psycho-social issues are solved. The institution implements innovative practices to ensure the quality sustenance and enhancement. The institution is having central library well equipped with books, journals, magazines, newspapers, e-Resources, CDs, model question papers, old question papers etc. and is partially digitalized. The teachers are evaluated through students’ feedback and self-appraisal.

The faculty members are recruited by the State Govt. through public service commission. In addition to this Guest faculty is appointed by the institution by following the merit list and guidelines of DCE. All the permanent faculty members attended Orientation programmes, refresher courses. Some of them attended HRD programmes (administrative training, etc.) and staff training programmes. Four of our faculty members are studying for Ph.D and 12 have obtained M.Phil. degree. One minor research project is completed and other one is underway. The college has conducted seminars and all faculties have attended workshops, seminars, conferences and training programs. Research papers/articles have been published in national and international referred journals.

Criterion III: Research, Consultancy and Extension:
The institution has four Ph.D awardees and 12 M.Phil awardees among the faculties who have the research knowledge and five faculties are pursuing Ph.D in Off-Campus manner. One of faculty guided M.Phil students. Certain faculty guiding MBA students of Karnataka State Open University, Mysore as external guide. Department of Commerce and Management faculty members has to guide BBM and M.Com students in their Project work as a part of the Curriculum.

Some of the teachers presented their papers in national/international conferences and most of them published their papers in journals. Two faculties engaged in UGC sponsored projects. BBM students in UG level and M.Com students in PG level have to submit the projects report as a part of their curriculum under the guidance of teachers of the institution. The viva voce conducted by the University on the projects submitted. Thus teachers and students of the college are involved in research work. The institution is facilitating the teachers for the smooth running of their research work. The students are promoted to develop scientific temper and research culture by allowing them to write articles in departmental and College magazine and they involve in research activities in the form of project work, surveys, field trips etc. under the guidance of teachers.
Institution organized National Level Seminar on” Micro Finance and Sustainable Promotion of Entrepreneurship in India”, several workshops and seminars to the students. Workshop on NET / SLET to M.Com Students.

The institution provide the computer laboratory, the Digital English language laboratory, the Edu-sat, BSNL Broad Band Internet, reference books, journals, e-journals, audio-visual ICT for the staff and students.

All the teachers are providing consultancy on honorary basis. Youth Red Cross (YRC), NSS, Women Cell, Gandhian study centre in the institution and the institution collaborating with other organizations conducts several activities to promote institution-neighbourhood-community network.

The institution organizes several extension programmes through its NSS, YRC, etc. cells.

**Criterion IV: Infrastructure and Learning Resources:**

The institution follow the government policy for creation and enhancement of infrastructure that facilitate effective teaching and learning. The principal approach the government by sending proposal for creating and enhancing the infrastructure through DCE. The MHRD introduced ‘RUSA’ a new scheme to develop infrastructure facility in the higher education institutions in India.

Initially, the institution was started its classes in GKBM School building by offering B A &BCom courses only. In 1989 it shifted to its own building. Later several programmes have been added and the students strength have been increasing over the years. First floor constructed in the front side in 2003 and class rooms constructed in the backside in 2009 (currently library is operating). Additional 08 rooms were sanctioned out of which 05 rooms are finished and 3 rooms are yet to be constructed. The institution consistently requesting the Hon. Govt through DCE to construct 10 more additional classrooms. Hon. MLA, the CDC President also pressurizing the govt. to construct 10 more additional class rooms. Seminar hall, A.V. room, digital English library, computer lab are provided to the students. Proposal sent to UGC for Multi purpose stadium, grass track for athletic and foot ball stadium, to the Govt. under MLA, MP, MLC quota for the construction of Auditorium. These are under process.

The institution is having separate physics, chemistry, computer and Digital English Laboratories. The institution has beautiful teak tree garden and neem trees. It has different varieties of trees and flower plants also. The teachers make use of Digital board, computers with internet facility, LCD Projector and screen, Digital English lab and computer Lab, well established Library, journals, e-journals [INFLIBNET], Digital board, Science Lab.

The institution has 3 units of NSS with 300 volunteers. The institution encourage students to participate in Cultural Activities. Different Cultural competitions are conducted and prizes are distributed in every annual functions. The students of the college sent to participate in out door (i.e., inter collegiate etc.,) cultural competition.

College is used for Election purposes. The institution is treated as a Model Election Unit in the Lokasabha Election held in 2014 may 17. The institution is open to public during early morning and evening for walking, jagging sports purposes. During week end it is used by players to play several games.

The Administrative Office is provided with new Computers, Printers, Scanning and Photocopying (Zerox) Machines and modern cushion chairs. Separate Toilets for Gents and Ladies are under construction at an estimated cost of Rs.10 Lakhs.
Library is provided with Computer with Internet facility, Xerox Machine, INFLIB NET, journals, magazines, News Papers, Reference Books, semester books etc. Total number of books in the library is 34,424 out of which 31,824 are text books and 2,600 are reference books.

Social Welfare Department of the State Govt. provides hostel facility to the students.

Students participate in university, state and national sports competitions and winning many prizes. Students are participating in state level cultural competitions and winning the prizes. The institution is having 51 computers and 15 computers connected with Broad Band Internet facility with 100MBPS speed. It is planned to upgrade its infrastructure and associated facilities.

Building maintenance is the responsibility of state and central PWD.

The institution receives grants from UGC to develop infrastructural facilities.

**Criterion V: Student Support and Progression:**

The institution publish its updated prospectus every year. Students are receiving various scholarships i.e., SC/ST, Minorities, OBC, Matheeya Alpa sanyatharu, Sanchi Honnamma, Sir C.V. Raman, etc.

The institution is extending its support to SC/ST/OBC/ economically weaker section / women students as per the govt. rules.

Slow learners are identified by each teacher in the classroom and steps taken to improve them through special coaching classes, assignments, solving previous question papers and providing the question banks.

BBM and M.Com students have to visit several Corporate/ business/ higher learning houses while preparing their project works as a part of their curriculum.

All B.Com and BBM students have to prepare skill development as a part of their curriculum by which they get exposure to other institutions of higher learning/ corporate / business houses etc.

Department-wise student magazines are prepared and published where the students get exposure through writing their articles.

The institution organized the Entrepreneurship Awareness programme in collaboration with District Industries Centre (DIC), Tumkur.

The Department of Commerce in association with Commerce and Management Student Association and Commerce Alumni organized a national seminar on “Microfinance and Sustainable Entrepreneurship in India” where both students and faculty members of the institution and delegates from other institutions participated.

Several students of the institution are entrepreneurs and provided employment opportunity to others. Some of the students are self-employed.

The institution consistently encouraging and motivating the students to participate in extra-curricular activities such as sports, games, Quiz competitions, debate and discussions, cultural activities etc. Participants are helped in many ways for re capturing the knowledge and internal assessment aspects. The institution issues sports uniform to sports students to create positive impact and recognition. The institution often organizes the competitive examination awareness programme to inspire the students to take and appear in such exams.

Several counseling services are made available to the students (academic, personal, career, psycho-social etc.). The institution have been organizing Personality Development and Career Guidance programmes. Career Guidance programmes are on competitive exams like Civil Services (i.e., IAS, KAS, KPSC Clerical etc..) and Bank exams.
Students sent to participate in Campus Selection Programmes held in different institutions. Some of them are selected by different companies.
The grievance reported – redressed by the institution over the years. A separate Anti Sexual Harassment Cell functioning well in the institution. This cell takes steps to ensure safety and dignity of women students. The institution through anti-ragging committee takes precautionary measures against ragging. Different welfare schemes are made available to the students. The college has a non-registered alumni association which is actively associated in different activities in the institution.
Every department of the institution often publishes the wall magazine to encourage the students’ talents and each department and the college publishes College Magazine at the end of the academic year. The students are encouraged, inspired and motivated by all the teachers to write the articles, poems, short stories etc., in the magazine.

Criterion VI: Governance, leadership and Management:

The institution revised the Vision and Mission statements and it has provided a clear action plan. Principal and Faculty take active role in designing and implementation of its quality policy and plans. The principal is the head of the institution and appointed by the Dept. of Collegiate Education. The principal works in accordance to the orders and suggestions given by the assistant directors and the directors. The faculty is provided with several opportunities to show their leadership qualities by appointing them as coordinators of committees with other staff assisting them in their discharge of duties.
Every class has a class representative who attends meetings and provides information to the others in the class. These representatives keep changing every year. Thus, the other students also have an opportunity to show their talents of being a leader.
All the departments are given all the power they need to facilitate their academic growth.
The college promote a culture of participative management. The academic policy includes the best teaching-learning process, conducting periodic tests, giving assignments, using the latest technology in teaching etc. The institution does have a perspective plan for development.
The institution has several committees to take care of different areas of concern of the college.
These committees have a coordinator and several members to assist the coordinator in the discharge of duties. The institution has the quality improvement strategies of the institution for several aspects like Teaching & Learning, Research & Development, Community engagement, Human resource management and Industry interaction. The Head of the Institution is being called to several meetings conducted by the Dept. of Collegiate Education and adequate information is conveyed to the top management regarding the developments in the college with respect to the academic and nonacademic areas. In return, the information provided in those meetings is conveyed to the stakeholders of the college.
The institution encourage and support involvement of the staff in improving the effectiveness and efficiency of the institutional processes.
The resolutions are related formation of various committees, discussion of calendar of events, distribution of work to various committees, allotment of funds, to carry out the programs ordered by the Government, staff meetings pertaining to NCC, NSS cultural and sports, to discuss about infrastructure and allotment of examinations duties. All these agenda are fulfilled in the best way possible for the betterment of the students.
A complaint/suggestion box is kept at the entrance near the principal’s chamber so that the students can drop in their complaints and suggestions. The complaints or grievances are attended to promptly by the principal and the staff.
The teaching and non-teaching staff is deputed to various training programmes.
The performance appraisal system of the staff is done through proper feedback from the students and other stakeholders.

The overall development of the institution is always kept in mind while reviewing the performance appraisal reports.

The principal appoints committees to manage available funds from different accounts in the most efficient, economical and transparent manner. We have constituted several committees that look into the CDF, UGC Stipend, Prospectus Account/ TWF, Scholarships and RR Account.

A Local Inspection Committee (LIC) visits the institution once every year and provides their suggestions for the improvement of the college. The IQAC became functional on 25 July 2005 and working actively. To improve the internal quality of the institution, we have proposed certain measures which include improving the strengths of the college, appointing guest faculty for several departments, utilizing the grants in the best way possible, using the latest technology for teaching purposes, getting proper feedback from the students regarding curriculum, teaching-learning process etc. The teachers are permitted to attend workshops conducted by the University and the dept. of collegiate education for quality assurance procedures. the students give proper and right feedback on curriculum and teaching-learning process and they are taken into consideration by the head of the institution. The measures suggested by the students are passed on to the other stakeholders of the college.

The institution is committed to improving the knowledge of the students by conducting several courses like Hardware, Tally, BPO, Banking courses, Personality Development and Spoken English classes in association with the Dept. of Collegiate Education.

Criteria VII: innovations and Best Practices:

The institution conducts a Green Audit of its campus and facilities. The institution take initiatives to make the Campus eco-friendly.

The innovations introduced during the last four years which have created a positive impact on the functioning of the college are:

- The Department of Commerce and Management in the institution conducted National Seminar in association with Department of Commerce and Management Students’ Association and Alumni.
- Sports Department organized Inter-College Kho Kho and Volley Ball Matches.
- Institution introduced PG Courses
- Students carried to Vidhana Soudha to witness the Assembly during Budget Session.
- Digital English Lab established in the institution.
- HRMS introduced in the institution.
- YRC and Ranger and Rover established in the institution
- Skill Development Programmes of DCE introduced in the institution like SAHAYOGA, MANAVATHE, ANGLA, STAR and NAIPUNYA NIDHI.
- Community Development Service Centre established in the institution.
- Administrative Wing is fully computerized.
- Library providing INFLIBNET service.

Student’s parent meeting at orientation level is the most innovative practice of our institute. It has helped in the tremendous growth of student admission and attendance.
SWOC ANALYSIS:

STRENGTHS:
- There are 16 feeding P.U. Colleges in the Taluk.
- The institution is easily accessible to all stakeholders.
- The basic infrastructure facility is growing with the help of Govt., UGC and other funding agencies.
- Introduction of Online Admission and Student Information System.
- The higher education is made available to all category students at affordable cost in the institution.
- The institution facilitate the different Scholarships to the eligible students offered by State/Central Govt./ other funding agencies.
- Qualified, experienced, Committed and dedicated teaching faculty in the institution.
- Full-fledged, computerized Administrative wing with both experienced and young staff.
- Student friendly environment.
- Conducive environment with attractive building, Teak Tree Garden, Neem trees, flower plants in the college premises.
- Vast play ground.
- Well established library.
- Usage of technical aids in teaching.
- Digital English Language Lab facility.
- Computer Lab facility.
- Well equipped Science Lab.
- New separate Rest rooms for both men and women students.
- Sufficient sports materials for both indoor and outdoor games with experienced and qualified and dynamic Physical Education Director.
- Increasing trend in students’ strength.
- Increased demand for B.Com. Course due to more job opportunities.
- Students’ performance in academic, curricular, co-curricular and extra-curricular activities are appreciable.
- Introduction of PG programmes.

WEAKNESSES:
- Shortage of permanent faculty.
- Inadequate class rooms according to rapid increase in students’ strength.
- More than 95% of students are from rural areas.
- Students willingness to come and attend the classes only during general time-table i.e., 10.30am to 3.00pm due to bus facility problem.
- Weak in English Language.
- Research status i.e., still the institution is not the Research Centre.

OPPORTUNITIES:
- Extension of other UG and PG programmes.
- Digitalisation of Library.
- Providing wide and free options to the students to chose the programme according to their interest and ability.
 Expansion of Computer and Digital English Lab and conversion of the class rooms into A.V. rooms so that the Learning through technical aids, computer and internet becomes effective.
 Attract SC/ST/Minority, economically weaker section, differently-abled and meritorious students by extending/ facilitating financial assistance from State/Central Govt./ other funding agencies.

CHALLENGES:
 Satisfying the latest and latent high expectation of stakeholders.
 Increasing infrastructure facility in accordance with increased students’ strength.
 Updating with latest technology.
 Government’s proposal for the establishment of Girls’ First Grade College.
 Competition from other colleges i.e., GFGC, Hebbur, GFGC, Gubbi Autonomous and private colleges in Tumkur.

FUTURE PLANS:
 To obtain recognition for Research Centre from the affiliated university.
 Offer job – oriented / Add-on Courses and self – financed trainings.
 Approach the concerned authorities to provide internship to BBM and M.Com students.
 Promoting all the departments to conduct seminars / workshops by providing required facilities.
 Convert class rooms into A.V. rooms i.e., equip class rooms with ICT facilities.
 Introduce new programmes according to students demand with vibrant subjects.
 Making M.O.Us with several sectors to provide services to the community or for sharing knowledge and experiences.
 Provide separate space for special units in the institution.
 Fully digitalized library facility.
 Linking with reputed libraries.
 Enhance the subscriptions to several national and international peer reviewed journals.
 Conducting UGC sponsored national and international level conferences/seminars/workshops.
 Motivate the faculty to undertake UGC sponsored Minor / Major Projects.
 Arranging campus selection in the college premises.
PROFILE OF THE COLLEGE

1. Name and Address of the College:

<table>
<thead>
<tr>
<th>Name</th>
<th>GOVT. FIRST GRADE COLLEGE, KUNIGAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address</td>
<td>B.M.Road, Kunigal – 572130, Tumkur District</td>
</tr>
<tr>
<td>City</td>
<td>Kunigal</td>
</tr>
<tr>
<td>Pin</td>
<td>572130</td>
</tr>
<tr>
<td>State</td>
<td>Karnataka</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:gfgckunigal@gmail.com">gfgckunigal@gmail.com</a></td>
</tr>
<tr>
<td>Website</td>
<td><a href="http://www.gfgckunigal.com">www.gfgckunigal.com</a></td>
</tr>
</tbody>
</table>

2. For communication:

<table>
<thead>
<tr>
<th>Designation</th>
<th>Name</th>
<th>Telephone with STD code</th>
<th>Mobile</th>
<th>Fax</th>
<th>E-mail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Dr. S. Shashikala</td>
<td>O:08132 292656</td>
<td>9449300778</td>
<td></td>
<td><a href="mailto:gfgckunigal@gmail.com">gfgckunigal@gmail.com</a></td>
</tr>
<tr>
<td>Steering Committee Coordinator</td>
<td>Ramesh K.V.</td>
<td>O:08132 292656</td>
<td>9844545038</td>
<td></td>
<td><a href="mailto:gfgckunigal@gmail.com">gfgckunigal@gmail.com</a></td>
</tr>
</tbody>
</table>

3. Status of the Institution:

- Affiliated College [✓]
- Constituent College [☐]
- Government [✓]

4. Type of Institution

a. By Gender
   - For Men [☐]
   - For Women [☐]
   - Co-education [✓]

b. By Shift
   - Regular [✓]
   - Day [☐]
   - Evening [☐]

5. Is it a recognized minority institution?

   Yes [☐] No [✓]

   If yes, specify the minority status (Religious/linguistic/any other) and provide the documentary evidence.

6. Source of Funding:

   - Government [✓]
   - Grant-in-aid [☐]
   - Self-financing [☐]
   - Any other [☐]
7. **a) Date of establishment of the college:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Month</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>23</td>
<td>June</td>
<td>1982</td>
</tr>
</tbody>
</table>

b) University to which the college is affiliated or which governs the college (If it is an constituent college)

Tumkur University

NA

c) Details of UGC recognition:

<table>
<thead>
<tr>
<th>Under Section</th>
<th>Date, Month &amp; Year (dd-mm-yyyy)</th>
<th>Remarks (If any)</th>
</tr>
</thead>
<tbody>
<tr>
<td>i. 2(f)</td>
<td>20-01-2005</td>
<td>Nil</td>
</tr>
<tr>
<td>ii. 12(B)</td>
<td>20-01-2005</td>
<td>Nil</td>
</tr>
</tbody>
</table>

(Enclosed the Certificate of recognition u/s 2(f) and 12(B) of the UGC Act)

d) Details of recognition / approval by statutory/regulatory bodies other than UGC (AICTE, NCTE, MCI, DCI, PCI, RCI etc.,):

<table>
<thead>
<tr>
<th>Under Section/clause</th>
<th>Recognition/Approval details institution/ Department / programme</th>
<th>Day, Month and year</th>
<th>Validity</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>i</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>ii</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>iii</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>iv</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

8. **Does the affiliating University Act provide for autonomy for conferment of autonomy (as recognized by the UGC), on its affiliated Colleges?**

Yes [ ] No [✓]

If yes, has the college applied for availing the autonomous status?

Yes [✓] No [ ]

9. **Is the college recognized?**

a. By UGC as a College with Potential for excellence (CPE)?

Yes [ ] No [✓]

If yes, date of recognition: ………………………….(dd/mm/yyyy)

Yes [ ] No [ ]

b. for its performance by any other governmental agency?

Yes [ ] No [ ]

If yes, name of the agency ……………………………….. and Date of recognition: ………………………………….(dd/mm/yyyy)
10. **Location of the campus and area in sq.mts:**

<table>
<thead>
<tr>
<th>Location</th>
<th>Rural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus area in sq.mts.</td>
<td>11.50 Acre</td>
</tr>
<tr>
<td>Built up area in sq.mts.</td>
<td>2,243.12 sq.mts.</td>
</tr>
</tbody>
</table>

(*Urban, semi-urban, Rural, Tribal, Hilly Area, Any others specify )

11. **Facilities available on the campus** (Tick the available facility and provide numbers or other details at appropriate places) or in case the institute has an agreement with other agencies in using any of the listed facilities provide information on the facilities covered under the agreement.

- Auditorium/seminar complex with infrastructural facilities – Yes
- Sports facilities
  - play ground: Yes
  - swimming pool: No
  - gymnasium: Yes (Multi purpose stadium sent for approval)
- Hostel
  - Boys’ hostel: Yes
    - Number of hostels: 02
    - Number of inmates: 52
    - Facilities (mention available facilities): 01 TV, 21 Computers and library.
  - Girls’ hostel:
    - Number of hostels: 01
    - Number of inmates: 10
    - Facilities (mention available facilities)
      - Working women’s hostel: No
    - Number of inmates: 00
- Residential facilities for teaching and non-teaching staff (give numbers available – cadre wise) - Nil
- Cafeteria – 01 (Mobile Canteen facility )
- Health centre – Yes

(*Hostel facility is provided by Social Welfare Department, Govt. of Karnataka)

- Health care facility is provided with the help of Taluk Govt. General Hospital
  - First aid, Inpatient, Outpatient, Emergency care facility, Ambulance - Yes

(First aid kit facility is provided by the institution. The institution use 108 Ambulance facility provided by the Taluk Govt. General Hospital as and when needed. The patients are referred to the Govt. Hospital, Nursing Homes and Clinics.)

Health centre staff –

<table>
<thead>
<tr>
<th>Qualified doctor</th>
<th>Full time</th>
<th>Part-time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qualified Nurse</td>
<td>Full time</td>
<td>Part-time</td>
</tr>
</tbody>
</table>

- Facilities like banking, post office, book shops - Yes

The institution facilitate the students to open their Bank accounts in several nationalized Banks. Post office is in the heart of the town and the institution sees that the letters reach the students immediately if it comes in the college address. Separate Letter Box kept for the students in the college premises. Book shops are easily accessible by the students.

- Transport facilities to cater to the needs of students and staff – Yes
(The institution approach and make arrangements with KSRTC to provide Bus Passes to the students. KSRTC Bus Stand is near to the institution)

- Animal house - No
- Biological waste disposal – No
- Generator or other facility for management/regulation of electricity and Voltage - Yes
- Solid waste management facility - No
- Waste water management - No
- Water harvesting – Yes

12. Details of programmes offered by the institution:(Give data for current academic year) Year 2014-15

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Programme Level</th>
<th>Name of the Programme / Course</th>
<th>Duration</th>
<th>Entry Qualification</th>
<th>Medium of instruction</th>
<th>Sanctioned Student Strength</th>
<th>Number of students admitted (including all the 3 years)</th>
</tr>
</thead>
<tbody>
<tr>
<td>i)</td>
<td>Under-graduate</td>
<td>B.A</td>
<td>3 Years/6 sems</td>
<td>II P.U.C</td>
<td>English</td>
<td>400</td>
<td>711</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B.Sc.</td>
<td>3 Years/6 sems</td>
<td>II P.U.C</td>
<td>English</td>
<td>100</td>
<td>108</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B.Com.</td>
<td>3 Years/6 Sems</td>
<td>II P.U.C</td>
<td>English</td>
<td>300</td>
<td>984</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B.B.M.</td>
<td>3 Years/6 Sems</td>
<td>II P.U.C</td>
<td>English</td>
<td>100</td>
<td>59</td>
</tr>
<tr>
<td>ii)</td>
<td>Post-Graduate</td>
<td>M.Com</td>
<td>2 Years/4 Sems</td>
<td>-</td>
<td>-</td>
<td>40 / 56per batch</td>
<td>90</td>
</tr>
<tr>
<td></td>
<td></td>
<td>M.A. (Sociology)</td>
<td>2 Years/4 Sems</td>
<td>-</td>
<td>-</td>
<td>40per batch</td>
<td>90</td>
</tr>
<tr>
<td>iii)</td>
<td>M. Phil</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>iv)</td>
<td>Ph. D.</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>v)</td>
<td>Certificate course</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>vi)</td>
<td>UG Diploma</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>vii)</td>
<td>PG Diploma</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>viii)</td>
<td>Any other (specify) Add-on courses</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1,952</td>
</tr>
</tbody>
</table>

13. Does the college offer self-financed Programmes?
   Yes [ ]   No [✓]  

If yes, how many?
14. New programmes introduced in the college during the last five years if any?
Yes [ ] No [ ] Number [03]

( BBM, MA, M.Com.)

15. List the departments: (respond if applicable only and do not list facilities like
Library, Physical Education as departments, unless they are also offering academic
degree awarding programmes. Similarly, do not list the departments offering common
compulsory subjects for all the programmes like English, regional languages etc.,)

<table>
<thead>
<tr>
<th>Particulars</th>
<th>Departments</th>
<th>UG</th>
<th>PG</th>
<th>Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science</td>
<td>Physics</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chemistry</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mathematics</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arts</td>
<td>History</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Economics</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Political Science</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sociology</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Kannada</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Optional</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Commerce</td>
<td>Commerce</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Management</td>
<td>Management</td>
<td>✓</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Any other not</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>covered above</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

16. Number of Programmes offered under (Programme means a degree course like BA, B.Sc, MA, M.Com…)

   a. annual system [ ]
   b. semester system [✓]
   c. trimester system [ ]

17. Number of Programmes with

   a. Choice Based Credit System [ ]
   b. Inter/Multidisciplinary Approach [ ]
   c. Any other (specify and provide details) (CGPA) [ ]
18. Does the college offer UG and/or PG programmes in Teacher Education?

Yes ☑️ No

If yes,

a. Year of introduction of the programme(s)………………….(dd/mm/yyyy) and number of batches the completed that completed the programme

b. NCTE recognition details (if applicable)
   Notification No.:……………………………………………………
   Date :…………………………………………………………( dd/mm/yyyy)
   Validity:…………………………………………………

c. Is the institution opting for assessment and accreditation of Physical Education Programme separately?

   Yes ☑️ No

19. Does the college offer UG or PG programme in Physical Education?

Yes ☑️ No

If yes,

a. Year of introduction of the programme(s)………………….(dd/mm/yyyy) and number of batches the completed that completed the programme

b. NCTE recognition details (if applicable)
   Notification No.:……………………………………………………
   Date :…………………………………………………………( dd/mm/yyyy)
   Validity:…………………………………………………

c. Is the institution opting for assessment and accreditation of Physical Education Programme separately?

20. Number of teaching and non-teaching positions in the Institution

<table>
<thead>
<tr>
<th>Positions</th>
<th>Teaching faculty</th>
<th>Non-Teaching Staff</th>
<th>Technical Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Professor</td>
<td>Associate Professor</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>Sanctioned by the UGC/University/State Government Recruited</td>
<td>00</td>
<td>00</td>
<td>04</td>
</tr>
<tr>
<td>Yet to recruit</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sanctioned by the Management/society or other authorized bodies Recruited</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yet to recruit</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*M- Male  *F- Female
21. Qualifications of the teaching staff:

<table>
<thead>
<tr>
<th>Highest Qualification</th>
<th>Professor</th>
<th>Associate Professor</th>
<th>Assistant Professor</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Permanent Teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NET/ SLET</td>
<td>00</td>
<td>00</td>
<td>00</td>
<td>00</td>
</tr>
<tr>
<td>D.Sc./D.Litt</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Ph.D.</td>
<td>00</td>
<td>00</td>
<td>02</td>
<td>02</td>
</tr>
<tr>
<td>M.Phil.</td>
<td>00</td>
<td>00</td>
<td>08</td>
<td>04</td>
</tr>
<tr>
<td>P.G.</td>
<td>00</td>
<td>00</td>
<td>05</td>
<td>01</td>
</tr>
<tr>
<td>Temporary Teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ph.D.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M.Phil.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>P.G.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Guest Lecturers/ Part time Teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NET/ SLET</td>
<td>00</td>
<td>00</td>
<td>00</td>
<td>00</td>
</tr>
<tr>
<td>Ph.D.</td>
<td>00</td>
<td>00</td>
<td>00</td>
<td>00</td>
</tr>
<tr>
<td>M.Phil.</td>
<td>00</td>
<td>00</td>
<td>00</td>
<td>00</td>
</tr>
<tr>
<td>P.G.</td>
<td>00</td>
<td>00</td>
<td>00</td>
<td>00</td>
</tr>
</tbody>
</table>

22. Number of Visiting Faculty /Guest Faculty engaged with the College.

23. Furnish the number of the students admitted to the college during the last four academic years.

<table>
<thead>
<tr>
<th>Categories</th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
<th>2013-14</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>SC</td>
<td>78</td>
<td>74</td>
<td>90</td>
<td>90</td>
</tr>
<tr>
<td>ST</td>
<td>05</td>
<td>03</td>
<td>07</td>
<td>05</td>
</tr>
<tr>
<td>OBC</td>
<td>400</td>
<td>594</td>
<td>499</td>
<td>717</td>
</tr>
<tr>
<td>General</td>
<td>15</td>
<td>12</td>
<td>08</td>
<td>08</td>
</tr>
<tr>
<td>Others</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Total</td>
<td>498</td>
<td>683</td>
<td>604</td>
<td>820</td>
</tr>
<tr>
<td>Grand Total</td>
<td>1,181</td>
<td>1,463</td>
<td>1,822</td>
<td>1,935</td>
</tr>
</tbody>
</table>
24. Details on students enrollment in the college during the current academic year:

<table>
<thead>
<tr>
<th>Type of students</th>
<th>UG</th>
<th>PG</th>
<th>M.Phil</th>
<th>Ph.D.</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students from the same state where the college is located.</td>
<td>1,862</td>
<td>90</td>
<td>00</td>
<td>00</td>
<td>1,952</td>
</tr>
<tr>
<td>Students from other states of India</td>
<td>00</td>
<td>00</td>
<td>00</td>
<td>00</td>
<td>00</td>
</tr>
<tr>
<td>NRI students</td>
<td>00</td>
<td>00</td>
<td>00</td>
<td>00</td>
<td>00</td>
</tr>
<tr>
<td>Foreign students</td>
<td>00</td>
<td>00</td>
<td>00</td>
<td>00</td>
<td>00</td>
</tr>
<tr>
<td>Total</td>
<td>1,862</td>
<td>90</td>
<td>00</td>
<td>00</td>
<td>1,952</td>
</tr>
</tbody>
</table>

25. Dropout rate in UG and PG (average of the last two batches)

UG  

PG  

26. Unit Cost of Education

(Unit cost = total annual recurring expenditure (actual) divided by total number of students enrolled)

(a) Including the salary component  

(b) Excluding the salary components  

Rs.24,710-00

Rs.6,853-00

27. Does the college offer any programme/s in distance education mode (DEP)?

Yes [✓]  No

If yes,

a) is it a registered centre for offering distance education programmes of another University

Yes  No

b) Name of the University which has granted such registration.


c) number of programmes offered


d) Programmes carry the recognition of the Distance Education Council.

Yes  No
28. Provide Teacher-student ratio for each of the programme/course offered
BA - 1: 24.52
BBM / Bcom / M.Com. - 1:33
Bsc - 1:24

29. Is the college applying for Accréditation :

<table>
<thead>
<tr>
<th>Cycle 1</th>
<th>Cycle 2</th>
<th>✓</th>
<th>Cycle 3</th>
<th>Cycle 4</th>
</tr>
</thead>
</table>

Re-Assessment: ✓

(Cycle 1 refers to first accreditation and Cycle 2, Cycle 3 and Cycle 4 refers to reaccreditation)

30. Date of accreditation* (applicable for Cycle 2, Cycle 3, Cycle 4 and re-assessment only)
Cycle 1: 03/05/2004 (dd/mm/yyyy) Accreditation Outcome/Result –“ B”
Cycle 2: ……………………… (dd/mm/yyyy) Accreditation Outcome/Result……..
Cycle 3: ……………………… (dd/mm/yyyy) Accreditation Outcome/Result……..
* Kindly enclose copy of accreditation certificate(s) and peer team report(s) as an annexure.

31. Number of working days during the last academic year.
240

32. Number of teaching days during the last academic year
(Teaching days means days on which lectures were engaged excluding the examination days)
180

33. Date of establishment of Internal Quality Assurance Cell (IQAC)

IQAC 04/05/2004 (dd/mm/yyyy)

34. Details regarding submission of Annual Quality Assurance Reports (AQAR) to NAAC.

AQAR (i) 2004-05 (06/04/2009)
AQAR (ii) 2005-06 (06/04/2009)
AQAR (iii) 2006-07 (06/04/2009)
AQAR (iv) 2007-08 (06/04/2009)
AQAR (v) 2008-09 (06/04/2009)
AQAR (vi) 2009-10 (03-08-2014)
AQAR (vii) 2010-11 (03-08-2014)
AQAR (viii) 2011-12 (03/08/2014)
AQAR (ix) 2012-13 (23/ 12/2013)
AQAR (x) 2013-14 (Yet to be sent by December, 2014)

35. Any other relevant data (not covered above) the college would like to include. (Do not include explanatory/descriptive information)
Criteria-Wise Inputs

CRITERION I: CURRICULAR ASPECTS

1.1 Curriculum Planning and Implementation

1.1.1 State the vision, mission and objectives of the institution, and describe how these are communicated to the students, teachers, staff and other stakeholders.

Vision:
“Right Education for Upright Life: Building an intellectually competent, socially responsive, culturally tolerant, morally upright, spiritually oriented and employable, smart human resource with excellence, humanity and research spirit”.

Mission:
- To inculcate qualities of competency, confidence, excellence, employability, smartness, humanity, research and rationale.
- To impart value based higher education to the rural poor without the menace of capitation.
- To have a transformational impact on stakeholders through comprehensive education.
- To facilitate adult learners with opportunities to hone their ethics and leadership potential.
- To sensitize learners towards inclusive social concerns, human rights, gender and environmental issues.

Objectives:
- Institution aims at learning, capturing experiences and thus enables one to explore new realms of wisdom.
- The institution has taken an initiative to setup an education centre that produces proficiency and entrepreneurial skills.
- Ensure best practices in governance and leadership to ascertain the Vision, Mission and Goals of the premier learning.
- Sustain and monitor good practices in teaching learning and evaluation for achieving academic excellence.
- Streamline the efforts and measures of the college towards academic excellence and quality enrichment.
- Valuation of idealism, creativity, innovation and regularity, re-examine the programmes and practices.
- Inclusive approach towards social justice, gender justice and cultural – regional heritage of the region.

The Vision Mission & Objectives of the institution were framed according to the College Development Committee (CDC), Internal Quality Assurance Cell (IQAC), Principal, and the NAAC Co-ordinator.
1.1.2 How does the institution develop and deploy action plans for effective implementation of the curriculum? Give details of the process and substantiate through specific example(s).

The institution upholds the great Indian tradition of value teaching which influences the present day’s activities of learning. This practice prepares students to imbibe scientific zeal and life skills to negotiate the challenges of the modern world. The institution is committed to establish linkage between scientific knowledge and societal development.

The curriculum is developed by the university for effective implementation by its affiliated colleges. The university forms and takes the help of statutory body i.e., BOS of different programmes in framing the curriculum. The university appoints senior teachers of the college as the members of the board and chairperson. The institution prepares annual teaching plans at the beginning of the academic year on the basis of university norms and guidelines. Through the annual plan, monthly, weekly and daily plan is worked out and strictly followed. This plan is effectively implemented during the month with day-to-day teaching.

The action plan of the curriculum is planned based on –

a. Academic Council meeting – IQAC and NAAC Coordinator discussions.

b. Staff meetings.

c. Inter-department meetings.

d. Collection of material.

e. Discussions.

f. Student centric practices.

Different programmes are having the aim to achieve the mission of the college.

Example:

(i) Department of English:

- The syllabus is distributed equally among the 1 permanent faculty and 4 guest faculty in the order of 16 hours per week for permanent faculty and 8 hours per week for the guest faculty.
- The Interactive Sessions have been organized with reference to the topics discussed in the textbook prescribed by the Tumkur University. For instance, on the topic “The Second Crucifixion”. A group discussion on “People response to Gandhiji’s death and their response to British rule” was conducted for B. A/B.Sc students.
- Class tests are conducted once in two weeks after completion of 2 or 3 chapters.
- Assignments are given for general topics as well as topics related to the prescribed syllabus Internal assessment tests are conducted.
- Special coaching classes for grammar are conducted in the afternoon hours after the regular classes are over. This is done to enhance the students’ understanding and application of English language.
- Remedial coaching classes are conducted for poor/below-average students.
- Previous years’ question papers are also discussed.
- A model question paper is prepared and distributed to the students. It is like a take-home test which they have to answer and bring in 2 days’ time. This helps the students have a proper feel of their final exam.
(ii) **Department of Commerce** is striving very hard to achieve the mission of the institution are:

- Appropriate syllabi with an ideal and feasible practical approach
- Exposing the students to short term practical trainings in the form of projects, Industrial visit,
- Arranging and managing different events eg. C-MAT training programme.
- Organising National level Seminar and Workshop
- Organizing special lectures by eminent personalities.
- Quiz, lecture, debate, essay, model making, poster competitions for students, cultural fest.
- Arranging inter disciplinary lectures.
- Organization of orientation program pertaining to recent techniques.
- Educational tours with historical perspective.
- Wall magazines from the students to show their creative ability.
- Traditional, native games with the motto of national spirit.
- Allowing students to inculcate managerial, soft, communication skills through conducting career development, personality development programme.

The young adult brains are probed to develop an insight into various aspects such as right to information act, and gender issues, women rights, ill effects of drug-abuse, awareness about HIV, HIV testing and counselling programme through co-curricular learning from experts.

1.1.3 What type of support (procedural and practical) do the teachers receive (from the University and/or institution) for effectively translating the curriculum and improving teaching practices?

After the curriculum is framed by the university, the affiliated colleges has to implement it effectively. As the curriculum is a novel one, the teaching fraternity of different programme will have some ambiguity, technical and practical issues in implementing it. The faculties of the institutions attend workshops, seminars, orientation course, refresher course, training programme etc., organized by the university for effectively translating the curriculum and improving teaching practices. The faculties have been using contemporary teaching aids ie., ICT for teaching.

1.1.4 Specify the initiatives taken up or contribution made by the institution for effective curriculum delivery and transaction on the Curriculum provided by the affiliating University or other Statutory agency.

The college is affiliated to Tumkur University. It invariably has to follow the curriculum developed or revised by the University. Using the proper channel provided by the University the institute and concerning departments take chance to suggest changes in the curriculum. The BOE & BOS of the University based on the improvements mentioned by the institutions take the necessary action.

The teachers convey and explain in detail the aims and objectives of the curriculum to the students at the commencement of each Semester. They discuss about the curriculum with the students and clear their doubts. They suggest subject-wise and unit-wise reference books to the students.
1.1.5 How does the institution network and interact with beneficiaries such as industry, research bodies and the university in effective operationalization of the curriculum?

The institution has undertaken measures for effective operationalization of the curriculum by developing network and interacting with beneficiaries of higher education such as Industry, research bodies, University and others. Through interaction the inputs will be obtained from those bodies for curricular enrichment. The institution will obtain feedback from these stakeholders and it will be analysed and used for effective operationalisation of the curriculum. The college organizes various programmes to which the eminent personalities from the above bodies are invited. Surveys, joint meets are also made to know the expectations of the above.

1.1.6 What are the contributions of the institution and/or its staff members to the development of the curriculum by the University? (number of staff members/departments represented on the Board of Studies, student feedback, teacher feedback, stakeholder feedback provided, specific suggestions etc.)

Some of our teaching faculties are the member in Board Of Studies. They periodically contribute their views in syllabus framing or re-engineering or re-structuring workshops and meetings organized by the university by collecting the latest information through the internet, feedback from the students and the academic peers.

Recently, most of the courses revised by the university. The participation and the contribution of our faculty members is appreciable. The suggestions and feedback of the students has been regularly taken up.

In addition to this, the institution has also constituted the College Development Council (CDC) headed by local MLA. The CDC comprises of academicians, industrialists, entrepreneurs, social activists and other known knowledgeable persons as members whose opinions about the course content will also be considered and sent to the statutory body for inclusion in the curricula.

1.1.7 Does the institution develop curriculum for any of the courses offered (other than those under the purview of the affiliating university) by it? If “yes”, give details on the process (“Needs Assessment”, design, development and planning) and the courses for which the curriculum has been developed.

No, the institution does not develop curriculum for any of the courses. The institution follow and offer the curriculum developed by the University.

1.1.8 How does institution analyses/ensure that the stated objectives of curriculum are achieved in the course of implementation?

The university frame the objectives of curriculum which is to be analysed by the faculty members in respective subjects and the students must be informed about the objectives throughout the duration of the course.

The evaluation of the fulfillment of curriculum objectives is made through various activities viz., test, tutorials, practical, seminars, group discussion, presentation, study tours, visit reports, projects, mock interview, etc.,
1.2 Academic Flexibility

1.2.1 Specifying the goals and objectives give details of the certificate/diploma/skill development courses etc., offered by the institution.

Considering the problems in learning the second language the Department of Collegiate Education, Government of Karnataka, sponsors language skill development courses like Angla and Remedial classes, 150 students of our institution are trained every year under this scheme. Similarly in support of the placement cell of the college the Department of Collegiate Education sponsors a programme named Sahayog and selects 100 students of the final year who are specially trained. Keeping the physical and mental health of the students in the view the department of collegiate education sponsors a programme named Manavathe, selects 100 students of the first year who are specially trained in Yoga and Dhyana. All the above mentioned programmes are in course mode and the students are certified by the concerning authorities. Naipunya Nidhi, Star programmes are offered to the students to improve their skills under the guidelines of DCE.

1.2.2 Does the institution offer programmes that facilitate twinning/dual degree? 
If ‘yes’, give details.

No, the institution does not offer any programme that facilitate twinning/dual Degree.

1.2.3 Give details on the various institutional provisions with reference to academic flexibility and how it has been helpful to students in terms of skills development, academic mobility, progression to higher studies and improved potential for employability

- Range of Core/Elective options offered by the University and those opted by the college
- Choice Based Credit System and range of subject options
- Courses offered in modular form
- Credit transfer and accumulation facility
- Lateral and vertical mobility within and across programmes and courses
- Enrichment courses.

The institution is affiliated to Tumkur University. The institution has no academic flexibility. It has to follow the norms of the University. The Tumkur University provided the flexibility for the UG Courses in Arts, Science, Commerce and Management. The institution is offering core options in the following way:

In UG Level:

i) **BA** - Optional Kannada, History, Economics, Political Science and Sociology.

BA Students can opt for combinations according to their choice.

ii) **B.Com** – Prescribed Subjects

iii) **BBM** – Prescribed Subjects

B.Com and BBM programmes are followed the University prescribed subjects. Students in final year (i.e., V and VI Semester) have to choose any elective options of his choice. The electives are HR, Marketing, IT, Finance and Accounting.

iv) **B.Sc. - Physics**, Chemistry and Mathematics are core subjects.

The B.Sc., programme is having special core subjects of Physics, Chemistry, Mathematics. B.Sc. Students have to opt only these 3 subjects as core subjects. Right now
no choice but only general prescribed option. The Computer Science is to be introduced in the coming year. Students got wider options in selecting any of the programme of their interest and ability. The UG level students in all programmes have to study the University prescribed Non-Core subjects as compulsory papers.

In PG Level:

1. **M.Com** - Prescribed Subjects
2. **M.A. (Sociology)** - Prescribed Subjects

The student those who passed B.Com or BBM programme is eligible to apply for M.Com. BA qualified student can apply for M.A. Based on Sociology marks, seat will be allotted. The allotment of seat is purely based on Central - Tumkur University Merit list and Counseling.

There is **vertical mobility** at the UG Level.

- PUC with Science qualified student can opt either B.Sc./ B.A./ B.Com./ BBM programme.
- PUC with Arts qualified student can opt either B.A./ B.Com./ BBM programme.
- PUC with Commerce qualified student can opt either B.Com./ BBM / B.A. programme.
- JOC qualified student can opt B.A.
- JOC with Commercial Practice or Banking qualified student can opt B.Com./ BBM programme.
- Student those who passed Diploma with Secretarial Practice can join directly II B.Com. directly.

To improve potential for employability and enrichment of students, the institution often arrange workshop / Special Lecture on Personality Development Programme, Communication Skill Development Programme and Career Development Programme. Spoken English Classes are also conducted. Efforts are made through Govt. of Karnataka i.e., Dept. of Collegiate Education sponsored programs like Sahayog, Manavate and Angla.

1.2.4 Does the institution offer self-financed programmes? If “yes”, list them and indicate how they differ from other programmes, with reference to admission, curriculum, fee structure, teacher qualification, salary etc.

No, The institution does not have self-financed programs.

1.2.5 Does the college provide additional skill oriented programmes, relevant to regional and global employment markets? If “yes” provide details of such programme and the beneficiaries.

Under the current curriculum of Tumkur University, the B.Com and BBM students has to submit the Skill Development Activity Report to get Internal Assessment Marks.

Moreover, Department of Collegiate Education sponsors language skill development course (Angla) for the year 2012-13, 150 students of our institution were trained under this scheme. Similarly in support of the placement cell of the college the collegiate department of education sponsored a programme named Sahayog for the year 2012-13. Selected 100
students of the final year were specially trained. All the above mentioned programmes were in course mode and the students were certified by the concerning authorities.

All the I year UG students has Computer Fundamentals as Non – Core Compulsary Subject.

1.2.6 Does the University provide for the flexibility of combining the conventional face-to-face and Distance Mode of Education for students to choose the courses/combination of their choice? If “yes”, how does the institution take advantage of such provision for the benefit of students?

No, the University does not provide the flexibility of combining the conventional face-to-face and Distance Mode of Education for students.

1.3 Curriculum Enrichment

1.3.1 Describe the efforts made by the institution to supplement the University’s Curriculum to ensure that the academic programmes and Institution’s goals and objectives are integrated?

The institute constantly make efforts to supplement the university’s curriculum. Following are the steps:

- Plantation of trees.
- Excellent laboratory facilities
- Self-assessment and review activities
- Feedback system

1.3.2 What are the efforts made by the institution to modify, enrich and organize the curriculum to explicitly reflect the experiences of the students and cater to needs of the dynamic employment market?

In 2008, the Tumkur University had introduced Semester System at UG level. Hence new and vibrant subjects with dynamic curriculum have been prescribed for all courses on the basis of market requirement. Periodically, the curriculum content has been revised to update the required skills among the students. The institution with the permission of affiliating University introduces new course combinations to meet the demands of the modern times.

The institution nurtures the linkage between the stakeholders, which has resulted in the free flow of views. A commitment is generated in the staff to practice the best practices. There is constant encouragement for the staff to envisage new models of best practices which enhances the quality.

Designing the semester syllabi with more emphasis on practical components which include project works have paved way for better job opportunities. Introduction of compulsory papers like fundamentals of computers and environmental study is a vital change designed to meet the changing national and global scenario.

- The department of Collegiate Education of Karnataka has conducted the Sahayog programme on relating to the job for final year students. This programme is conducted by critical edge company, Bangalore. Sahayog programme including so many activities such as computer Basic skills, Talley, Hardware and job skills.

The convergence of experiences and present outlook strengthens the best practices in the campus. Every year the institution under goes a process of self-assessment and takes steps to
maintain quality in education. This exercise enabled quality and ensured sustained improvement in students’ overall performance.

Teachers are deputed to participate in Seminars, Workshops, Faculty Development Programmes, Conferences, Orientation Programmes, Refresher Courses to enhance the new knowledge and skills and develop the same among the students. Special Lectures, Workshops, Personality Development Programmes, English Speaking, Creativity, Group Discussions, Industrial Tours, Project Works, Skill Development Activities are conducted regularly which add up to the curriculum to explicitly reflect the experiences of students and meet the needs of present employment market. The Entrepreneurship Awareness Programme was conducted in the institution with the help of Department of Industry and Commerce and District Industrial Centre, Tumkur. The students participated in it and learn how to start an industry or enterprise, the various schemes offered by the State and Central Government and industrial and commercial banks.

SKDRDP – SHG Federation Meetings are regularly held in the institution which motivate the students to organize for social cause, empowering the women, promote entrepreneurship, saving mentality.

The students can visit library and go through the employment related news magazines and refer related books to improve the skills to face the competitive examinations.

The institution send students to participate in ‘Job Melas’ held at different institutions and Mock Interviews in industries. In addition to this the faculty inform about the job opportunities and required skills to face these competitive exams while teaching in the classes. Commerce and Management students are having a specific subject i.e., Entrepreneurship Development Programme in the curriculum under which they learn entrepreneurship skills.

1.3.3 Enumerate the efforts made by the institution to integrate the cross cutting issues such as Gender, Climate Change, Environmental Education, Human Rights, ICT etc., into the curriculum?

The institution has co-education system having girl student’s strength of 59% and established a private cell for girls i., Women Cell. As per the guidelines of UGC and Department of Collegiate Education Anti-Ragging cell, Anti Women and Sexual Harassment Cell, Legal Aid Cell were established where the efforts were made to solve their problems. EDUSAT and ICT teaching device were established in the institution. Students and staff are encouraged to make use of these facilities in teaching and learning. Audio – visual tools are being used in the process of education. As the modern education has taken the Environmental issues seriously, the Environmental study is one of the compulsory subjects for the first year students of the institution. NSS units organized environment education, health related, Blood Donation, and Human rights, Anti Blind Belief programmes. Legal Aid Programme has been arranged in the institution by Youth Red Cross in association with Kunigal BAR Association. World Women’s Day was celebrated by YRC in the institution. Health awareness, HIV awareness and Counseling and Blood Donation programme were arranged by YRC in association with Govt. Hospital, Kunigal and Daya Bhavan, Kunigal respectively. Experts were invited to the college frequently to address these issues to students and staff. The above mentioned points were the efforts made by the institution to integrate the asked issues into the curriculum.
1.3.4 What are the various value-added courses/enrichment programmes offered to ensure holistic development of students?

The institution always ensures holistic development of students by offering enrichment programmes. The institution has taken measures internally for curricular enrichment and introducing changes. Internally the curriculum is based on value orientation, self development, community development, national development and employment. The institution has been adopted the value frame work designed by the NAAC for inculcating the values among the students of Higher Education. The institution desires that the curricula must be based on moral, ethical and spiritual values, employable and life skills, better career paths and community orientation.

Value added Courses:
- Computer Education
- Environmental Studies
- Indian Constitution
- Comprehensive Skill Development Programmes (CSDP)

Others:
- **moral and ethical values:**
The vision and mission of our college is broadly designed based on moral upright, social, spiritual and ethical values of our students are compelled to implement them. The institution established Gandhi Study Centre with the help of ‘Gandhi Prathishthana’ Bangalore. The students can study the Books and learn Gandhian Phylosophy, leadership qualities, moral values, national integrity. Kunigal Kannada Sahitya Parishath in association with the institution conducted Essay Wriring Competition to the students on “Mahatma Gandhi’s vision on India - then, now and future”. The institution regularly organized Spiritual and Personality development programmes on the basis of Swamy Vivekananda’s philosophy.

- **employable and life skills**
Students were trained in computer language, Digital English language lab, Commerce Lab, Indian Constitution and nature related activities.

- **better career options:**
Placement cell of the college regularly take students to the campus Interviews.

- **community orientation**
Hosahejje programmes sponsored by Department of Collegiate Education like Angla, anavathe, Vikasana and sahayog, Star, Naipunya Nidhi, the greater community of human society is served.

The remedial Coaching Class for SC/ST/OBC/Minority, for slow learners in their subjects such as English, Financial Accounting, etc., Orientation / Bridge Course Programme on Financial Accounting, Workshop on Quantitative Analysis help them to bring them at the normal level.

- **Women Orientation**
The institution permitted to conduct SKDRDP - SHG Federation meeting in our premises where some of the students are also the members of this SHGs. Thus it promotes Poverty elimination, Savings mentality, entrepreneurship, women empowerment, inclusive growth, environmental up-keep, anti- drug abuse and societal improvement programmes. The teachers and students can learn these and involve themselves in these programme.
Farmers' orientation

Dept. of Commerce and Management organized Farmers’ Meet (Krishikarodane Samvada) programme and the lack in Arracanut yield due to pollination problems and new and cheapest Bio-Spray solution as a remedy without using chemicals were discussed. The resource person was a Researcher named Kum. Sindhoora Shankar aged about 16 years. She was the Gold medal awardee for her Project titled 'A novel product to increase crop production by enriching pollination' in ‘INTERNATIONAL ENVIRONMENT AND SUSTAINABILITY PROJECT OLYMPAID – 2013’ which was held at MIDDLEBURG, THE NETHERLANDS, EUROPE on June 2-7, 2013.

Leadership Quality orientation:

The institution regularly organized several events where the students were involved themselves and learn managerial skills, leadership skills, event management skills, vocabulary or communication skills.

1.3.5 Citing a few examples enumerate on the extent of use of the feedback from stakeholders in enriching the curriculum.

The institution has various channels like teaching learning feedbacks on curriculum from the stakeholders. There is a mechanism to obtain feedback from them on all activities including curriculum. The students express their opinion on curriculum through response sheets. Oral responses are also considered. Special formats are used for alumni and parents to register their views during alumni. The institution collects feedback from employers through email. In addition feedback from community is obtained from print and visual media opinion polls.

The opinions, ideas and suggestions given by the stakeholders are incorporated into curriculum designed by University. Thus the feedback so collected on curriculum will be analysed systematically and the outcome used to a larger extent for its enrichment.

Example: Teacher empowerment training programme and activities leads to student enrichment which are complementary to curricular activities are conducted on a regular basis. The feedback reveals that along with theoretical knowledge the teachers should impart practical knowledge, skills, values, abilities to the students and instill confidence to face the problems boldly posed by the present complex competitive world. In spite of class room teaching both the teachers and students can be exposed to external aspects.


1.3.6 How does the institution monitor and evaluate the quality of its enrichment programmes?

The feedback from students through tutorials, tests, Group Discussions Presentation, Mock Interview, Book Review, Visit Report, Environmental Studies Field work, Report writing are used for evaluation and monitoring the quality of enrichment programmes. The Principal, HODs teachers, administrative staff and IQAC monitor and evaluate these and give suggestions to improve the quality of programmes.
1.4 Feedback System:

1.4.1 What are the contributions of the institution in the design and development of the curriculum prepared by the University?

University has a separate Board Of Studies for all Departments. The BOS design and develop the curriculum. Some of the senior teachers in the institution are the members of the BOS. Members of BOS attend the meeting and give constructive suggestions in designing curricula. Workshops are organized by the University in this regard. Teachers of respective Departments and Members of BOS are participate and interact and obtain suggestions from the teachers also. Later they design the curriculum by considering those suggestions and passed on to the university to upgrade the topics and subjects to be introduced by the university.

The teachers and members of BOS in the institutions collect the information from the following ways from the stakeholders before suggesting the curriculum:
- Questionnaires and oral feedback of the students
- Suggestions of the Alumni
- Parents suggestions
- Employers/ Industries suggestions
- Academic peers eventually meetings
- Suggestions of the community at a large
- Faculty attended restructuring workshops on the curriculum
- Through the academic council members, Board Of Study members, faculty members.

1.4.2 Is there a formal mechanism to obtain feedback from students and stakeholders on Curriculum? If “yes”, how is it communicated to the University and made use internally for curriculum enrichment and introducing changes/new programmes?

Yes. The institution collects the feedback from the stakeholders. Academicians, Experts and knowledgeable persons meetings are organised at proper time to discuss about the feedback in detail. After learning the experts opinion on feedback in detail, along with the stakeholders feedback, the teachers and members of BOS place these in seminars and workshop for lengthy discussion. The suggestions given in the meeting and the proceedings of seminars and workshops will be forwarded to the statutory bodies at the university level for appropriate inclusion through the members of board.

1.4.3 How many new programmes/courses were introduced by the institution during the last four years? What was the rationale for introducing new courses/programmes?

The Management course that is B.B.M. programme was introduced in UG Level. M.A. (Sociology) and M.Com. programmes were offered under PG Level to meet the requirements of the students of this area.

During these years a structural change in curriculum was effected by introducing Indian Constitution, Environmental Studies and computer fundamental paper for all the UG courses. In addition, need based changes are incorporated in the syllabi of some of the subjects.
2.1 Student Enrolment and Profile

2.1.1 How does the college ensure publicity and transparency in the admission process?
The institution has a history of over 3 decades. With a large number of course combinations
to choose from, it has an exemplary reputation for education in Karnataka. Besides, the
college has low fee structure and houses a good library, playground and learning resources.
The institution gives wide publicity for admissions in the form of:
   Notification in local and regional newspapers
   Institutional website i.e., www.gfckunigal.com
   Prospectus
   Display boards and banners.
   Display on College notice boards
Being the Government college, the institution is strictly adheres to the existing State
admission policies. The available subjects and combinations are clearly informed to the
admission aspirants well in advance through display boards and college prospectus. During
the process of admission, applications are received, sorted out and student merit lists are
prepared according to the reservation policy of the Government and the same are brought to
the notice of the admission aspirants by announcing it on the college notice board. The whole
admission process is carried out by the College Admission Committee consisting of teaching
faculty and administrative staff. The college Admission Committee ensures transparency in
the admission process.

2.1.2 Explain in detail the criteria adopted and process of admission (Ex. (i) merit,
(ii) common admission test conducted by state agencies and national agencies,
(iii) combination of merit and entrance test or merit, entrance test and interview, (iv)
any other) to various programmes of the Institution.
The college is affiliated to the Tumkur University and Department of collegiate education of
Karnataka. So the seats will be allotted according to the guidelines of the above mentioned
authorities. There is no question of conducting tests through state or national agencies. The
admission criteria are merit and the reservation policy of the Government. The mode of the
admission process is through interview and the admission depends on student’s interest or
choice and previous educational performance. The institution has to provide admission to all
the aspirants as per instructions of the Government.

2.1.3 Give the minimum and maximum percentage of marks for admission at entry level
for each of the programmes offered by the college and provide a comparison with other
colleges of the affiliating university within the city/district.
For admission at the entry level
a) General
b) Professional
c) Vocational
The College being the Government institution affiliated to University of Tumkur
strictly follows the norms framed by the mentioned authority. Applications for admissions to
undergraduate courses are called for and after the scrutiny of applications, names of the
student are short-listed and selection lists are announced. Admission committee members
conduct counseling and facilitate admission. The cut off percentage set for admissions at the
entry level is 35%. The existing government policy of merit cum roaster for admissions is
followed. All the colleges being affiliated to the same university there are no differences between the institutions in the admission process.

2.1.4 Is there a mechanism in the institution to review the admission process and student profiles annually? If “yes” what is the outcome of such an effort and how has it contributed to the improvement of the process?

Yes. The college headed by Principal constitutes the body of a review committee where all the department heads will be the members and the process of admission will go according to the University norms and government Policies. Students are selected based on the merit cum roaster.

2.1.5 Reflecting on the strategies adopted to increase/improve access for following categories of students, enumerate on how the admission policy of the institution and its student profiles demonstrate/reflect the National commitment to diversity and inclusion

- SC/ST
- OBC
- Women
- Differently abled
- Economically weaker sections
- Minority community
- Any other

The institution upholds the spirit of constitution of India. The genuine concern for equity can be seen in the college practices.

a) Students from disadvantaged community: Students from SC/ST, Minority and other backward classes are allotted seats as per roaster system of the state policy. Fees exemption and endowment benefits are also extended to these students. The college facilitates these students with special book bank provided by different agencies.

b) Women: The Government encourages women students to study higher education. The institution also give special interest in admitting and awakening them about special fee exemption, scholarships, library facility etc., provided by the Government and other agencies and motivate them to join and continue their higher education.

c) Differently-abled: Differently abled students will be provided reservations as per the state rules. The physically challenged students will be assisted with scholarships and fee concessions.

d) Economically-weaker sections: Apart from reservation of seats, students from economically weaker sections are encouraged and supported in the form of fee concessions and scholarships.

e) Physically disabled students: Ramp facility is provided by the institution. Special care is taken to such students by all the teachers in all possible ways and the library books are reached to their place by the library staff.
2.1.6 Provide the following details for various programmes offered by the institution during the last four years and comment on the trends, i.e. reasons for increase / decrease and actions initiated for improvement.

Table showing the Growth rate of Students Admissions to different Programmes under UG level in GFGC, Kunigal for the last four years:

<table>
<thead>
<tr>
<th>Programmes</th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
<th>2013-14</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.A.</td>
<td>254</td>
<td>312</td>
<td>325</td>
<td>280</td>
</tr>
<tr>
<td>B.Sc.</td>
<td>33</td>
<td>22</td>
<td>30</td>
<td>52</td>
</tr>
<tr>
<td>B.Com.</td>
<td>246</td>
<td>276</td>
<td>359</td>
<td>365</td>
</tr>
<tr>
<td>B.B.M.</td>
<td>30</td>
<td>24</td>
<td>23</td>
<td>23</td>
</tr>
</tbody>
</table>

Graph showing the Growth rate of Students Admissions to different Programmes under UG level in GFGC, Kunigal for the last four years:

Table showing the Growth rate of Students Admissions to different Programmes under PG level in GFGC, Kunigal for the last four years:

<table>
<thead>
<tr>
<th>Programmes</th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
<th>2013-14</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA</td>
<td>-</td>
<td>14</td>
<td>09</td>
<td>00</td>
</tr>
<tr>
<td>M.Com.</td>
<td>-</td>
<td>25</td>
<td>33</td>
<td>39</td>
</tr>
</tbody>
</table>
Graph showing the Growth rate of Students Admissions to different Programmes under PG level in GFGC, Kunigal for the last four years:

Table showing the Demand Ratio for different programmes of GFGC, Kunigal for 2010-11:

<table>
<thead>
<tr>
<th>Programmes UG</th>
<th>Number of applications</th>
<th>Number of students admitted</th>
<th>Demand Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.A.</td>
<td>272</td>
<td>254</td>
<td>1 : 1.07</td>
</tr>
<tr>
<td>B.Sc.</td>
<td>36</td>
<td>33</td>
<td>1 : 1.09</td>
</tr>
<tr>
<td>B.Com.</td>
<td>258</td>
<td>246</td>
<td>1 : 1.05</td>
</tr>
<tr>
<td>B.B.M.</td>
<td>34</td>
<td>30</td>
<td>1 : 1.13</td>
</tr>
</tbody>
</table>
**Table showing the Demand Ratio for different programmes of GFGC, Kunigal for the Academic Year 2011-12:**

<table>
<thead>
<tr>
<th>Programmes</th>
<th>Number of applications</th>
<th>Number of students admitted</th>
<th>Demand Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>UG</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B.A.</td>
<td>325</td>
<td>312</td>
<td>1 : 1.04</td>
</tr>
<tr>
<td>B.Sc.</td>
<td>32</td>
<td>22</td>
<td>1 : 1.45</td>
</tr>
<tr>
<td>B.Com.</td>
<td>289</td>
<td>276</td>
<td>1 : 1.05</td>
</tr>
<tr>
<td>B.B.M.</td>
<td>29</td>
<td>24</td>
<td>1 : 1.21</td>
</tr>
<tr>
<td>P.G.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M.A. °</td>
<td></td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>M.Com °</td>
<td></td>
<td>25</td>
<td></td>
</tr>
</tbody>
</table>

**Table showing the Demand Ratio for different programmes of GFGC, Kunigal for the Academic Year 2012-13:**

<table>
<thead>
<tr>
<th>Programmes</th>
<th>Number of applications</th>
<th>Number of students admitted</th>
<th>Demand Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>UG</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B.A.</td>
<td>346</td>
<td>325</td>
<td>1 : 1.06</td>
</tr>
<tr>
<td>B.Sc.</td>
<td>35</td>
<td>30</td>
<td>1 : 1.16</td>
</tr>
<tr>
<td>B.Com.</td>
<td>372</td>
<td>359</td>
<td>1 : 1.03</td>
</tr>
<tr>
<td>B.B.M.</td>
<td>27</td>
<td>23</td>
<td>1 : 1.17</td>
</tr>
<tr>
<td>P.G.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M.A. °</td>
<td></td>
<td>09</td>
<td></td>
</tr>
<tr>
<td>M.Com °</td>
<td></td>
<td>33</td>
<td></td>
</tr>
</tbody>
</table>

**Table showing the Demand Ratio for different programmes of GFGC, Kunigal for the Academic Year 2013-14:**

<table>
<thead>
<tr>
<th>Programmes</th>
<th>Number of applications</th>
<th>Number of students admitted</th>
<th>Demand Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>UG</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B.A.</td>
<td>292</td>
<td>280</td>
<td>1 : 1.04</td>
</tr>
<tr>
<td>B.Sc.</td>
<td>67</td>
<td>52</td>
<td>1 : 1.28</td>
</tr>
<tr>
<td>B.Com.</td>
<td>374</td>
<td>365</td>
<td>1 : 1.02</td>
</tr>
<tr>
<td>B.B.M.</td>
<td>26</td>
<td>23</td>
<td>1 : 1.13</td>
</tr>
<tr>
<td>P.G.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M.A. °</td>
<td></td>
<td>00</td>
<td></td>
</tr>
<tr>
<td>M.Com °</td>
<td></td>
<td>39</td>
<td></td>
</tr>
</tbody>
</table>

*PG (MA / M.Com) admission is subject to the centralized counseling of Tumkur University.*
There has been an increase in student strength in all the programmes. Honorable State and Central Government’s initiativeness and lot of support leads to enhance the students’ strength in higher education. Increase in number of feeding colleges and avenues for higher / furtherance of education and opportunities leads to enhancement in B.A. and B.Sc. student strength. There is ample scope for Commerce Students in Towns, in Business related professions and manufacturing, corporate, financial and service sector etc.. So there is a great demand for courses like B.Com and BBM. Similarly there is an increase in demand for B.Sc course.

There is centralised counseling to all PG students in Tumkur University where the PG aspirants selects and join the institution on their will and wish. There is great demand for M.Com. in the institution. There is decrease in demand for M.A in Sociology due to increase in intake capacity of Tumkur University College. The applications received from the aspirants are more than the sanctioned intake in all UG programmes. As per the Government policy, the institution has to provide admission to all the eligible aspirants. The intake has been increased frequently with the approval of the university.

2.2 Catering to Diverse Needs of Students

2.2.1 How does the institution cater to the needs of differently-abled students and ensure adherence to government policies in this regard?

The institution is sensitive towards the needs of the differently-abled students. All the teachers, administrative staff and students maintain a friendly and helpful approach with them. There is a special arrangements to such students like ramps, delivery of library books at their spot, computer book readers and their needs fulfilled. The number of such students are very less. The institution is strictly following the Government policy in meeting the needs of these students.

2.2.2 Does the institution assess the students’ needs in terms of knowledge and skills before the commencement of the programme? If “yes”, give details on the process.

During admission, the admission committee and the principal are assessing the students’ needs in terms of knowledge and skills through short interview, discussion and by verifying the marks cards and testimonials. The students have wide choice in selecting the programmes of their interest. There is also scope for student to change the programme in accordance with the rules of the university if he or she does not satisfy with the chosen programme in the beginning. The guidelines of the University and Government are followed in admission process.

2.2.3 What are the strategies drawn and adopted by the institution to bridge the knowledge gap of the enrolled students (Bridge/Remedial/Add-on/Enrichment Courses, etc.) to enable them to cope with the programme of their choice?

Under the UGC sponsored programme, the institution arranged remedial classes to the weaker students of all the programmes, especially for English and other practical subjects like Financial Accounting, Quantitative Analysis, Costing and Management Accounting, Corporate Accounting, Income Tax, Physics, Chemistry, Mathematics etc., and also for History, Economics, Sociology, Political Science, etc.,

As the wide and free choice is available, the student with different background select and get admitted into B.Com and BBM. So the bridge course or orientation programme arranged to the newly admitted first year B.Com and BBM students to give a basic knowledge of and rejuvenate the knowledge in Accountancy and Business Studies.
The enrichment programmes like workshops, special lectures seminars and skill development programmes have been arranged in the institution.

In addition to this, Collegiate Department programmes like Sahayog, Manavathe, Hosaje, Angla, Naipunya Nidhi, STAR to bridge the knowledge, are already taking place. These programmes are enabling the students to cope with the programme of their choice.

2.2.4 How does the college sensitize its staff and students on issues such as gender, inclusion, environment etc.?

The college has opened the women cell, sexual and women harassment redressal cell, anti-ragging cell and student complaint cell, to take care of and address the gender issues. The Shree Kshetra Dharmasthala Rural Development Porgramme (SKRDP) federation meeting often organized in the college also addresses the gender issues and becomes a means to overcome problems through women empowerment and other societal, economical and financial issues. The institution invites judges, advocates, bar association members, officers from women and children welfare department and doctors to create an awareness on various issues. Environmental study is a non core compulsory paper for all the first year degree students through which the students are sensitized effectively towards the issues related to environment. YRC in the institution celeberated the World / International women’s day and honors the achievers in different field and addresses the issues of women.

2.2.5 How does the institution identify and respond to special educational/learning needs of advanced learners?

The teachers keep on observing and recognizing the advanced learners on the basis of behavior and the performance of students in classes, tests, seminars, assignments, skill development, counseling, interaction among students and with teachers. According to their interests and abilities they will be specially trained. Such students are motivated to participate in quiz, debate, cultural fest, commerce and management fest, seminars, workshops, group discussions etc., organized in and outside the institution. They are being icons of the institution taken care of by the teachers and inspired them to take professional course like C.A., I.C.W.A., M.B.A, LLB etc., and to participate competitive exams like KAS, IAS, IPS etc., conducted by KPSC and UPSC. They are suggested to engage in training with professionals, role play, research in the way of study group, assignment, field work, socio-economic survey and elaborate study etc.,

2.2.6 How does the institute collect, analyze and use the data and information on the academic performance (through the program duration) of the students at risk of drop out (students from the disadvantaged sections of society, physically challenged, slow learners, economically weaker sections etc.)?

In the institution, most of the students are from economically weaker and disadvantaged sections of society and a very few students are physically challenged. Some of the students are slow learners. These students are at the risk of drop out.

After the admission process, the institution prepares the comprehensive list of the admitted students in category-wise and gender-wise classification and circulate its copy to all the departmental heads to take necessary action. This list help the teachers to know about the students from economically weaker and disadvantaged sections of the society. Students’ academic performance is evaluated through tests, seminars, assignments etc., Such students are taken care of by the teachers throughout their programme period. Under the guidance of the principal each department appoint a class teacher among its faculty to each class and the class teacher in return collect all the information about the students from the colleagues, the students directly or by direct observation. The collected information are then analysed and used to measure the academic performance of such students. The class teacher
and all the teachers recognizes the slow learners through their performances in tests, assignments, seminars, workshops, group discussions, interactions among students and with teachers. In addition to that, the student results at the end of every semesters will be documented separately by every department. This also will reveal the slow learners.

Meeting will be conducted taking the issues of the student from the disadvantaged sections of society, physically challenged, slow learners, economically weaker sections and the necessary steps will be taken to reduce the dropout ratio of above mentioned groups. The steps are:

- Motivating the slow learners to speed up their grasping ability.
- Engaging special classes for slow learners.
- Inspiring them to involve in interaction with teachers in the classes or even in the department.
- Providing study materials to them.
- Counseling such students from the teachers.

2.3 Teaching-Learning Process

2.3.1 How does the college plan and organize the teaching, learning and evaluation schedules? (Academic calendar, teaching plan, evaluation blue print, etc.)

All the activities of the institution is carried on in a planned way.

**Academic calendar:**

The Calendar of the events prepared and issued by Tumkur University to all its affiliated colleges every year. Based on this, the institution prepares its own academic calendar at the beginning of every academic year. It will be prepared by taking into consideration the number of working days, teaching days, government holidays etc.,. The principal of the institution calls the meeting by inviting the teaching and non-teaching staff and student representatives for preparing this academic calendar with discussion. *(In the meeting different committees propose action plans of various activities such as cultural programs, seminars/workshops, tutorial classes, special lectures, academic and industrial visits, NSS, and Sports events.)* After this, it will be brought to the notice of all staff members and students. Tumkur University often revises its calendar of events. Then the institution has to revise its academic calendar.

**Teaching Plan:**

Each department conducts departmental meeting and prepare teaching plan. Each department functions according to the teaching plan prepared at the department level. This is discussed with the faculty of the department and the course work is distributed. The department teaching plan also contains a unit wise syllabus to-do, list of unit tests, assignments, student projects, industrial visits, student seminars, field trips and other activities.

Each faculty has to prepare a lesson plan, which contains the details regarding instructional objectives to be achieved, details of content to be covered, the kinds of audio/visual aids to be used and the method of teaching and evaluation, tests, assignments, skill development, seminars, group discussion, special lectures, question and answer sessions, revision of topics, student projects, industrial visits, student seminars, field trips etc,. It is handed over to HOD. HOD gives it to the principal for information.

All the faculties maintain work diaries that are updated daily. The HODs and head of the institute reviews work diaries regularly.

Planning and preparations are also done for laboratory work. Charts, protocols and procedures for all the experiments are prepared and are made available for students.
Evaluation of Blue Print:

- Teaching plan consists of evaluation schedule. Each faculty has to do the evaluation work as per this schedule.
- The departments also carry out internal assessment based on student test performance and punctuality. The final evaluation of students is done according to the university schedule. Towards the end of each semester, theory and practical examinations are conducted and evaluation is carried out. The exam results are declared and score cards are issued by the affiliating university.

2.3.2 How does IQAC contribute to improve the teaching –learning process?

The paradigm shift in the learning process is a visible change in the society. The college realizes the societal quest for student centric learning and makes efforts to understand the dimensions of this concept.

IQAC is headed by a Co-ordinator and the senior and experienced teachers are the members of IQAC. It is pro-active for all the activities which improve the quality of teaching and learning in the institution. Through experimental learning methods, participatory evaluation and supportive welfare schemes the institution ensure the student centric environment.

2.3.3 How is learning made more student-centric? Give details on the support structures and systems available for teachers to develop skills like interactive learning, collaborative learning and independent learning among the students?

Each department functions according to the teaching plan prepared at the department level. The unitwise syllabus is discussed with the faculty of the department and the course work is distributed. The faculty follows a lesson plan, which contains the details regarding instructional objectives to be achieved, details of content to be covered, the kinds of audio/visual aids to be used and the logistics inside the class room. The departments conduct unit tests, assignments, student projects, industrial visits, student seminars, field trips and other activities, and study tours, area survey, and sports activity.

2.3.4 How does the institution nurture critical thinking, creativity and scientific temper among the students to transform them into life-long learners and innovators?

The institution conduct personality development programmes, cultural events, management games, group discussion, presentation, debate competition, wall magazine etc., to the students to learn life long skills like professional skills, management skills, communication skills, co-curricular and extracurricular activities which motivate dynamic, innovative, critical thinking and scientific temper. They keep students intact with the present scenario of information and allocation. The college every year publishes a magazine which reflects the critical thinking creativity and scientific temper of the students.

2.3.5 What are the technologies and facilities available and used by the faculty for effective teaching? Eg: Virtual laboratories, e-learning - resources from National Programme on Technology Enhanced Learning (NPTEL) and National Mission on Education through Information and Communication Technology (NMEICT), open educational resources, mobile education, etc.

The teaching faculty in the institution use both non-projected and projected teaching aids to ensure the effective learning experience for students. The nonprojected aids like
blackboard/chalk board/marker board are used. Through the use of models, illustrations, samples and specimens the process of teaching – learning is made more interesting and effective. Audio tools coupled with computers and advanced software tools are used to train students in the areas of spoken English and communication skills.

The faculty uses projected aids like slides, filmstrips and instructional television system to show programs like UGC, IGNOU, NCERT and others on higher education, which are available on EDUSAT and GYAN DARSHAN broadcast channels. The institution is equipped with, LCD projectors and the entire faculty has access to the internet. The faculties are encouraged to use these facilities. The institution has a sizable collection of eBooks and multimedia content such as encyclopedias, video lecture series, animated demos and documentary movies. Students have access to the internet facility and to a number of magazines and newspapers through which they can browse vast amount of information and effectively update themselves with current knowledge.

2.3.6 How are the students and faculty exposed to advanced level of knowledge and skills (blended learning, expert lectures, seminars, workshops etc.)?

The affiliating university revises the syllabi at least once in every five years to keep pace with the recent developments. The latest books and technical magazines are provided for the students. The faculties regularly attend refresher courses and update their knowledge in their respective disciplines. Latest CD/DVD and book/eBook publications are added regularly into the library stock.

The usage of internet facilities, research journals and daily newspapers help the students and faculty to keep abreast of the recent developments. The faculty is encouraged to attend national and international seminars, workshops and symposia conducted at various universities and research institutes. The guest lectures by eminent scholars are organized to help both the students and faculties to keep pace with the recent developments in their subjects. Industrial visits and educational tours also help them keep abreast of the latest developments. Many faculties are actively involved in research and their new findings on the frontier of human knowledge have been published and brought out in reputed journals.

2.3.7 Detail (process and the number of students benefitted) on the academic, personal and psycho-social support and guidance services (professional counseling/mentoring/academic advise) provided to students?

The college has been running the student counseling cell, where different psycho social issues are solved. One among the faculty members those who are trained in Nimhans is appointed to see into the issues. The financial problems of the students are taken care by teachers, NGOs, alumni, and local boards. Every year students are supported with scholarships.

2.3.8 Provide details of innovative teaching approaches/methods adopted by the faculty during the last four years? What are the efforts made by the institution to encourage the faculty to adopt new and innovative approaches and the the impact of such innovative practices on student learning?

The following innovative practices have been implemented towards quality sustenance and enhancement.

- The college uses knowledge mapping techniques and identifies slow and advanced learners well in advance.
- Adequate measures are taken to facilitate slow learners through peer groups.
- All teaching–learning and evaluation schedules are planned and organized well in advance.
- Student-centric learning through assignments, projects, seminars and practical sessions.
- The use of ICT and access to internet.
- Hands-on learning is encouraged through field surveys, industrial visits and project works.
- Learning reflections through wall magazines and annual magazines.

2.3.9 How are library resources used to augment the teaching-learning process?

Most of the departments have departmental libraries and are well equipped with books, model question papers, old question papers and schemes of evaluation. New editions are added regularly and the library stock is updated with current Volumes. Library is digitalized and teachers extensively refer the concerning department reference sections.

2.3.10 Does the institution face any challenges in completing the curriculum within the planned time frame and calendar? If “yes”, elaborate on the challenges encountered and the institutional approaches to overcome these.

No, the institution does not face any challenges in completing the curriculum within the planned time frame and calendar.

2.3.11 How does the institute monitor and evaluate the quality of teaching learning?

The evaluation of the teachers by students is done once every year. The feedback mechanism is designed to include various aspects such as knowledge base of the teacher, communication skills, sincerity and commitment, interest generated and the ability of the teacher to design tests, assignments, examinations and projects to evaluate students’ understanding of the course.

Both self-appraisal and student-appraisal of teachers are used to evaluate the performance of teachers. The feedback by the students is analyzed by the IQAC and on the basis of inference, the head of the institution offers suitable advice to the faculty.

2.4 Teacher Quality

2.4.1 Provide the following details and elaborate on the strategies adopted by the college in planning and management (recruitment and retention) of its human resource (qualified and competent teachers) to meet the changing requirements of the curriculum.

Faculty members are recruited by the state government through public service commission. Most of the departments have adequate number of qualified and competent teachers.

The head of the institution has an option of appointing guest faculty, wherever necessary. The selection of guest lecturers, part time lecturers and visiting faculty is done by the head of the institution based on their merit and teaching competency. The college also makes use of the services of subject experts from the industry and academic institutes.

2.4.2 How does the institution cope with the growing demand/ scarcity of qualified senior faculty to teach new programmes/ modern areas (emerging areas) of study being introduced (Biotechnology, IT, Bioinformatics etc.)? Provide details on the efforts made by the institution in this direction and the outcome during the last three years.

No, new appointments and programmes.
2.4.3 Providing details on staff development programmes during the last four years elaborate on the strategies adopted by the institution in enhancing the teacher quality.

a) Nomination to staff development programmes

<table>
<thead>
<tr>
<th>Academic Staff Development Programmes</th>
<th>Number of faculty nominated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation programmes</td>
<td>19</td>
</tr>
<tr>
<td>Refresher courses</td>
<td>19</td>
</tr>
<tr>
<td>HRD programmes (administrative training, etc.)</td>
<td>02</td>
</tr>
<tr>
<td>Staff training conducted by the university (NSS, YRC, NAIPUNYA NIDHI etc.)</td>
<td>02</td>
</tr>
<tr>
<td>Staff training conducted by other institutions</td>
<td>03</td>
</tr>
<tr>
<td>Summer / winter schools, workshops, etc.</td>
<td>00</td>
</tr>
</tbody>
</table>

b) Faculty Training programmes organized by the institution to empower and enable the use of various tools and technology for improved teaching-learning

- Teaching learning methods/approaches – Yes.
- Handling new curriculum – Yes.
- Content/knowledge management – Yes.
- Selection, development and use of enrichment materials – Yes.
- Assessment – Yes.
- Cross cutting issues – Yes.
- Audio Visual Aids/multimedia – Yes.
- OER’s (Open Educational Resources) – Yes.
- Teaching learning material development, selection and use – Yes.

c) Percentage of faculty

- invited as resource persons in Workshops / Seminars / Conferences organized by external professional agencies
  
  22% (04 out of 19 faculties)

- participated in external Workshops / Seminars / Conferences recognized by national/ international professional bodies
  
  100% faculty

- presented papers in Workshops / Seminars / Conferences conducted or recognized by professional agencies
  
  100% faculty

2.4.4 What policies/systems are in place to recharge teachers? (eg: providing research grants, study leave, support for research and academic publications teaching experience in other national institutions and specialized programmes industrial engagement etc.)

The college extends full support for the professional development of the faculty.

The college deputes its faculties to attend refresher and orientation programs, national and international conferences, seminars and training programs organized by other institutes, universities and research organizations. The institution also conducts seminars, workshops and special lectures for the benefit of its faculties and students. Besides, the faculties are also encouraged to take up minor and major research projects and supervise M.Phil. and Ph.D. students. Many of these activities are supported by the UGC and other funding agencies in the form of financial assistance. Two faculties obtained Ph.D degree. Four of our faculty members are doing Ph.D and 12 have obtained M.Phil. degree. Two minor research projects are underway.
The college has conducted seminars and all faculties have attended workshops seminars, conferences and training programs. Research papers/articles have been published in national and international refereed journals.

2.4.5 Give the number of faculty who received awards / recognition at the state, national and international level for excellence in teaching during the last four years. Enunciate how the institutional culture and environment contributed to such performance/achievement of the faculty.

Four of our faculty are Ph.D. awardees. Viz.,
1) Sri Raveesh,
2) Smt. S. Shashikala,
3) Sri M.S. Narasimhan and
4) Smt. Pushpabharathi

2.4.6 Has the institution introduced evaluation of teachers by the students and external Peers? If yes, how is the evaluation used for improving the quality of the teaching-learning process?

The evaluation of the teachers by students is done once every year. The feedback mechanism is designed to include various aspects such as knowledge base of the teacher, communication skills, sincerity and commitment, interest generated and the ability of the teacher to design tests, assignments, examinations and projects to evaluate students' understanding of the course.

Both self-appraisal and student-appraisal of teachers are used to evaluate the performance of teachers. The feedback by the students is analyzed by the IQAC and on the basis of inference, the head of the institution offers suitable advice to the faculty.

2.5 Evaluation Process and Reforms

2.5.1 How does the institution ensure that the stakeholders of the institution especially students and faculty are aware of the evaluation processes?

The evaluation methods are informed to the students well in advance. Detailed evaluation methods are printed and circulated to students in the form of college hand book. The previous exam question papers and model papers are made available to the students in library. The students are informed about class tests and assignments and their evaluation in the class and also through the display boards of the respective departments. Display boards are also used for informing students about the award of internal assessment marks, schemes of evaluation and do's and don’ts during practical examination.

2.5.2 What are the major evaluation reforms of the university that the institution has adopted and what are the reforms initiated by the institution on its own?

The affiliating university has introduced semester scheme for all UG courses. The university has also introduced the system of internal assessment where the faculty evaluates the student and assesses based on his/her performance throughout the semester. The process of marks tabulation is computerized. The institution has adopted these reforms and follows the system scrupulously similar to this the institution conducts 03 regular tests and assigns the assignment in respective departments.
2.5.3 How does the institution ensure effective implementation of the evaluation reforms of the university and those initiated by the institution on its own?

The college being affiliated to the university follows the evaluative methods of the university. The affiliating university has introduced semester scheme for all UG courses. The university has also introduced the system of internal assessment where the faculty evaluates the student and assesses based on his/her performance throughout the semester. The process of marks tabulation is computerized. The institution has adopted these reforms and follows the system scrupulously.

2.5.4 Provide details on the formative and summative assessment approaches adapted to measure student achievement. Cite a few examples which have positively impacted the system.

The students are evaluated continuously at different levels. Students are evaluated internally by the teacher at institutional level and evaluated externally by the university. Several evaluation approaches are followed to assess the students’ performance. Students are evaluated by the teacher through assignment, test, skill development, seminar, presentation, attendance, etc., and internal assessment marks are awarded accordingly. The university conduct central evaluation. Based on the students achievements and performance, the university awards degrees.

The special scholarships will enhance the performance of such students.

2.5.5 Detail on the significant improvements made in ensuring rigor and transparency in the internal assessment during the last four years and weightages assigned for the overall development of students (weightage for behavioral aspects, independent learning, communication skills etc).

Behaviour, tests, attendance and assignments are the base for awarding IA marks. In Department of Commerce and Management, Skill development record is considered in addition to the above.

The college maintained the transparency in the internal assessment through the display of marks obtained by the student. The failed students if any, are put to re-internal assessment test. The remedial teaching is conducted to the slow learners.

The overall development of the students for behavioral aspects, independent learning, communication skills etc., are carried out throughout the academic year.

2.5.6 What are the graduate attributes specified by the college/affiliating university? How does the college ensure the attainment of these by the students?

In the vision statement, the institution specifies the following graduate attributes:

Humanity: By teaching the human values in the classes in addition to regular teaching, the students made to learn humanity.

Employability: The institution provides DCE sponsored skill development education in addition to their curriculum. It conducts Special lectures, personality development or career development programmes, Group Discussions, Competitive Examinations Awareness programmes etc. to enhance employability.

Excellence: The students are freely allowed by the teachers to take initiative in innovation in academic, co-curricular and extra curricular activities etc. Their innovative / unique works are appreciated by the teachers always. This leads to enhance their success rates.

Smartness: Students learn leadership qualities by involving in organizing several events in the institution or being the volunteers of NSS, YRC, CDSC, etc. The students enriched with computer skills, communication skills and knowledge, excellence in academic, co-curricular...
and extra curricular activities etc. become smart students. To meet the fast, technology-driven global competition student must be smart enough with all the above skills and qualities.

**Research spirit:** The students involve in research work as a part of their curriculum or made to involve in research work by the teachers through several field study, surveys, projects, study tours, industrial visits etc.

**Competency:** The institution striving hard to inculcate competency among the students.

**Socially responsive:** Students are open to modern society. Teachers are broadening the mindset of the students by discussing the related issues.

**Culturally tolerant:** By organizing cultural competitions and promoting and sending the students to participate in the cultural competitions held at different levels.

**Morally upright spiritually oriented:** The institution always keeps Gandhi, Basava, Ambedkar, Buddha as models and teaches their principles. Gandhian Study Center is in existence in the institution.

2.5.7 What are the mechanisms for redressal of grievances with reference to evaluation both at the college and University level?

The institute follows open evaluation system where the student performance is displayed on the notice board and the same is informed to the parents. All grievances regarding evaluation, including the internal assessment marks awarded for the students, are redressed by the respective teacher and heads of the departments.

There is a provision for re-evaluation and re-totaling of marks. The student liaison officer coordinates with the university and assists students in the redressed of their problems regarding conduction of examination, evaluation process, result declaration and score cards.

2.6 Student performance and Learning Outcomes

2.6.1 Does the college have clearly stated learning outcomes? If “yes” give details on how he students and staff are made aware of these?

The learning outcomes of the students will be identified through the results. After the declaration of the result all the faculty members are expected to collect the information regarding slow learners, pass percentage and failures and the total outcome will be discussed with the students.

2.6.2 Enumerate on how the institution monitors and communicates the progress and performance of students through the duration of the course/programme? Provide an analysis of the students results / achievements (Programme / course wise for last four years) and explain the differences if any and patterns of achievement across the programmes / courses offered.

Every teacher is entrusted the work of monitoring and watching the performance of students through conducting tests, assignments, seminars, group discussion, skill development programmes. The progress and achievements of the students are discussed in departmental and staff meetings periodically. The results are communicated to the students by displaying on the college notice board and college website. The meritorious students are felicitated in the annual day function and prizes are distributed in the form of awards and certificates.

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Programme</th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
<th>2013-14</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>BA</td>
<td>86</td>
<td>93</td>
<td>99</td>
<td>41</td>
</tr>
<tr>
<td>2</td>
<td>B.Sc.</td>
<td>04</td>
<td>12</td>
<td>19</td>
<td>15</td>
</tr>
<tr>
<td>3</td>
<td>B.Com</td>
<td>50</td>
<td>74</td>
<td>143</td>
<td>146</td>
</tr>
<tr>
<td>4</td>
<td>BBM</td>
<td>10</td>
<td>12</td>
<td>25</td>
<td>17</td>
</tr>
<tr>
<td>5</td>
<td>M.Com</td>
<td>-</td>
<td>23</td>
<td>25</td>
<td>32</td>
</tr>
<tr>
<td>6</td>
<td>M.A.</td>
<td>-</td>
<td>13</td>
<td>13</td>
<td>9</td>
</tr>
</tbody>
</table>
Table showing the percentage of students passed in last four years in different programmes in UG level in GFGC, Kunigal:

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Programme</th>
<th>2010-11 (in % age)</th>
<th>2011-12 (in % age)</th>
<th>2012-13 (in % age)</th>
<th>2013-14 (in % age)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>BA</td>
<td>63.00</td>
<td>67.00</td>
<td>54.00</td>
<td>69.00</td>
</tr>
<tr>
<td>2</td>
<td>B.Com</td>
<td>67.00</td>
<td>71.00</td>
<td>69.00</td>
<td>66.90</td>
</tr>
<tr>
<td>3</td>
<td>BBM</td>
<td>37.00</td>
<td>67.00</td>
<td>92.00</td>
<td>85.00</td>
</tr>
<tr>
<td>4</td>
<td>B.Sc.</td>
<td>44.00</td>
<td>80.00</td>
<td>61.00</td>
<td>35.00</td>
</tr>
</tbody>
</table>

Graph showing the percentage of students passed in last four years in different programmes in UG level in GFGC, Kunigal:

In UG level BA, B.Com., B.Sc., students’ pass percentage shows a fluctuating trend over the last four years. BBM students’ pass percentage shows a increasing trend till 2012-13 and in 2013-14 it is slightly declined. The institution takes suitable measures to stabilize the students’ pass percentage.

Table showing the percentage of students passed in last four years in different programmes in PG level in GFGC, Kunigal:

<table>
<thead>
<tr>
<th>Programmes</th>
<th>2010-11 (in % age)</th>
<th>2011-12 (in % age)</th>
<th>2012-13 (in % age)</th>
<th>2013-14 (in % age)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA</td>
<td>NA</td>
<td>NA</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>M.COM.</td>
<td>NA</td>
<td>NA</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>
Table showing the percentage of students passed in last four years in different programmes in PG level in GFGC, Kunigal:

<table>
<thead>
<tr>
<th></th>
<th>2012-13 (in %)</th>
<th>2013-14 (in %)</th>
</tr>
</thead>
<tbody>
<tr>
<td>M.A.</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>M.Com.</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

PG students’ pass percentage is same over last two years.

2.6.3 How are the teaching, learning and assessment strategies of the institution structured to facilitate the achievement of the intended learning outcomes?
Through the result the teaching, learning and assessment strategies of the institution.

2.6.4 What are the measures / initiatives taken up by the institution to enhance the social and economic relevance (quality Jobs, entrepreneurship, innovation and research aptitude) of the courses offered?
The courses offered in the college were chosen according to need of the persisting social atmosphere of the area. Encouraging the students to study their options seriously and systematically itself is the major initiative by our institute.

2.6.5 How does the institution collect and analyses data on student learning outcomes and use it for planning and overcoming barriers of learning?
The results declared after the completion of every semester are the clear Indications of the progress in student learning. Besides this the institute has the feedback system where the grievances of the students will be taken care and the barriers of learning will be removed.

2.6.6 How does the institution monitor and ensure the achievement of learning outcomes
Every result of the semester will be collected from the university. Each HOD will give the comparative analysis of the present results and the past. The special unique achievements will be identified, encouraged through scholarships and awards.

2.6.7 Does the institution and individual teachers use assessment/evaluation as an indicator for evaluating student performance, achievement of learning objectives and planning? If “yes” provide details on the process and cite a few examples.
Any other relevant information regarding Teaching – Learning and Evaluation which the college would like to include.
It does happen according to the evaluation methods of university. No unique practices to cite.
CRITERION III : RESEARCH, CONSULTANCY AND EXTENSION

3.1 Promotion of Research

3.1.1 Does the institution have recognized research center/s of the affiliating University or any other agency/organization?

The institution is not recognized as research center. The institution has four Ph.D awardees and 12 M.Phil awardees among the faculties who had the research knowledge and five faculties are pursuing Ph.D in Off-Campus manner. One of faculty guided M.Phil students of Vinayaka Mission University. Certain faculty guiding MBA students of Karnataka State Open University, Mysore as external guide. Department of Commerce and Management faculty members has to guide BBM and M.Com students in their Project work as a part of the Curriculum.

All the teachers presented their papers in national/international conferences and most of them are publishing their papers in journals. Two faculties engaged in UGC sponsored projects. BBM students in UG level and M.Com students in PG level has to submit the projects report as a part of their curriculum under the guidance of teachers of the institution. The viva voce conducted by the University on the projects submitted. Thus teachers and students of the college are involved in research work.

3.1.2. Does the Institution have a research committee to monitor and address the issues of research? If so, what is its composition? Mention a few recommendations made by the committee for implementation and their impact.

Yes. A research committee is formed in the college. It is headed by the principal. The senior teacher with Ph.D is the coordinator. The heads of all the departments are made as the members of the committee. The meetings are held in regular intervals during the academic year.

The teachers are encouraged for M.Phil/ Ph.D/ Minor / Major research work. Faculties are encouraged to undertake research on part-time basis and are given academic flexibility to involve themselves in research – activities after class hours. The college extends laboratory, library and internet facilities for research activities. The faculties are motivated to write and publish research papers and to attend National/ International Seminar/ Conference and workshop with research papers. The students are motivated for research activity.

The following faculties are Ph.D awardees:
- Dr. S. Shashikala
- Dr. M.S. Narasimhan
- Dr. Pushpabharathi
- Dr. Raveesh

The following faculties are working on Ph.D research:
- Jaya Prakash M.S.
- Ramesh K.V.
- Puttaraju R
- Nagaraju M.S.
- Vishweshwaraiah.S.

3.1.3 What are the measures taken by the institution to facilitate smooth progress and implementation of research schemes/projects?
- Autonomy to the principal investigator
Adequate infrastructural facilities such as computers, printers, internet facility, references, e-journals, journals are made available to the research students.

Encouragement to faculty members for attending research oriented workshops, trainings etc., in outstations and in the institution.

3.1.4 What are the efforts made by the institution in developing scientific temper and research culture and aptitude among students?

The efforts made by the institution in developing scientific temper and research culture and aptitude among students are:
- Teachers counsel and inspire the students to develop the scientific temper and research culture among the students.
- Students involve in research activities in the form of project work, surveys, field trips etc under the guidance of teachers.
- Faculty members consistently motivate the students to go through magazines, journals, reference books in the library and to use internet facility in the college.

3.1.5 Give details of the faculty involvement in active research (Guiding student research, leading Research Projects, engaged in individual/collaborative research activity etc.)

- The teachers are active in research
- Sri Manohar Babu guided M.Phil students of Vinayaka Mission University.
- Department of Commerce and Management faculty members has to guide BBM and M.Com students in their Project work as a part of the Curriculum.
- Sri Ramesh K.V. has guided MBA students of Karnataka State Open University, Mysore as external guide.
- Sri Chandrashekaraiah, physics, Asst. professor is doing major research project under UGC sponsor.

3.1.6 Give details of workshops/training programmes/sensitization programmes conducted/organized by the institution with focus on capacity building in terms of research and imbibing research culture among the staff and students.

The institution conducted:
- National Level Seminar on Micro Finance and Sustainable Promotion of Entrepreneurship in India.
- Several workshops and seminars to the students.
- Workshop on NET / SLET to M.Com Students.

The institution invited experts from different sectors in terms of career development, capacity building, developing research and imbibing research culture among the staff and students.

3.1.7 Provide details of prioritised research areas and the expertise available with the institution.

The institution prioritised Science, Social Sciences, Languages, Commerce and Management areas for research. Some teachers awarded with Ph.D and M.Phil., degrees. Some teachers are pursuing Ph.D in different Universities. Tax consultants, Chartered Accountants, Deputy Superintendent of Police, Circle Inspector of Police, Advocates, Businessmen, Agriculturists, NGO officials, Scholars exchange their professional expert knowledge with Staff and students and help them to develop and practice research related works.
3.1.8 Enumerate the efforts of the institution in attracting researchers of eminence to visit the campus and interact with teachers and students?

The following eminent personalities are invited by the institution to visit the campus and interact with teachers and students:

- Dr. Shree Veereshananda Swamiji
- Dr. Baragur Ramachandrappa
- Dr. H.L. Nagaraj, KAS, Tahashildar, Nagamangala
- Dr. Shankarappa
- Dr. Paramashiviah, Dean, Dept. of Research Studies in Commerce, Tumkur University, Tumkur
- Dr. Somanathan, Dr. S.Ramesh, Dr. M.R. Shollapur, Dr. Jayappa, Dr. Laxmish,
- Dr. Sundar Raj Urs
- Dr. Mahesh

3.1.9 What percentage of the faculty has utilized Sabbatical Leave for research activities? How has the provision contributed to improve the quality of research and imbibe research culture on the campus?

No faculty members has availed this facility.

3.1.10 Provide details of the initiatives taken up by the institution in creating awareness/advocating/transfer of relative findings of research of the institution and elsewhere to students and community (lab to land).

Institution undergoes with several surveys and studies on the following issues:

- Caste your Vote
- Relevance of Gandhiism
- Infrastructure Development and its impact
- A Study on Women Empowerment
- NPA and banking
- e-business
- internet banking
- e-marketing
- social network marketing
- business social responsibility
- Corporate Social Responsibility
- Impact of Training and development programme on productivity
- Micro Finance and promotion of entrepreneurship
- Working Capital Management
- Performance Evaluation of RRBs etc.,
- Survey about programmes implemented by local self govt. like Gram punchayat, Taluk punchayat, Z.P. or urban bodies.

The findings are transferred to the students and community as under:

The college is located in rural and backward area according to Dr. M. Nanjundappa’s report. There is a scope of conducting research in different aspects. NSS unit with its volunteers and staff conducts different programmes and rallies, meetings etc., and create awareness/advocating/transfer of relative findings of research and elsewhere to students and community.
3.2 Resource Mobilization for Research

3.2.1 What percentage of the total budget is earmarked for research? Give details of major heads of expenditure, financial allocation and actual utilization.
No such provision in the institution. But the teachers approaching UGC for conducting research work.

3.2.2 Is there a provision in the institution to provide seed money to the faculty for research? If so, specify the amount disbursed and the percentage of the faculty that has availed the facility in the last four years?
There is no provision in the institution to provide the seed money to the faculty for research.

3.2.3 What are the financial provisions made available to support student research projects by students?
Teachers voluntarily mobilized some amount of money to help the students to undergo with research projects. It becomes seed money to them. Thus Financial provisions are made available to support student research projects by students.

3.2.4 How does the various departments/units/staff of the institute interact in undertaking inter-disciplinary research? Cite examples of successful endeavors and challenges faced in organizing interdisciplinary research.
The various departments/units/staff of the institute (are highly cooperative) involve in interaction while undertaking interdisciplinary research.
Ex: The research work related to Microfinance inter related with different departments such as History, Economics, Political Science, Sociology, Commerce and Management. The researcher has to interact with all these disciplines in conducting his research work.

Research work related to Tourism inter related with different departments such as History, Economics, Political Science, Sociology, Commerce and Management. The researcher has to interact with all these disciplines in conducting his research work.

Research work regarding life style and perception in marketing is also interdepartmental where one researcher has to interact with Psychology, Commerce, Management, sociology, history etc.

3.2.5 How does the institution ensure optimal use of various equipment and research facilities of the institution by its staff and students?
The institution provides the computer laboratory, the Digital English language laboratory, the Edu-sat, BSNL Broad Band Internet, reference books, journals, e-journals, audio-visual ICT for the staff and students.

3.2.6 Has the institution received any special grants or finances from the industry or other beneficiary agency for developing research facility? If ‘yes’ give details.
The institution has received UGC grants for conducting Minor projects by its teachers. In this way the institution receives special grants or finances from the industry or other beneficiary agency for developing research facility.
3.2.7 Enumerate the support provided to the faculty in securing research funds from various funding agencies, industry and other organisations. Provide details of ongoing and completed projects and grants received during the last four years.

The ongoing projects and grants sanctioned and received during the last 4 years.

<table>
<thead>
<tr>
<th>Nature of the Project</th>
<th>Duration From To</th>
<th>Title of the project</th>
<th>Name of the funding agency</th>
<th>Total Grant Sanctioned</th>
<th>Total Grant Received till date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minor Project</td>
<td>2009-11</td>
<td>Tourism sector, its impact on Karnataka Economy</td>
<td>UGC</td>
<td>Rs.69,000</td>
<td>Rs.69,000</td>
</tr>
<tr>
<td>Minor Project</td>
<td>2010-12</td>
<td>Radon Concentration in Drinking Water of seasonal variation in Bangalore Rural District</td>
<td>UGC</td>
<td>Rs.2,00,000</td>
<td>Rs.1,92,000</td>
</tr>
</tbody>
</table>

3.3 Research Facilities

3.3.1 What are the research facilities available to the students and research scholars within the campus?

The research facilities available to the students and research scholars within the campus are as under:

- Internet access (Broad Band)
- Three of the faculty members are Ph.D awardees.
- Some faculty members are guiding the project reports of the BBM and M.Com students.
- Some faculty members are approved as external guide for the project reports of the MBA students of other University.
- The computer laboratory is well equipped with internet and battery back-up/UPS
- English Digital Language Laboratory.
- Edu-Sat
- Photocopying Machine

The above facilities cultivate congenial atmosphere for research in the institution.

3.3.2 What are the institutional strategies for planning, upgrading and creating infrastructural facilities to meet the needs of researchers especially in the new and emerging areas of research?

Infrastructural facilities are planned, created and upgraded regularly.
3.3.3 Has the institution received any special grants or finances from the industry or other beneficiary agency for developing research facilities? If ‘yes’, what are the instruments/ facilities created during the last four years.

The institution has not received any special grants or finances from the industry or other beneficiary agency for developing research facilities.

3.3.4 What are the research facilities made available to the students and research scholars outside the campus / other research laboratories?

The students are inspired to participate in seminars and research based activities by the teachers. The students are involved in socio-economic survey, marketing survey etc., under the guidance of teachers.

3.3.5 Provide details on the library/ information resource centre or any other facilities available specifically for the researchers?

The library provide the Reference Books, periodicals, journals, e-journals (INFLIB-NET) facilities and services especially to researchers.

3.3.6 What are the collaborative research facilities developed / created by the research institutes in the college. For ex. Laboratories, library, instruments, computers, new technology etc.

The college provides the collaborative research facilities to library collaboration with INFLIBNET (UGC) for e-journals.

3.4 Research Publications and Awards

3.4.1 Highlight the major research achievements of the staff and students in terms of

* Patents obtained and filed (process and product)
* Original research contributing to product improvement
* Research studies or surveys benefiting the community or improving the services
* Research inputs contributing to new initiatives and social development

The faculties have research findings and publications which contribute appreciably in bridging the grey area in their respective fields. Few contributions have great applications while several works have the potential applications in improving the quality of human life.
List of Faculties who have done research:

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Name of the faculty</th>
<th>Dept.</th>
<th>Title of the Thesis</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Dr. S. Shashikala</td>
<td>Political Science</td>
<td>EMPOWERMENT OF WOMEN THROUGH SELF HELP GROUPS IN KARNATAKA (WITH SPECIAL REFERENCE TO MANDYA DISTRICT)</td>
</tr>
<tr>
<td>2</td>
<td>Dr. M.S.Narasimhan</td>
<td>Economics</td>
<td>GANDHIAN RURAL ECONOMICS AND THE IMPACT OF SWARNAJAYANTI GRAM SWAROZGAR YOJANA ON POVERTY ALLIVIATION (A CASE STUDY OF TUMKUR DISTRICT)</td>
</tr>
<tr>
<td>3</td>
<td>Dr. Pushpabharathi</td>
<td>Kannada</td>
<td>BARAGURARA SAHITHYADA VIBHINNA NELEGALU MATTHU AASHAYAGALU</td>
</tr>
<tr>
<td>4</td>
<td>Dr. Raveesh</td>
<td>Physical Education</td>
<td>COMPARATIVE ANALYSIS OF SOCIAL AND PHYSICAL COMPETENCE AMONG PHYSICALLY ACTIVE AND INACTIVE CHILDREN</td>
</tr>
</tbody>
</table>

List of Faculties who are pursuing research:

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Name of the faculty</th>
<th>Dept.</th>
<th>Title of the Thesis</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jayaprakash M.S.</td>
<td>Chemistry</td>
<td>Miscibility Studies on certain Polymer Blends</td>
</tr>
<tr>
<td>2</td>
<td>Ramesh K.V.</td>
<td>Commerce</td>
<td>A study</td>
</tr>
<tr>
<td>3</td>
<td>Puttaraju</td>
<td>Sociology</td>
<td>Sociological Study of the Fringe Village, Shettihalli Mallasandra at Tumkur City.</td>
</tr>
<tr>
<td>4</td>
<td>Vishweshwaraiah S.</td>
<td>English</td>
<td>Social Concerns in the plays of Sammuel Beekett and Mahesh Dattani -- a Comparative Study</td>
</tr>
<tr>
<td>5</td>
<td>Nagaraju M.S.</td>
<td>Political Science</td>
<td>Impact of Coalition Govt. in Indian Federalism</td>
</tr>
</tbody>
</table>

3.4.2 Does the Institute publish or partner in publication of research journal(s)? If ‘yes’, indicate the composition of the editorial board, publication policies and whether such publication is listed in any international database? The institute is planned to publish its research journals. It is in process.
### 3.4.3 Give details of publications by the faculty and students:

**Publication per faculty**

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Department</th>
<th>Name of the Faculty</th>
<th>Publications</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Commerce</td>
<td>Ramesh K.V.</td>
<td>1) AIIJRMSSST Special Issue Vol. 1. No.3, ISSN 2320-2939, 121-207SL</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3) Indian Journal of Science and Technology – Vol.6/issue1/2013- ISSN 0974-6846</td>
</tr>
<tr>
<td>5</td>
<td>Sociology</td>
<td>Puttaraju R.</td>
<td>Sociological study of Fringe Village Tumkur City Yellapura</td>
</tr>
</tbody>
</table>

* Number of papers published by faculty and students in peer reviewed journals (national / international )
  NIL
* Number of publications listed in International Database (for Ex: Web of Science, Scopus, Humanities International Complete, Dare Database – International Social Sciences Directory, EBSCO host, etc., )
  NIL
* Monographs
  NIL
* Chapter in Books
  
* Books Edited
  
* Books with ISBN / ISSN numbers with details of publishers
  
* Articles Published
  
* Citation Index
  
* SNIP
  
* SJR
  
* Impact factor
  
* H – Index
3.4.4 Provide details (if any) of research awards received by the faculty:

* Ph. D. Awarded:

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Name of the faculty</th>
<th>Dept.</th>
<th>Title of the Thesis</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Dr. M. Shashikala</td>
<td>Political Science</td>
<td>EMPOWERMENT OF WOMEN THROUGH SELF HELP GROUPS IN KARNATAKA (WITH SPECIAL REFERENCE TO MANDYA DISTRICT)</td>
</tr>
<tr>
<td>2</td>
<td>Dr. M.S.Narasimhan</td>
<td>Economics</td>
<td>GANDHIAN RURAL ECONOMICS AND THE IMPACT OF SWARNAJAYANTHI GRAM SWAROZGAR YOJANA ON POVERTY ALLIVIATION (A CASE STUDY OF TUMKUR DISTRICT)</td>
</tr>
<tr>
<td>3</td>
<td>Dr. Pushpabharathi</td>
<td>Kannada</td>
<td>BARAGURARA SAHITHYADA VIBHNNA NELEGALU MATTHU AASHAYAGALU</td>
</tr>
<tr>
<td>4</td>
<td>Dr. Raveesh</td>
<td>Physical Education</td>
<td>COMPARATIVE ANALYSIS OF SOCIAL &amp; PHYSICAL COMPETENCE AMONG PHYSICALLY ACTIVE &amp; INACTIVE CHILDREN</td>
</tr>
</tbody>
</table>

*M. Phil. Awarded:

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Name of the faculty</th>
<th>Dept.</th>
<th>Title of the Thesis</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pushpabharathi</td>
<td>Kannada</td>
<td>Nagara Halligala Naduve Bangalore: Vondu Samskruthika Adhyayana</td>
</tr>
<tr>
<td>2</td>
<td>Jayaprakash M.S.</td>
<td>Chemistry</td>
<td>Organic Qualitative Analysis</td>
</tr>
<tr>
<td>3</td>
<td>Ramesh K.V.</td>
<td>Commerce</td>
<td>Performance Evaluation of Karnataka Bank Ltd.</td>
</tr>
<tr>
<td>4</td>
<td>Puttaraju R.</td>
<td>Sociology</td>
<td>Sociological Study of Religious Beliefs</td>
</tr>
<tr>
<td>5</td>
<td>Vishweshwaraiyah</td>
<td>English</td>
<td>Social Concerns in the plays of Samuel Becket</td>
</tr>
<tr>
<td>6</td>
<td>Nagaraju M.S.</td>
<td>Political Science</td>
<td>Implementation of Directive Principles</td>
</tr>
<tr>
<td>7</td>
<td>Manohara Babu P.N.</td>
<td>Political Science</td>
<td>Women’s Participation in Panchayath Raj System – A case study of Tumkur District.</td>
</tr>
<tr>
<td>8</td>
<td>Shashikumar R.</td>
<td>Mathematics</td>
<td>Topological Spars</td>
</tr>
<tr>
<td>9</td>
<td>Chandrashekharaih G.</td>
<td>Physics</td>
<td>Spectroscopy on Di-Atomic Molecule</td>
</tr>
<tr>
<td>10</td>
<td>Mamatha J.N.</td>
<td>Library</td>
<td>Electronic Resources for Engineers: A study on Faculty and Students of SCE, Bangalore.</td>
</tr>
<tr>
<td>11</td>
<td>Sanjeeva Murthy</td>
<td>Economics</td>
<td>Income and Employment in Floriculture (a case study of Nelamangala and Doddaballapura Taluks)</td>
</tr>
</tbody>
</table>

* recognition received by the faculty from reputed professional bodies and agencies, nationally and internationally.

Nil
* incentives given to faculty for receiving state, national and international recognitions for research contributions.
No incentives given.

3.5 Consultancy

3.5.1 Give details of the systems and strategies for establishing institute-industry interface?
Full fledged institute-industry interface is yet to establish. The institution of ten invite some industry people to interact with our students and teachers. The commerce and mgt students visits different industries to prepare their project reports and learn the issues with regard to different aspects. The students with the help of their teacher as guides recommend some suggestions to solve problems. thus students can acquire the particular knowledge and develop new attitude. The industry people allow our students to their institutions/organs. For preparing Project reports. Our students go there for industry visits also

Thus it is the way to enrich our students entrepreneurial knowledge. some of institutions arrange the Mock interviews to our students these will enrich our students knowledge in “How to face the interview”. “the industry people inform what kind of people they are in need of.

 Teachers provide consultancy services for furtherance of higher education and placement of students.
Teachers encourage students to participate in job melas and campus selection programs conducted by several institutions.

3.5.2 What is the stated policy of the institution to promote consultancy? How is the available expertise advocated and publicized?
Consultancy is an implied part of our institutions vision and mission. The faculties are provided with required facilities and thus the college is promoting consultancy.

By mouth to mouth publicity, the expertise of faculty is publicized and advocated. The Other ways are through personal contacts, college website, annual magazines, notification, etc.

3.5.3 How does the institution encourage the staff to utilize their expertise and available facilities for extension and outreach programmes? Providing the budgetary details for last four years, list the major extension and outreach programmes and their impact on the overall development of students. consultancy services?

The institution allow the teachers to participate in seminars, workshops, conferences, paper presentation and training programmes to enrich their knowledge. The faculty member are encouraged to give consultancy services by encourage flexibility in operations of the institution – and allowed to work for long hours in the college.

The institution encourages the faculty members to conduct seminars, workshops and conferences.
3.5.4 List the broad areas and major consultancy services provided by the institution and the revenue generated during the last four years.

Honorary services provided in the area of Income tax, accounting, auditing, Financial management, micro finance, management and administration, counseling, placement, students redressal cell, social, cultural, sports etc. No revenue is generated.

3.5.5 What is the policy of the institution in sharing the income generated through consultancy (staff involved: Institution) and its use for institutional development?

Consultancy services provided by the teachers is honorary and hence no revenue is generated.

3.6 Extension Activities and Institutional Social Responsibility (ISR)

3.6.1 How does the institution promote institution-neighborhood-community network and student engagement, contributing to good citizenship, service orientation and holistic development of students?

The college conducted several community network and student development activities. Youth Red Cross (YRC), NSS, Women Cell, Gandhian study centre in the institution and the institution collaborating with other organizations conducts several activities to promote institution-neighbourhood-community network. They are:

1. AIDS Awareness Programme
2. HIV Counseling Programme
3. Anti blind belief Programme
4. Women Health and Hygiene awareness programme
5. Farmers meet
6. Awareness on Blood donation
7. Blood donation camps
8. Vana mahothsava programme
9. Personality development programme
10. Career development programme
11. Institution awareness of the Gandhian principles through Gandhian study centre
12. Fund rising activities towards National calamities relief fund during natural calamities.
13. Allowing the college play ground for publics for early morning and evening walks.
14. Allowing the college play ground to neighbouring communities on weekend for different games.
15. Legal awareness on Anti Sexual and women harassment and deforestation.
16. Celebrating women’s day.
17. KA SA PA –Essay writing competition.
18. SKRDP to conduct Fedaration meeting.
19. Enterpreneurship Awareness programme.

3.6.2 What is the Institutional mechanism to track students’ involvement in various social movements / activities which promote citizenship roles?

Awareness Programme ie., movements(Jathas) on AIDS, Population Awareness, Anti-drinking, Environmental Protection, are conducted by the institution. Student involved
in Fund raising program to National Calamity reliefs and adventure activities like Hill / Rock climbing.

The students through NSS, YRC, etc., participates in the above activities. NSS volunteers participates in leadership and annual camps and State Level Republic Day Period held in Bangalore.

Department of political science conduct Mock assembly, Mock poll, voting awareness.

**3.6.3 How does the institution solicit stakeholder perception on the overall performance and quality of the institution?**

The behaviour of the Alumni in community, the parent’s opinion in parent meetings, students’ opinion in feedback sheets, special discussions outcome solicit stakeholder perception on the overall performance and quality of the institution.

**3.6.4 How does the institution plan and organize its extension and outreach programmes? Providing the budgetary details for last four years, list the major extension and outreach programmes and their impact on the overall development of students.**

The NSS, YRC, etc., of the college organizes Blood Donation Camps, Aids Awareness and HIV Counseling Programme. The institution in collaborating with other institution organizes Legal Awareness, Legal Awareness on Anti Sexual and Women Harassment, De-Forestisation, Awareness on Women Health and Hygiene, Vana Mahotsava - Plant distribution to Students, Tree- Plantation programmes.

NSS Outreach programme is according to the budget of Tumkur University. YRC Fund generates through students 30% goes to YRC fund and in the rest, the activity is based on its prescribed budget, Some are UGC sponsored under its prescribed budget.

**3.6.5 How does the institution promote the participation of students and faculty in extension activities including participation in NSS, NCC, YRC and other National/International agencies?**

In the interest of the community the college organizes several extension activities. There are 3 NSS units, two YRC units, one Ranger and Rover unit and Scouts and Guides unit in the college. The institution encourages the students and faculty members to participate in all those activities.

**3.6.6 Give details on social surveys, research or extension work (if any) undertaken by the college to ensure social justice and empower students from under-privileged and vulnerable sections of society?**

a) Socio – Economic Survey of different villages.
b) Women Empowerment
c) NSS volunteers extension activities like Health and Hygiene, Aids Awareness, Anti Blind Belief, Rain Water Harvesting (Hingu Gundi and Male Koilu) Awareness programmes and Road making, Drainage cleaning and construction, Temples cleaning, etc., at Annual Camp site
d) Blood Donation Camps by NSS, YRC and college through collaborating with other institutions.
e) Govt programmes in panchayat level survey.
3.6.7 Reflecting on objectives and expected outcomes of the extension activities organized by the institution, comment on how they complement students’ academic learning experience and specify the values and skills inculcated.

a) One - Day National Seminar on ‘Micro Finance and Sustainable Promotion of Entrepreneurship in India” organized by Dept of Commerce in association with Commerce and Management Students Association and Alumni on 03rd April 2013.
b) Seminar on Relevance of Gandhism
c) Personality Development Programmes
d) Career Guidance / Development Programmes
e) NSS volunteers involved in Village development activities
f) Entrepreneurship Awareness Programme
g) Seminar on Inflibnet by Dept of Library
h) Orientation Programmes to Commerce and Management Students
i) Workshops to Arts, Commerce and Commerce and Management Students
j) Industrial Visits by students.
k) Visits to Vidhana Soudha Budget Session and Hyper Markets in Bangalore by Commerce and Management Students.
l) Visits to Vidhana Soudha by Political Science students for observe the session.
m) Visits to industries to prepare Project Reports by BBM and M.Com students as a part of their curriculum.
n) Students excursions

The students and teaching fraternity learn human and social values, leadership qualities, managerial skills, communication skills etc. In this way the extension activities complement students’ academic learning experience values and skills.

3.6.8 How does the institution ensure the involvement of the community in its reach out activities and contribute to the community development? Detail on the initiatives of the institution that encourage community participation in its activities?

Under the support of the University, NSS volunteers involved in community development programmes in its Annual Camps in villages. The community-college networking developmental activities are:

1) NSS Programme Officers consult the local villagers before beginning the NSS Annual Camps and involve the local youths, leaders, people representatives and dignitaries in all the NSS activities.

2) Aids Awareness Programme, Rain Water Harvest ( Hingu Gundi and Male Koilu ) Awareness Programme, Population Day Movement, Women Day Celebration conducted by involving the local communities, awareness of the Gandhian principles.

3) Involving Alumni in extension activities.

4) Activities such as Blood Donation Camps, Vana Mahotsava( Tree Plantation), Plant distribution to the Students conducted with local participants.
3.6.9 Give details on the constructive relationships forged (if any) with other institutions of the locality for working on various outreach and extension activities.

The constructive relationship on outreach and extension activities are conducting with the help of local bodies viz., Grama Panchayath, Taluk Panchayath, Zilla Panchayath, Govt. Primary Health Centre / General Hospital, Veterinary Hospital, Agriculture Office, District Industries Centre, Ramakrishna Ashrama, Mahatma Gandhi Prathisthana, Bangalore, Kannada Sahitya Parishath, Daya Bhavan, Belli Blood Bank, Sanjeevini Blood Bank, LIC of India, Corporation Bank, Karnataka Bank, SBI, Police Station, Muncief Judicial, Bar Association, Kunigal, Bhagath Singh Association, Kunigal, SKDRDP, Kunigal, Sanathamana Dharma, Kunigal, etc., Alumni, Govt. Arts College, Tumkur, Vivekananda College, Bangalore, Sheshadripuram College, Bangalore, East West Group of Institutions, Bangalore, Shushrutha Institute of Management Studies, Bangalore, Govt. Arts College, Tumkur, Govt. First Grade College, Koratagere, Sri Siddhartha First Grade College, Tumkur, Sri Siddaganga Womens College, Tumkur, etc.,

The institution conducted several social outreach and extension activities for the community viz., Lecture Series, Orientation Programmes, Workshops, Career Development Programmes, Blood Donation Camp, HIV Awareness and Counseling Programmes etc.,

3.6.10 Give details of awards received by the institution for extension activities and/ contributions to the social/community development during the last four years.

Awards received by students in State Level NSS activities ie., Republic Day Period by Kum. Sumitra, II B.Com.,
Prizes received by students in State Level and National Level Sports
Letter of Appreciation from local community people regarding NSS Camp activities.

3.7 collaboration

3.7.1 How does the institution collaborate and interact with research laboratories, institutes and industry for research activities. Cite examples and benefits accrued of the initiatives - collaborative research, staff exchange, sharing facilities and equipment, research scholarships etc.

NIMHANS initiated “Counseling Training” to the faculty members, Department of Collegiate Education organised “Administrative Training” in Mysore to the faculty members Tumkur University organized “YRC”, “NSS”, “NAIPUNYA NIDHI” to the faculty members. All the permanent faculty members participated in Refresher Course and Orientation Programmes in Academic Staff colleges of different Universities.

3.7.2 Provide details on the MoUs/collaborative arrangements (if any) with institutions of national importance/other universities/ industries/Corporate (Corporate entities) etc. and how they have contributed to the development of the institution.

Kannada Sahitya Parishathu, Kunigal
Ramakrishna Ashrama, Tumkur
District Industries Centre, Tumkur
Karnataka Gandhi smaraka nidhi, Bangalore.
3.7.3 Give details (if any) on the industry-institution-community interactions that have contributed to the establishment / creation/up-gradation of academic facilities, student and staff support, infrastructure facilities of the institution viz. laboratories / library/new technology/placement services etc.

In collaboration with Ramakrishna Ashrama, Tumkur, Alumni, Government Arts College, Tumkur, and IBM and TCS, Vivekananda College, Bangalore, Bharathiya Vidya Bhavan, Bangalore, Alumni of the institution – Tax Consultants Association, Kunigal, Siddaganga Institute of Management Studies, Tumkur, Vidyavahini College, Tumkur, LIC of India, Kunigal conducted Personality Development and Career Advancement / Development Programmes in the institution.

H & R Johnson (India) Pvt. Ltd., Indo Spanish Tasty Foods Pvt. Ltd., Reitzel India Pvt. Ltd., Siddaganga Oil Mills, Tumkur, SKDRDP, SBI, Kunigal, Indian Overseas Bank, Kunigal, DCC Bank, Tumkur, TUMUL, Mallasandra, several Co-operative Banks etc., allowed the M.Com and BBM students to undergo with their projects as a part of their curriculum.

Student visit to industries, Vidhana Soudha Budget Session, Commercial Streets, Hyper Markets in Bangalore, TUMUL (Milk Diary) in Mallasandra, as a part of their academic programme.

Digital English Lab with the help of ODLL (Software)

Department of sponsored Manavathe, Kayaka, Star, , Naipunya Nidhi programmes, Rajiv Gandhi Student Loan Scheme in collaboration with different institutions.

3.7.4 Highlighting the names of eminent scientists/participants who contributed to the events, provide details of national and international conferences organized by the college during the last four years.

The Department of Commerce and Management, in association with Commerce and Management Students Association and Alumni organized One - Day National Seminar on ‘Micro Finance and Sustainable Promotion of Entrepreneurship in India” on 03rd April 2013.

3.7.5 How many of the linkages/collaborations have actually resulted in formal MoUs and agreements ? List out the activities and beneficiaries and cite examples (if any) of the established linkages that enhanced and/or facilitated

a) Curriculum development/enrichment
b) Internship/ On-the-job training
c) Summer placement
d) Faculty exchange and professional development
e) Research
f) Consultancy
g) Extension
h) Publication
i) Student Placement
j) Twinning programmes
k) Introduction of new courses
l) Student exchange
a) Curriculum development/enrichment:

Govt. of Karnataka / Department of Collegiate of Education collaborating with KAYAKA, Art of Living, Star etc., sponsored different skill based courses in the institution. Thus the institution conducted Certificate Course in collaborating with the above.

b) Internship/ On-the-job training:

Some of the students work as job trainees in different firms, Tax Consultants Offices during their leisure hours.

c) Summer placement:

NA

d) Faculty exchange and professional development:

Faculties under Deputation from and to other institution:

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Names</th>
<th>Deputation from</th>
<th>Deputation to</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Dr. S. Shashikala</td>
<td>GFGC, Maddur</td>
<td>GFGC, Kunigal</td>
<td>02-07-2014</td>
</tr>
<tr>
<td>2</td>
<td>Jayaprakash M.S.</td>
<td>Siddhartha First Grade College, Tumkur</td>
<td>GFGC, Kunigal</td>
<td>10-02-2011</td>
</tr>
<tr>
<td>3</td>
<td>Poornima D.S.</td>
<td>PES College, Hanumanthanagar, Bangalore</td>
<td>GFGC, Kunigal</td>
<td>18-1102013</td>
</tr>
<tr>
<td>4</td>
<td>Manohara Babu D.S.</td>
<td>GFGC, Sira</td>
<td>GFGC, Kunigal</td>
<td>09-10-2013</td>
</tr>
<tr>
<td>5</td>
<td>Dr. M.S. Narasimhan</td>
<td>GFGC, Kunigal</td>
<td>GFGC, Dandinashivara</td>
<td>02-07-2014</td>
</tr>
<tr>
<td>6</td>
<td>Gangadharamurthy T.V.</td>
<td>GFGC, Kunigal</td>
<td>GFGC, Pavagada</td>
<td>03-07-2014</td>
</tr>
<tr>
<td>7</td>
<td>Suresh</td>
<td>GFGC,</td>
<td></td>
<td>2011</td>
</tr>
</tbody>
</table>
Several teachers of the institution participated in Faculty Development Programme / Trainings, Administrative Trainings and Workshops.

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Names</th>
<th>FDP / Workshops participated</th>
<th>Administrative training attended</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Dr. S. Shashikala</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>2</td>
<td>Dr. M.S. Narasimhan</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Gangadhara Murthy B.</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Dr. R.A. Pushpabharathi</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Raveendra Sharma T.V.</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>6</td>
<td>Jaya Prakash M.S.</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Krishna D.</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Ramesh K.V.</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Puttaraju</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Lokesha K.P.</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Shashikumar R.</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Nagaraju M.S.</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Chandrashekharaih G.</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Vishweshwaralah S.</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Sanjeeva Murthy H.</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Poornima D.S.</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Manohar Babu D.S.</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Mamatha J.N.</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Dr. G.S. Raveesh</td>
<td>√</td>
<td></td>
</tr>
</tbody>
</table>

e) Research:
- Ramesh K.V. is working as Internal Research Guide of KSOU for MBA students’ Project works as a part of their curriculum.
- Manohara Babu guided M.Phil students of Vinayaka Missions University.

f) Consultancy: All the teachers involved in Consultancy work purely on honorary basis.

g) Extension:
- Blood Donation Camps, Aids and HIV Awareness and Counseling programme, Population Awareness Movement, Career Development and Personality Development Programmes, Tree Plantation, Environmental Awareness, National Integration Programme etc.,

h) Publication: Most of the teachers published their articles in Journals.

i) Student Placement
The Placement Officer of the institution carried the students to and informed about the Job Melas / Campus Selection Programmes held in several institutions and some students selected by reputed concerns for jobs.

j) Twinning programmes: The institution formed the ‘Swasthya Sankalpa Club’ and sending its members (students) to aware the people / students / youth against Drug abuse in collaboration with Sri Kshetra Dharmasthala Rural Development Programme.
k) **Introduction of new courses**
BBM in UG and M.A. (Sociology) and M.Com. in PG

l) **Student exchange:**
   - NA

m) **Any other:**
   - NA

3.7.6 **Detail on the systemic efforts of the institution in planning, establishing and implementing the initiatives of the linkages/collaborations. Any other relevant information regarding Research, Consultancy and Extension which the college would like to include.**

The institution is planning, establishing and implementing the initiatives of the linkages/collaborations with local bodies and community with the help of the local bodies, Grama/Village/Taluk/Zilla Panchayath, Municipality members, CDC members, Govt. General Hospital, District Industries Centre, Agriculture Office, industries in local area, Alumni, Banks and LIC office, DCC Bank, Tumkur and several Co-operative Banks etc.,

Banks opened Zero Balance SB account to our students.
CRITERION IV: INFRASTRUCTURE AND LEARNING RESOURCES

4.1 Physical Facilities

4.1.1 What is the policy of the Institution for creation and enhancement of infrastructure that facilitate effective teaching and learning?

The institution is owned by the Govt. of Karnataka and administered by the Department of Collegiate Education. The institution follow the government policy for creation and enhancement of infrastructure that facilitate effective teaching and learning. The principal approach the government by sending proposal for creating and enhancing the infrastructure through DCE. The MHRD introduced ‘RUSA’ a new scheme to develop infrastructure facility in the higher education institutions in India.

4.1.2 Detail the facilities available for

a) Curricular and co-curricular activities – classrooms, technology enabled learning spaces, seminar halls, tutorial spaces, laboratories, botanical garden, Animal house, specialized facilities and equipment for teaching, learning and research etc.

b) Extra –curricular activities – sports, outdoor and indoor games, gymnasium, auditorium, NSS, NCC, cultural activities, public speaking, communication skills development, yoga, health and hygiene etc.

a) Curricular and co-curricular activities:

- **Class rooms**: Initially, the institution run its classes in GKBMS School building by offering B A & BCom courses only. Later in 1989 it shifted to its own building. In 1999, BSc., course introduced. In 2009 BBM course added & in 2011 M.Com & M.A (Sociology) courses started. The students strength has been increasing. Additional 08 rooms were sanctioned of which, 05 rooms finished and 3 rooms yet to be constructed. The institution consistently requesting the Hon. Govt through DCE to construct 10 more additional classrooms. Hon. MLA, the CDC President also pressurizing the govt. to construct 10 more additional class rooms.

- **Technology enabled learning spaces**: A.V. room, digital English library, computer lab is provided to the students. Proposal sent to UGC for Multi purpose stadium, synthetic track for athletic and to the Govt. under MLA, MP, MLC quota for the construction of Auditorium. These are under process.

- **Seminar Halls**: The institution is having a separate seminar hall. It is used to the maximum –extent for both curricular- co-curricular activities.

- **Tutorial spaces**: The class rooms are varying in size with good ventilation and natural lighting. It helps to allocate different classes to the available class rooms on the basis of students strength. 13 rooms are spacious where we can accommodate more than 160 students.

- **Laboratories**: The institution having separate physics, chemistry, computer and Digital English Laboratories.
- **Botanical Garden**: The institution has beautiful teak tree garden and neem trees. It has different varieties of trees and flower plants also.

- **Animal house**: N A

- **Specialized facilities and equipment for teaching, learning and research**: The teachers make use of Digital board, computers with internet facility, LCD Projector and screen, Digital English lab and computer Lab, Well established Library journals, e-journals [INFLIBNET], Digital board, Science Lab.

b) **Extra – curricular Activities**:

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
<th>Held at</th>
<th>Level of participation</th>
<th>Achivement</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-14</td>
<td>Cross Country</td>
<td>GFGC, Badavanahalli</td>
<td><strong>Inter-Collegiate</strong></td>
<td>I Place</td>
</tr>
<tr>
<td></td>
<td>– Women Women</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Kho – Kho –</td>
<td>GFGC, Tumkur</td>
<td>-” -</td>
<td>Participation</td>
</tr>
<tr>
<td></td>
<td>Men Women</td>
<td>GFGC, Kunigal</td>
<td>-” -</td>
<td>II Place</td>
</tr>
<tr>
<td></td>
<td>Kabaddi Women</td>
<td>GFGC, Pavagada</td>
<td>-” -</td>
<td>III Place</td>
</tr>
<tr>
<td></td>
<td>Badminton –</td>
<td>Tiptur</td>
<td>-” -</td>
<td>Participation</td>
</tr>
<tr>
<td></td>
<td>Men Men</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Kabaddi – Men</td>
<td>Tiptur</td>
<td>-” -</td>
<td>Participation</td>
</tr>
<tr>
<td></td>
<td>Volley Ball –</td>
<td>SSCAC, Tumkur</td>
<td>-” -</td>
<td>Participation</td>
</tr>
<tr>
<td></td>
<td>Women Women</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Volley Ball –</td>
<td>BJRFGC, Tumkur</td>
<td>-” -</td>
<td>III Place</td>
</tr>
<tr>
<td></td>
<td>Women Women</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chess Men</td>
<td>UAC, Tumkur</td>
<td>-” -</td>
<td>Participation</td>
</tr>
<tr>
<td></td>
<td>Athletics –</td>
<td>USC, Tumkur</td>
<td>-” -</td>
<td>Bronze Medal</td>
</tr>
<tr>
<td></td>
<td>Men Men</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Athletics –</td>
<td>- -” -</td>
<td>-” -</td>
<td>II Place – Team</td>
</tr>
<tr>
<td></td>
<td>Women Women</td>
<td></td>
<td></td>
<td>Championship</td>
</tr>
<tr>
<td></td>
<td>Cross Country</td>
<td>Rajasthan University,</td>
<td><strong>All India Universities</strong></td>
<td>I &amp; III Place</td>
</tr>
<tr>
<td></td>
<td>– Women Women</td>
<td>Udaypur.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>South – Zone</td>
<td>Yogi Vemana University,</td>
<td><strong>South Zone</strong></td>
<td>III Place</td>
</tr>
<tr>
<td></td>
<td>Kabaddi</td>
<td>Kada.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Kho-Kho South</td>
<td>Mangalore University,</td>
<td>-” -</td>
<td>II Place</td>
</tr>
<tr>
<td></td>
<td>Zone South</td>
<td>Udupi</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Volley Ball –</td>
<td>P University, Salem</td>
<td>-” -</td>
<td>III Place</td>
</tr>
<tr>
<td></td>
<td>South Zone</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year</td>
<td>Event</td>
<td>Held at</td>
<td>Level of participation</td>
<td>Achievement</td>
</tr>
<tr>
<td>----------</td>
<td>----------------------------</td>
<td>------------------------------</td>
<td>------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>2012-13</td>
<td>Cross Country – Women</td>
<td>SSBPED, SS Mutt</td>
<td>Inter- Collegiate</td>
<td>CHAMPIONS</td>
</tr>
<tr>
<td></td>
<td>Kho –Kho – Men</td>
<td>UAC, Tumkur</td>
<td>&quot;&quot; -</td>
<td>Participation</td>
</tr>
<tr>
<td></td>
<td>Kho –Kho – Women</td>
<td>&quot;&quot; -</td>
<td>&quot;&quot; -</td>
<td>Winners</td>
</tr>
<tr>
<td></td>
<td>Volley Ball - Women</td>
<td>SSCW, Tumkur</td>
<td>&quot;&quot; -</td>
<td>Participation</td>
</tr>
<tr>
<td></td>
<td>Kabaddi – Women</td>
<td>Union Christ College, Tumkur</td>
<td>&quot;&quot; -</td>
<td>III</td>
</tr>
<tr>
<td></td>
<td>Kabaddi – Men</td>
<td>GFGC, Pavagada</td>
<td>&quot;&quot; -</td>
<td>Participation</td>
</tr>
<tr>
<td></td>
<td>Badminton – Men</td>
<td>GFGC, Tumkur</td>
<td>&quot;&quot; -</td>
<td>Participation</td>
</tr>
<tr>
<td></td>
<td>Athletics – Men</td>
<td>Kalpatharu FGC, Tiptur</td>
<td>&quot;&quot; -</td>
<td>Silver Medal 2</td>
</tr>
<tr>
<td></td>
<td>Athletics – Women</td>
<td>&quot;&quot; -</td>
<td>&quot;&quot; -</td>
<td>Runners Up 2</td>
</tr>
<tr>
<td></td>
<td>Cross Country – Women</td>
<td>Nagpur University, Nagpur.</td>
<td>All India Universities</td>
<td>I, III, VI Place</td>
</tr>
<tr>
<td></td>
<td>South – Zone Kabaddi</td>
<td>M.S.University, Tantoor.</td>
<td>South Zone</td>
<td>III Place</td>
</tr>
<tr>
<td></td>
<td>Kho-Kho South Zone - Women</td>
<td>Calicut University, Calicut.</td>
<td>&quot;&quot; -</td>
<td>I Place</td>
</tr>
<tr>
<td></td>
<td>Volley Ball - South Zone - Men</td>
<td>Bharathidasan University, Coimbatore.</td>
<td>&quot;&quot; -</td>
<td>III Place</td>
</tr>
<tr>
<td></td>
<td>Volley Ball - South Zone - Women</td>
<td>Acharya Nagarjun University, Guntur</td>
<td>&quot;&quot; -</td>
<td>III Place</td>
</tr>
<tr>
<td>year</td>
<td>Event</td>
<td>Held at</td>
<td>Level of participation</td>
<td>Achievement</td>
</tr>
<tr>
<td>----------</td>
<td>------------------------------</td>
<td>------------------------------</td>
<td>------------------------</td>
<td>-------------</td>
</tr>
<tr>
<td>2011-12</td>
<td>Cross Country – Women</td>
<td>GFGC, Nonavinkere</td>
<td><strong>Inter-Collegiate</strong></td>
<td>III Place</td>
</tr>
<tr>
<td></td>
<td>Kho – Kho – Men</td>
<td>GFGC, Gubbi</td>
<td>“” -</td>
<td>Participation</td>
</tr>
<tr>
<td></td>
<td>Kho – Kho – Women</td>
<td>“” -</td>
<td>“” -</td>
<td>III Place</td>
</tr>
<tr>
<td></td>
<td>Volley Ball - Women</td>
<td>PAC, Tiptur</td>
<td>“” -</td>
<td>II Place</td>
</tr>
<tr>
<td></td>
<td>Volley Ball - Men</td>
<td>GFGC, Kunigal</td>
<td>“” -</td>
<td>III Place</td>
</tr>
<tr>
<td></td>
<td>Kabaddi – Women</td>
<td>GFGC, Sira</td>
<td>“” -</td>
<td>III Place</td>
</tr>
<tr>
<td></td>
<td>Kabaddi – Men</td>
<td>PAC, Tiptur</td>
<td>“” -</td>
<td>Participation</td>
</tr>
<tr>
<td></td>
<td>Athletics – Men</td>
<td>USC, Tumkur</td>
<td>“” -</td>
<td>II Place</td>
</tr>
<tr>
<td></td>
<td>Athletics – Women</td>
<td>“” -</td>
<td>“” -</td>
<td>I Place</td>
</tr>
<tr>
<td></td>
<td>Cross Country – Women</td>
<td>Panjab University, Gurudaspur</td>
<td><strong>All India Universities</strong></td>
<td>III Place</td>
</tr>
<tr>
<td></td>
<td>South – Zone Volley Ball - Women</td>
<td>Bharathiar University Coimbotore</td>
<td><strong>South Zone</strong></td>
<td>II Place</td>
</tr>
<tr>
<td></td>
<td>Kho-Kho South Zone - Women</td>
<td>Central University, Pondicherry</td>
<td>“” -</td>
<td>III Place</td>
</tr>
<tr>
<td></td>
<td>Volley Ball - South Zone Men</td>
<td>Anna Technical University, Salem.</td>
<td>“” -</td>
<td>III Place</td>
</tr>
</tbody>
</table>

- **Gymnasium**: The institution has been sent a proposal for the construction of multi-purpose stadium to UGC where gymnasium facility is provided. It is under process.

- **Auditorium**: The Proposal plan for Auditorium with capacity of 1,500 audience with estimated cost of Rs.55 lakhs is under approval. Hon. MLA mobilized the required fund from his own, MP and MLC Quotas.

- **NSS**: The institution has 3 units of NSS with 300 volunteers.

- **Cultural Activities**: The institution encourages students to participate in Cultural Activities. Different Cultural competitions are conducted and prizes are distributed in every annual functions. The students of the college sent to participate in out door (i.e., inter collegiate etc.,) cultural competition.

**Public Speaking and Communication Skill Development and Yoga**: Several Personality programmes organized in the college.
NSS volunteers learn Yoga during the Annual Camps. Communication Skill Development activities are conducted in digital English lab.

- **Health and Hygiene:**
  YRC and Women Cell organized Health and Hygiene programme for women in the institution in association with the Taluk General Hospital, Kunigal.

- **Remedial Classes for SC/ST/OBC and Minority students:** The institution conducts Remedial classes to SC/ST/OBC and Minority students.

- **General Purpose:**
  College is used for Election purposes. The institution is treated as a Model Election Unit in the Lokasabha Election held in 2014 May 16. NGO i.e., SKRDP availed the accommodation facility to conduct its Federation Meeting.
  NGO i.e., St. Grigorious Daya Bhavan, Bhaktarahalli conducts Blood Donation Awareness, Blood Grouping and Blood Donation programme in the institution.

4.1.3 How does the institution plan and ensure that the available infrastructure is in line with its academic growth and is optimally utilized? Give specific examples of the facilities developed/augmented and the amount spent during the last four years (Enclose the Master Plan of the Institution/campus and indicate the existing physical infrastructure and the future planned expansions if any).

- Separate Library building constructed in I Floor in 2010-11 costing Rs.6 Lakhs.
- 08 class rooms sanctioned for an estimated cost of Rs.50 Lakhs and 05 rooms constructed in 2011-12 and still work is in progress for the rest 03 rooms. The Principal of the institution, Hon. MLA, the President of the CDC are doing follow-up for its construction.
- Traditional Black Boards are replaced by modern Green Ceramic Boards in 2013
- All Electrical works are carried out from time to time and are well maintained
- The Administrative Office is provided with new Computers, Printers, Scanning and Photo-Copying (Zerox) Machines and modern cushion chairs.
- Modern cushion chairs and metal chairs are bought and arranged in the Principal chamber.
- New Candi – lever chairs are arranged for students.
- New Computer is installed in Principal’s Chamber.
- Separate Toilet for Gents and Ladies constructed at an estimated cost of Rs.10,00,000 in 2014.
- Library is provided with Computer with Internet facility, Xerox Machin, e-journals(INFLIB NET), journals, magazines, News Papers, Reference Books, semester books etc.,
- Principal of the institution sent the proposal for Multi-purpose stadium, Sports Teacher Room and Table Tennis Court, Grass Track with 8 Lanes for Athletics and Foot Ball Court in Play Ground to UGC for approval and Synthetic Track for Athletics in Play Ground to UGC for approval.
• Hon. MLA, the President of CDC released his grants and mobilized local MP, MLC Quota fund towards the construction of the Auditorium with 1,500 seating capacity. Now it is under process.

• Hon. MLA, the President of CDC approached the Hon. Govt. to construct 10 more class rooms.

• The Principal of the institution sent the proposal to PWD for preparing the college’s Master Plan. The Master Plan is yet to be prepared.

This institution is the only institution in the entire Taluk for higher education. The total strength of students for different programmes are enormously increasing over the years. The institution planned to run the college under two shifts to solve the problem of class room shortage. More than 90% of the students belongs to rural areas. The students of the institution got the main grievance of Bus facility to come early from their villages to the college and to go by late from the college to their villages. The institution is Student Friendly. By listening to their grievance it maintains the general time table for all the classes even it faces the room scarcity. For the time-being it has to compromise the different infrastructure facility like Seminar Hall/ A.V. Room with Students Class rooms and forced to shift Edu-Sat to the Library where the students can watch the programme.

It means everyday and during all working hours no seminars will be conducted. A separate seminar hall has to kept locked and it becomes idle. To utilize the rooms for optimum level, classes are conducted in it. As and when the seminar is to be conducted, this room is used.

4.1.4 How does the institution ensure that the infrastructure facilities meet the requirements of students with physical disabilities?

The ramp facility is provided to such students. The Librarian and staff see that the library books are delivered at their foot. Such students are very few in number. Such students are taken care of by all the teachers.

4.1.5 Give details on the residential facility and various provisions available within them:

• Hostel Facility - Accommodation available – 02
• Recreation Facilities, gymnasium, yoga center etc., - 01
• Computer facility including access to internet in hostel: 01 (in SC/ST Hostel)
• Facilities for medical emergencies: 01 (the Government General Hospital is providing Ambulance facility on toll free call No.108 and providing out patient and inpatient facility)
• Library facility in the hostels: 01
• Internet and Wi-Fi facility: Broad band internet facility is available.
• Recreational – Common room with audio-visual equipments- 01
• Available residential facility for the staff and occupancy Constant supply of safe drinking water: 01
• Security: Night watchmen are appointed by the Government.
4.1.6 What are the provisions made available to students and staff in terms of health care on the campus and off the campus?

The institution in collaboration with the Govt. Hospital, Kunigal conducted:
- HIV and Aids Awareness programmes and Counseling programmes.
- Health and Hygiene programme to women students.
- Population movements.
- NSS Volunteers conduct the HIV Awareness Movement during Annual Camps.
- YRC units of our college, NSS conducted Blood Donation Camps and Blood Donation Awareness programmes in the college premises in collaboration with Belli Blood Bank, Sanjeevini Blood Bank, Tumkur and Daya Bhavan.
- The staff of the institution can get the re-imbursement of medical bills by the Govt. / DCE.

4.1.7 Give details of the Common Facilities available on the campus—spaces for special units like IQAC, Grievance Redressal unit, Women’s Cell, Counseling and Career Guidance, Placement Unit, Health Centre, Canteen, recreational spaces for staff and students, safe drinking water facility, auditorium, etc.

The institution is facing the problem of class room shortage due to enormous increase in students’ strength to all programmes. The students are unwilling to follow the shift system. Hence the general time table is followed. specific spaces are provided for special units like IQAC, Grievance Redressal Unit, Women’s Cell, Counseling and Career Guidance, Placement Unit, Health Centre etc., in the class rooms for the time-being. After the construction of new building the institution accommodate specific room for all these within short duration.

- All the classes begins at 10.00am and closes at 3.00pm. So class rooms are found vacant after 3-00 p.m. which are used by special units for engaging tutorials of remedial classes and other programmes.
- Safe Drinking Water Facility: The Bore well water available in the premises is used for drinking purpose which is certified by the Lab of Zilla Panchayath, Tumkur as “Potable”. Some teachers of the institution put their effort in donating the “Safe Drinking Water supplying Project” in the interest of the students. It is well maintained by the institution.
- Mobile Canteen facility is provided to the students and staff at subsidized prices.

Non-availability of separate space for special units is not the limitation for operating its functions. All the faculty members are committed to perform their assigned duties.

4.2 Library as learning resource

4.2.1 Does the library have an Advisory Committee? Specify the composition of such a committee. What significant initiatives have been implemented by the committee to render the library, student/user friendly?

Yes. The library has an advisory committee comprising the principal as the President, the librarian as the convener and several head of the departments as its members. It is constituted by the principal every year.
At the commencement of the academic year the library committee conduct the meeting and discuss about the proposed budget and grants for the purchase of the books. Purchase of books is based on the recommendations and list of text books and reference books provided by the subject teachers and head of the departments. Allocation of the budget is according to the strength of the students in each departments.

At the Initial meeting the library advisory committee discuss about the existing service provided by the library and modify the service if required. The intention is to help the students as much as possible in all the way. Thus the library advisory committee looks to the smooth functioning of library work and student friendly.

4.2.2 Provide details of the following:
* Total area of the library (in Sq. Mts.): 130.68 Sq. Mtrs.
* Total seating capacity: 50
* Working hours (on working days, on holidays, before examination days, during examination days, during vacation)
  - Regular: 9.30 am to 5.00 pm
  - Saturday: 9.30 am to 3.00 pm
  - On examination days: 9.00am to 5.30pm
* Layout of the library (individual reading carrels, lounge area for browsing and relaxed reading, IT zone for accessing e-resources): --

4.2.3 How does the library ensure purchase and use of current titles, print and e-journals and other reading materials? Specify the amount spent on procuring new books, journals and e-resources during the last four years.

<table>
<thead>
<tr>
<th>Library holdings</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
<th>2013-14</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Total cost</td>
<td>Number</td>
<td>Total cost</td>
<td>Number</td>
</tr>
<tr>
<td>Text Books &amp; Reference Books</td>
<td>5820</td>
<td>749216</td>
<td>3512</td>
<td>486485</td>
<td>1729</td>
</tr>
<tr>
<td>Journals / Periodicals</td>
<td>P-06</td>
<td>5910</td>
<td>P-20</td>
<td>14958</td>
<td>p-25</td>
</tr>
<tr>
<td>e-resources</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5000</td>
<td></td>
<td>5000</td>
<td></td>
<td>5000</td>
</tr>
</tbody>
</table>

4.2.4 Provide details on the ICT and other tools deployed to provide maximum access to the library collection?
* OPAC: Data entry has been done in Excel
* Electronic Resource Management package for e-journals: - No
* Federated searching tools to search articles in multiple databases: - No
* Library Website: - No
* In-house/remote access to e-publications : - No
* Library automation : - in process
* Total number of computers for public access : 01
* Total numbers of printers for public access : 01
* Internet band width/ speed % 2mbps %10 mbps %1 gb (GB) : BSNL Broadband
* Institutional Repository : maintained in CDs
* Content management system for e-learning :
  • Participation in Resource sharing networks/consortia (like INFLIBNET) :
    All the PG students have individual Login ID facility.

4.2.5 Provide details on the following items:
* Average number of walk-ins: 50
* Average number of books issued/returned: 65
* Ratio of library books to students enrolled: 01 : 17
* Average number of books added during last three years: 1,743
* Average number of login to opac (OPAC): -- Nil
* Average number of login to e-resources: - Nil
  • Average number of e-resources downloaded/printed: -
* Number of information literacy trainings organized: 02 per year
* Details of “weeding out” of books and other materials : every year stock verification committee recommends weeding out of books.

4.2.6 Give details of the specialized services provided by the library
* Manuscripts : - No
* Reference: - More than 3,000 reference books are available
* Reprography: - 01 Zerox Machine
* ILL (Inter Library Loan Service) : with public Library, Kunigal
* Information deployment and notification (Information Deployment and Notification) :
  In the Notice Board.
* Download : Possible with the Internet: Yes
* Printing : Yes
* Reading list/ Bibliography compilation : Yes
* In-house/remote access to e-resources : No
  • User Orientation and awareness : for the fresher
* Assistance in searching Databases :
  • INFLIBNET/IUC facilities : NLIST Membership

4.2.7 Enumerate on the support provided by the Library staff to the students and teachers of the college.

Library staff support to students and teachers are:
• Syllabus of all the Courses.
• Previous Question papers booklet for reference
• Making availability of earlier and current issues of journals / periodicals to the faculty, students and researchers.
• Career Guidance, Personality Development and Competitive Examination books are separately arranged.
• Books newly arrived are displayed.
4.2.8 What are the special facilities offered by the library to the visually/physically challenged persons? Give details.

The librarian collect the list of visually/physically challenged students from the teachers and frame the policy of reaching the library facility at their foot through the help of the library staff. Currently such students are very few i.e., only one.

4.2.9 Does the library get the feedback from its users? If yes, how is it analyzed and used for improving the library services. (What strategies are deployed by the Library to collect feedback from users? How is the feedback analyzed and used for further improvement of the library services?)

Yes. The feedback collected is undergo with critical analysis by the library committee and steps are taken to improve the library services.

4.3 IT Infrastructure

4.3.1. Give details on the computing facility available (hardware and software) at the institution.

- Number of computers with Configuration (provide actual number with exact configuration of each available system): 51
- Computer – student ratio: 51 : 1705 = 1: 33
- Stand alone facility: nil
- LAN facility: 51
- Licensed software: 51
- Number of nodes / computers with Internet facility: 15
- Any other: nil

4.3.2 Detail on the computer and internet facility made available to the faculty and students on the campus and off-campus?

- The institution has been procuring computers, installing and keep on obtaining Internet facility and providing services to the students. There are 51 Computers and 15 computers connected with Broad Band Internet facility with 100MBPS speed.
- Principal’s chamber is provided with 01 computer with Internet facility.
- Administrative office is provided with 05 computer with Internet facility.
- There are 02 computer with Internet facility in the Library.
- Commerce department is provided with 02 computers out of which 01 computer is connected with Internet facility.
- Physics department consists of 01 computer with Internet facility.
- 15 computers installed in Digital English lab with Internet facility.
- 21 computers installed in Computer lab with Internet facility.

4.3.3 What are the institutional plans and strategies for deploying and upgrading the IT infrastructure and associated facilities?

Institution planned to install:

- C.C Cameras in library, Principal’s chamber, administrative wing and in different directions of the building.
- 06 Web Cameras to avoid e-wastage.
- 01 Kirloskar Generator with 35 kv.
- 01 Fake Note Detection Machine.
- 01 Currency Note Counting Machine.
- Wifi
- 02 big Latest LED TVs.
- Digital Boards: 01 each in the principal’s chamber, Computer Lab, A.V. Room, Seminar Hall, 4 selected Class Rooms.
- LCD Projector with 01 computer and Screen in selected 10 Class rooms.
- 01 Spiral Binding Machine.
- 04 Printers to Office and 01 printer in Principal’s chamber.
- 01 Film Projector
- 01 High Tech imported Handi Cam
- 06 Scanners to avoid e-wastage.
- 24/7 10 kv Battery Back up - 02

To provide:
- 10 A.V. Rooms.
- 01 Lap Top to all the faculty with high configuration.
- 01 Camera to each department.
- 01 computer and Printer to each department
- 01 Honda Mini Petrol Genset to do Off Campus activities.

4.3.4 Provide details on the provision made in the annual budget for procurement, upgradation, deployment and maintenance of the computers and their accessories in the institution (Year wise for last four years)

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Year</th>
<th>No. of Desktop Computers</th>
<th>Amount Rs.</th>
<th>No. of Laptop</th>
<th>Amount Rs.</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2010</td>
<td>07</td>
<td>1,83,774</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>2012</td>
<td>11</td>
<td>3,60,460</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>2013</td>
<td>09</td>
<td>2,63,601</td>
<td>01</td>
<td>59,906</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>2014</td>
<td>08</td>
<td>3,09,472</td>
<td>-</td>
<td>-</td>
<td>Supplied from Dept. collegiate Education</td>
</tr>
</tbody>
</table>

4.3.5 How does the institution facilitate extensive use of ICT resources including development and use of computer-aided teaching / learning materials by its staff and students?

Computers - 51
Laptop – 02
LCD Projector – 01
Digital Board – 01
Digital Camera – 01
Printers – 03
Photo copy Machine - 02
Scanners- 01
Broad Band Inter Net Connection – 15
24/7 Battery Backup  
Mic Set – Ahuja – 1 set  
Digital English Lab - 01

4.3.6 Elaborate giving suitable examples on how the learning activities and technologies deployed (access to on-line teaching - learning resources, independent learning, ICT enabled classrooms/learning spaces etc.) by the institution place the student at the centre of teaching-learning process and render the role of a facilitator for the teacher  

The learning activities and technologies deployed by the institution through ICT, access to Broad Bands, Network resources, computer Lab, Digital English Language Lab. The faculty uses teaching learning processes through PPT with the help of LCD Projectors, Software, CDs, films etc.

4.3.7 Does the Institution avail of the National Knowledge Network connectivity directly or through the affiliating university? If so, what are the services availed of?  
The institution avail of Edu Sat, Digital English Lab and INFLIBNET.

4.4. Maintenance of Campus Facilities:

4.4.1 How does the institution ensure optimal allocation and utilization of the available financial resources for maintenance and upkeep of the following facilities (substantiate your statements by providing details of budget allocated during last four years)?  

The institution is owned and managed by the Government. It is funded by the Government, UGC, and MHRD. The funds sanctioned are judiciously utilized by the institution according to the guidelines of the sanctioning authorities.  

Except Building, the maintenance and upkeep of other infrastructure facilities, the principal and Office manager in consultation with the senior teachers and different committees for the specific purpose, decide upon and ensure optimum allocation and utilization of financial resources.

a. Building: The maintenance and upkeep of the college building is the responsibility of the State and Central PWD. Periodically the principal of the institution approach the Govt. and other funding authorities through DCE for the construction, repairs, renovation, painting works. The Govt. and other funding authorities sanction the grants for these works. These works are done by PWD. Then these works are carried on under the supervision of PWD Junior Engineer, the principal and Office Management.

Details of budget allocated and utilized for the construction, maintenance, and upkeep of the college building during the period 1992-93 to 2003-04 are as under:

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Work</th>
<th>Sanction No.</th>
<th>Estimated Amount (In Rs.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I Floor Building construction work in Govt. First Grade College, Kunigal S.E.R No. 29/1992-93</td>
<td>17,24,820-00</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Library Building construction work in Govt. First Grade College, Kunigal S.E.R No. 144/2003-04</td>
<td>6,00,000-00</td>
<td></td>
</tr>
</tbody>
</table>
Details of budget allocated and utilized for the construction, maintenance, and upkeep of the college building during last four years are as under:

<table>
<thead>
<tr>
<th></th>
<th>Additional Rooms construction work in Govt. First Grade College, Kunigal</th>
<th>S.E.R No. 794/2006-07</th>
<th>50,00,000-00</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Toilet construction work in Govt. First Grade College, Kunigal</td>
<td>D.R. No. 910/2013-14</td>
<td>10,00,000-00</td>
</tr>
</tbody>
</table>

b. Furniture:

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Year</th>
<th>CDC (In Rs.)</th>
<th>CDF (In Rs.)</th>
<th>Total Amount Rs.</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2010-11</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>2</td>
<td>2011-12</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>3</td>
<td>2012-13</td>
<td>5,17,910</td>
<td>*3,600</td>
<td>5,21,510</td>
<td>*Maintenance</td>
</tr>
<tr>
<td>4</td>
<td>2013-14</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

d. Equipment:

<table>
<thead>
<tr>
<th>Year</th>
<th>Item</th>
<th>Rs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-12</td>
<td>Cannon Photo Copy Machine with stabilizer, etc. purchased</td>
<td>73,984-00</td>
</tr>
</tbody>
</table>

d. Computers:

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Year</th>
<th>No. of Desktop Computers</th>
<th>Amount Rs.</th>
<th>No. of Laptop</th>
<th>Amount Rs.</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2010</td>
<td>07</td>
<td>1,83,774</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>2012</td>
<td>11</td>
<td>3,60,460</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>2013</td>
<td>09</td>
<td>2,63,601</td>
<td>01</td>
<td>59,906</td>
<td>Supplied from Dept. collegiate Education</td>
</tr>
<tr>
<td>4</td>
<td>2014</td>
<td>08</td>
<td>3,09,472</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
</tbody>
</table>

e. Vehicles: Nil

f. Any other : -

UGC Grants: under XI Plan and XII Plan for the last 10 years:

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Grant Details</th>
<th>Sanctioned Date</th>
<th>Rs.(in lakhs)</th>
<th>Utilized Rs.</th>
<th>Balance Rs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Catch up Grants,</td>
<td>26-02-2009</td>
<td>4.00</td>
<td>3,99,726</td>
<td>274</td>
</tr>
<tr>
<td>2</td>
<td>Development</td>
<td>26-02-2009</td>
<td>5.60</td>
<td>5,50,735</td>
<td>9,265</td>
</tr>
<tr>
<td>Sl. No.</td>
<td>Assistance</td>
<td>Date</td>
<td>Sanctioned</td>
<td>Utilized</td>
<td>Balance Rs.</td>
</tr>
<tr>
<td>--------</td>
<td>-----------------------------------------------------------------------------</td>
<td>------------</td>
<td>------------</td>
<td>----------</td>
<td>-------------</td>
</tr>
<tr>
<td>3</td>
<td>College in backward area</td>
<td>20-03-2009</td>
<td>3.00</td>
<td>2,81,311</td>
<td>18,689</td>
</tr>
<tr>
<td>4</td>
<td>Remedial coaching class for SC/ST/Minority/ OBC</td>
<td>10-04-2010</td>
<td>2.40</td>
<td>84,056</td>
<td>1,55,944</td>
</tr>
<tr>
<td>5</td>
<td>Remedial coaching class for SC/ST/Minority/ excluding Creamy layer</td>
<td></td>
<td>2.40</td>
<td>00</td>
<td>2,40,000</td>
</tr>
<tr>
<td>6</td>
<td>Special grant for enhancement of initiative capacity of Building</td>
<td>12-04-2010</td>
<td>3.00</td>
<td>2,99,257</td>
<td>743</td>
</tr>
<tr>
<td>7</td>
<td>Additional assistance to cover colleges</td>
<td>26-11-2010</td>
<td>11.975</td>
<td>12,454</td>
<td>3,756</td>
</tr>
<tr>
<td>8</td>
<td>Additional assistance to cover colleges</td>
<td>19-12-2012</td>
<td>9.58</td>
<td>6,29,667</td>
<td>3,28,333</td>
</tr>
<tr>
<td>9</td>
<td>Development Assistance UG education</td>
<td>30-03-2013</td>
<td>4.00</td>
<td>3,96,244</td>
<td>3,756</td>
</tr>
<tr>
<td>10</td>
<td>Establishment of IQAC</td>
<td>17-03-2014</td>
<td>3.00</td>
<td>00</td>
<td>3,00,000</td>
</tr>
<tr>
<td>11</td>
<td>Development Assistance to cover colleges</td>
<td>18-03-2014</td>
<td>22.50</td>
<td>3,98,439</td>
<td>18,51,561</td>
</tr>
<tr>
<td>12</td>
<td>General Development Assistance</td>
<td>21-03-2014</td>
<td>4.16</td>
<td>00</td>
<td>4,16,000</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>XII Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sl. No.</td>
</tr>
<tr>
<td>---------</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td>5</td>
</tr>
</tbody>
</table>
4.4.2 What are the institutional mechanisms for maintenance and upkeep of the infrastructure, facilities and equipment of the college?
The maintenance and upkeep of the college building is the responsibility of the State and Central PWD. Periodically the principal of the institution approach the Govt. and other funding authorities through DCE for the construction, repairs, renovation, painting works. The Govt. and other funding authorities sanction the grants for these works. These works are done by PWD. Then these works are carried on under the supervision of PWD Junior Engineer, the principal and Office Management. The principal has been in regular correspondence with the Assistant Executive Engineer in this regard.

Except Building, the maintenance and upkeep of other infrastructure facilities is done by the college under the supervision of the principal. Then the utilization certificate is sent to the respective grant sanctioning authorities.

4.4.3 How and with what frequency does the institute take up calibration and other precision measures for the equipment/instruments?
Stock verification committee constituted in the college. The audit of the equipment / instruments are carried out by the Stock verification committee through staff at the end of the every academic year. Outdated equipments are removed.

4.4.4 What are the major steps taken for location, upkeep and maintenance of sensitive equipment (voltage fluctuations, constant supply of water etc.)?
Any other relevant information regarding Infrastructure and Learning Resources which the college would like to include.

The major steps taken for location, upkeep and maintenance of sensitive equipments provided with UPS, inverter, 24 x 7 battery backup for voltage maintenance, own bore well is used for continuous water supply through overhead water tanks, water purifier installed in the building.

First aid kits are available in the laboratories, sports, NSS and Ladies rest room and Principal’s chamber.
CRITERION V: STUDENT SUPPORT AND PROGRESSION

5.1 Student Mentoring and Support
5.1.1 Does the institution publish its updated prospectus/handbook annually? If ‘yes’, what is the information provided to students through these documents and how does the institution ensure its commitment and accountability?

Yes. The institution publish its updated prospectus every year. The prospectus includes the following information.

a. Vision and mission of the college
b. Information about the college
c. Profile of the college
d. UG and PG course available along with intake capacity
e. Subjects and titles of papers offered to various course
f. Rules for admission (as per university norms)
g. Examination system and passing standard (as per university norms)
h. General rules and regulations
i. Details of fees structure (Given by the university)
j. Information regarding scholarship and free ship
k. Information regarding library, sports, cultural activities
l. Information about teaching and non teaching staff

5.1.2 Specify the type, number and amount of institutional scholarships / freeships given to the students during the last four years and whether the financial aid was available and disbursed on time?

The institution extends all the scholarship facilities provided by the state government, central government and other agencies to the students.
The details for the last four academic years are given below:

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Name of the Scholarship</th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
<th>2013-14</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. of Students</td>
<td>No. of Students</td>
<td>Amount Disbursed (in Rs.)</td>
<td>No. of Students</td>
<td>Amount Disbursed (in Rs.)</td>
</tr>
<tr>
<td>1</td>
<td>SC/ST SCHOLARSHIP</td>
<td>106</td>
<td>106</td>
<td>19,38,880</td>
<td>164</td>
</tr>
<tr>
<td>2</td>
<td>MINORITIES SCHOLARSHIP</td>
<td>19</td>
<td>19</td>
<td>41,879</td>
<td>37</td>
</tr>
<tr>
<td>3</td>
<td>OBC</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>4</td>
<td>MATHEEYA ALPASANKYA THARU</td>
<td>33</td>
<td>48</td>
<td>1,32,000</td>
<td>48</td>
</tr>
<tr>
<td>5</td>
<td>SANCHIHONANA</td>
<td>44</td>
<td>41</td>
<td>88,000</td>
<td>41</td>
</tr>
<tr>
<td>6</td>
<td>SIR C.V RAMAN</td>
<td>10</td>
<td>6</td>
<td>2,75,000</td>
<td>6</td>
</tr>
<tr>
<td>7</td>
<td>HANDICAP</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>8</td>
<td>SAMSKRITHA BHASHA</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>500</td>
</tr>
<tr>
<td>9</td>
<td>LABOUR WELFARE</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td>10</td>
<td>PATTANA PANCHAYATHI, GUBBI</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>11</td>
<td>TALUK PANCHAYATHI, KUNIGAL</td>
<td>37</td>
<td>133</td>
<td>87,600</td>
<td>133</td>
</tr>
<tr>
<td>12</td>
<td>KARANATAKA SCIENCE TECHNOLOGY</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>7,500</td>
</tr>
<tr>
<td>13</td>
<td>JINDAL</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>8</td>
</tr>
<tr>
<td>14</td>
<td>HAZARATE MADAR</td>
<td>2</td>
<td>2</td>
<td>4,000</td>
<td>-</td>
</tr>
<tr>
<td>15</td>
<td>YLAKKI JANANGA</td>
<td>-</td>
<td>-</td>
<td>3</td>
<td>8,000</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td>251</td>
<td>434</td>
<td>25,25,480</td>
<td>9,26,150</td>
</tr>
</tbody>
</table>

Government First Grade College, Kunigal, Tumkur (Dist.)
5.1.3 What percentage of students receive financial assistance from state government, central government and other national agencies?

The below mentioned chart depicts the percentage of students received financial assistance from central / state govt and other national agencies.

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Types of Assistance</th>
<th>Financial Assistance (in % of Students)</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
<th>2013-14</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>SC/ST SCHOLARSHIP</td>
<td></td>
<td>10.11</td>
<td>08.99</td>
<td>11.52</td>
<td>11.58</td>
<td>08.63</td>
</tr>
<tr>
<td>2</td>
<td>MINORITIES SCHOLARSH</td>
<td></td>
<td>-</td>
<td>01.61</td>
<td>02.60</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>3</td>
<td>OBC</td>
<td></td>
<td>02.37</td>
<td>-</td>
<td>-</td>
<td>24.70</td>
<td>18.09</td>
</tr>
<tr>
<td>4</td>
<td>MATHEEYA ALPASANKYATHARU</td>
<td></td>
<td>02.04</td>
<td>02.80</td>
<td>03.37</td>
<td>03.62</td>
<td>01.34</td>
</tr>
<tr>
<td>5</td>
<td>SANCHIHONNAMMA</td>
<td></td>
<td>03.76</td>
<td>03.73</td>
<td>02.88</td>
<td>03.62</td>
<td>01.45</td>
</tr>
<tr>
<td>6</td>
<td>SIR C.V RAMAN</td>
<td></td>
<td>00.54</td>
<td>0.85</td>
<td>00.42</td>
<td>00.71</td>
<td>-</td>
</tr>
<tr>
<td>7</td>
<td>HANDICAP</td>
<td></td>
<td>00.32</td>
<td>-</td>
<td>00.07</td>
<td>00.33</td>
<td>00.05</td>
</tr>
<tr>
<td>8</td>
<td>SANSKTVIKA /BHASHA</td>
<td></td>
<td>-</td>
<td>-</td>
<td>00.07</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>9</td>
<td>LABOUR WELFARE</td>
<td></td>
<td>00.11</td>
<td>-</td>
<td>-</td>
<td>00.11</td>
<td>-</td>
</tr>
<tr>
<td>10</td>
<td>PATTANA PANCHAYTHI, GUBBI</td>
<td></td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>00.05</td>
</tr>
<tr>
<td>11</td>
<td>TALUK PANCHAYATH, KGL.</td>
<td></td>
<td>-</td>
<td>03.14</td>
<td>09.34</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>12</td>
<td>BEEDI [2008-09-84,000]</td>
<td></td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>13</td>
<td>KARANATAKA SCIENCE TECHNOLOGY</td>
<td></td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>00.05</td>
<td>-</td>
</tr>
<tr>
<td>14</td>
<td>JINDAL</td>
<td></td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>0.56</td>
<td>00.05</td>
</tr>
<tr>
<td>15</td>
<td>UPPARA CAT. - 1</td>
<td></td>
<td>00.54</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>16</td>
<td>HAZARATE MADAR</td>
<td></td>
<td>-</td>
<td>0.17</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>17</td>
<td>YALAKI JANANGA</td>
<td></td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
<td>19.25</td>
<td>21.29</td>
<td>30.27</td>
<td>45.28</td>
<td>29.66</td>
</tr>
</tbody>
</table>

5.1.4 What are the specific support services/facilities available for

- Students from SC/ST, OBC and economically weaker sections
- Students with physical disabilities
- Overseas students
- Students to participate in various competitions/National and International
- Medical assistance to students: health centre, health insurance etc.
- Organizing coaching classes for competitive exams
- Skill development (spoken English, computer literacy, etc.,)
- Support for “slow learners”
- Exposures of students to other institution of higher learning/ corporate/business house etc.
- Publication of student magazines
1. **Students from SC /ST/OBC/ economically weaker section:** As the institution is owned and administered by the Government and so the institution follows the specific support services provided by the Government. The category-wise students list comprising SC /ST/OBC/ GM is prepared after the completion of admission process. During admission Tuition fee exemption is available to Women, SC /ST/OBC/ economically weaker section against submission of Cast and income certificate.

During remittance of examination fees, there is exemption of examination fees to such students.
Remedial Coaching Classes are conducted to such students by the institution.
Library support: To SC /ST students more number of books are issued by the library for reference.

2. **Students with physical disabilities:** Ramp facility is provided by the institution to these students. Librarian look after that the library books reach them at their place through library staff. Enough attention will be given to care them.

3. **Overseas students:** No Overseas students are studying in the institution.

4. **Students to participate in various competitions/National and International:** Students are informed about the various competitions to be held at different institutions and encourage the students to participate in it. The talented students are selected and sent to participate in various competitions along with the deputed teachers. The institution meet those expenditures.

5. **Medical assistance to students: health centre, health insurance etc.:** Medical assistance to the students is provided by the nearby Taluk Govt. General Hospital. Ambulance facility is available on toll free call No.108. It offers in-patient and out–patient facility to the students. Often and often institution organizes the awareness programme on health and hygiene, HIV and AIDS Awareness and counseling programme in association with Taluk Govt. General Hospital.

6. **Organizing coaching classes for competitive exams:** The institution often organizes Career development programmes on competitive examinations i.e., Bank, civil services, etc.
   - **Skill development (spoken English, computer literacy, etc.):** Digital English Lab in the institution conduct spoken English classes to the students. Separate non-core subject “Computer Fundamentals” introduced by the University and the DCE conduct Computer Skill programmes “KAYAKA” in collaboration with several agencies through which the students learn computer skills. B.Com and M.Com. students study Computer Applications and Managerial Information System respectively as their core subject.

    Computer Fundamentals also taught in computer lab. Computer fundamentals is a non core subject for all students in first semester during their U.G. course.

    B.Com and BBM students have to undergo with Skill Development as a part of their curriculum. The students under these programmes have to visit Business Concerns, Commercial establishments, banks, industries, market, field to prepare Skill Development for all core subjects, prepare reports submit this to get Internal Assessment marks. These students carried to Industrial Visits by the Commerce and Management faculty.

7. **Support for “slow learners”:** Slow learners are identified by each teacher in the class room and steps taken to improve them through special coaching classes, assignments, solving previous question papers and providing the question banks.
8. **Exposures of students to other institution of higher learning/ corporate/business house etc.:** BBM and M.Com students have to visit several Corporate/ business/ higher learning houses while preparing their project works as a part of their curriculum.

   All B.Com and BBM students have to prepare skill development as a part of their curriculum by which they get exposure to other institutions of higher learning/ corporate / business houses etc.

9. **Publication of student magazines:** Department-wise student magazines are prepared and published where the students get exposure through writing their articles.

5.1.5 **Describe the efforts made by the institution to facilitate entrepreneurial skills, among the students and the impact of the efforts.**

The institution organized the Entrepreneurship Awareness programme in collaboration with District Industries Centre (DIC), Tumkur. The Department of Commerce in association with Commerce and Management Student Association and Commerce Alumni organized a national seminar on “Microfinance and Sustainable Entrepreneurship in India” where both students and faculty members of the institution and delegates from other institutions participated.

B.Com students has to study Entrepreneurship Development Programme and BBM students has to study Small and Medium Enterprises as one of the core subject in their curriculum. BBM and M.Com students has to visit several Corporate/ business/ higher learning houses while preparing their project works as a part of their curriculum. The students under these programmes has to visit Business Concerns, Commercial establishments, banks, industries, market, field to prepare Skill Development for all core subjects. The students must submit this to get Internal Assessment marks.

Educational tours to historical places for arts and science students. Several students of the institution are entrepreneurs and provided employment opportunity to others. Some of the students are self-employed.

5.1.6 **Enumerate the policies and strategies of the institution which promote participation of students in extracurricular and co-curricular activities such as sports, games, Quiz competitions, debate and discussions, cultural activities etc.**

The institution consistently encouraging and motivating the students to participate in extra-curricular activities such as sports, games, Quiz competitions, debate and discussions, cultural activities etc. Relaxation in attendance is provided to these students who participate in extra curricular activities. The teachers give special guidance to such students to make-up the lecture or solution of problems missed. The teachers arranges the alternative tests in different subjects to such students who are missed from writing tests. Extra grace days will be given to submit assignments to such students. These facilities are given to them for gaining Internal Assessment marks.

The institution issues track-suits/ sports uniform to sports students to create positive impact and recognition. The talented students are selected and sent to inter-collegiate and other competition for which the institution bear the expenditure.
The institution identifies the talented students and honors their achievements in annual day function through Trophies, prizes and certificates.

Dept. of Commerce and Management often organizes cultural activities with its seminars.

The PG Department in Commerce organized Quiz programme in the institution.

The Dept. of Economics organized KENAKU TINUUKU programme to the students.

The institution organized inter-college Volley ball and Kho Kho competition.

Each year the cultural committee of the institution organized various cultural competitions like Debates, Quiz, Singing competitions, Essay competitions, Rangoli competitions etc.

5.1.7 Enumerating on the support and guidance provided to the students in preparing for the competitive exams, give details on the number of students appeared and qualified in various competitive exams such as UGC-CSIR- NET, UGC-NET, SLET, GATE / CAT / GRE / TOFEL / GMAT / Central /State services, Defense, Civil Services, etc.

The institution often organizes the Competitive Examination Awareness Programme to inspire the students to take and appear in such exams.

The Placement Officer organized ‘C-MAT Exam’ Awareness programme in the institution in collaboration with Siddaganga Institute of Management Studies, Tumkur to all final year B.Com/BBM students to take MBA Entrance Exams and send several students to participate in ‘C-MAT Entrance Exam Training” held in Siddaganga Institute of Management Studies, Tumkur. As a result several students attended C-MAT Entrance Exam and joined MBA programme in different Management institutions.

Placement officer organized NET workshop to the Guest faculty of Department of Commerce and PG students in Commerce.

The Placement officer organized Career development programme in collaboration with Old Student Association, Government Arts College, Tumkur.

Library of the institution maintain a separate rack for Competitive Exams Books and Magazines and also they are displayed.

Books for UGC-NET-SLET exams are available in the library.

Department of History conducted a Career Development Programme.

Career Development Programme on Civil Services conducted by the institution under UGC scheme through alumni Sri Nagaraj, Tahasildar, Nagamangala.

5.1.8 What type of counseling services are made available to the students( academic, personal, career, psycho-social etc.)

**Academic:** Teachers identify slow and advanced learners, counsel and guide them in accordance with their grasping power.

**Personal:** some of the faculty in the institution have been trained in Student Counseling at NIMHANS, Bangalore. The students who are facing personal problems are identified and personal counseling is provided by these teachers. Women counselors provide counseling to women students.

The institution organized Aids Awareness and HIV Counseling Programme in collaboration with Taluk Govt. Hospital, Kunigal.

**Career:** Placement Officer, Department of Commerce, Department of History and the institution have been organizing Career Development Programmes to the final year students.

Placement officer send students to participate in Campus Selection programmes conducted by different institutions.
Psycho – Social: Youth Red Cross, Anti Ragging and Women and Sexual harassment cell organized Health and Hygiene programme to women students. Dr. Manjula, Physician and Gynecologist interacted with the students and provided counseling to them.

5.1.9 Does the institution have a structured mechanism for career guidance and placement of its students ? If ‘yes’, detail on the services provided to help students identify job opportunities and prepare themselves for interview and the percentage of students selected during campus interviews by different employers (list the employers and the programmes).

Yes. The institution has been organizing Personality Development and Career Guidance programmes. Career Guidance programmes are on competitive exams like Civil Services (i.e., IAS, KAS, KPSC Clerical etc.,) and Bank exams.

Students sent to participate in Campus Selection Programmes held in different institutions. Some of them are selected by different companies.

Placement officer sent PG Students to attend Mock interviews.

The institution conduct SAHAYOGA, VIKASANA, ANGLA under HOSA HEJJE, MANAVATHE, NAIIPUNYA NIDHI, STAR programmes launched by DCE, Govt. of Karnataka in association with several institutions i.e., KAYAKA Foundations, Art of Living, LAQSH etc. under the support of Karnataka Vocational Training (KVT) and Skill Development Corporation Ltd., (a Government of India Undertaking ). Students join these programmes voluntarily according to their choice. It enhances different skills and employability among the students.

All the faculty members help the students to prepare themselves for competitive exams and for right approach in interviews.

5.1.10 Does the institution have a student grievance redressal cell? If yes, list (if any) the grievances reported and redressed during the last four years.

Yes. The grievances reported – redressed during the last four years are as follows:

- drinking water problems, rest room problem, Ladies room problem, shortage of class room, lack of benches in particular class room.

2014

- New Rest Room for both men and women is constructed
- College maintains the General Time Table for all the students (i.e., from 10.00am to 3.00 pm and 10.00am to 4.00pm).
- Institution provides Hostel facility to the needy students (both men and women ) in SC/ST and OBC Hostels maintained by Social Welfare department Govt. of Karnataka.
- Water Purifying Unit is installed in the premises to provide pure drinking water.
- Complaint / Suggestion Box fixed in front of the Principal’s Chamber.
- First Aid Box arranged in Sports, NSS room and Principal’s Chamber.
- Digital English Lab established.
- New computers installed.
- Kannada Dept. maintains the Internal Assessment aspects of Hindi I language students.
- Pursued the Govt. and approached Hon. MLA, the president of CDC to construct 10 more class rooms and Auditorium comprising 2000 seat accommodation.
- Pursuing the PWD to provide Master Plan of the institution.
- Maintaining the hygiene in rest rooms and college premises.
2013:
- Modern Green Ceramic Boards are replaced in the place of Black Boards.
- Digital Board bought.
- Institution pursued the Govt. to construct 10 more class rooms
- Institution approached Hon. MLA, the president of CDC to construct 10 more class rooms
- Institution approached Hon. MLA, the president of CDC to construct Auditorium comprising 2000 accommodation by using MLA, MP and MLC Fund.

2012:
- Institution pursued the Govt. of Karnataka to construct 10 more class rooms
- Institution approached Hon. MLA, the president of CDC to construct 10 more class rooms
- Institution approached Hon. MLA, the president of CDC to construct Auditorium comprising 2000 accommodation by using MLA, MP and MLC Fund.

2011:
- Institution pursued the Govt. to construct 10 more class rooms
- Institution approached Hon. MLA, the president of CDC to construct 10 more class rooms
- Institution approached Hon. MLA, the president of CDC to construct Auditorium comprising 2000 accommodation by using MLA, MP and MLC Fund.

5.1.11 What are the institutional provisions for resolving issues pertaining to sexual harassment?

A separate Anti Sexual Harassment Cell functioning well in the institution. This cell takes the steps to ensure safety and dignity of women students. Institution takes necessary action if the incident require the intervention of law.

The Principal and all the faculty members keeps a close watch on all the students. Even a small incident considered as a serious matter and solve it immediately.

The disciplinary committee render support to this cell in preventing sexual harassment in the college campus.

5.1.12 Is there an anti-ragging committee? How many instances (if any) have been reported during the last four years and what action has been taken on these?

Yes. Institution guides all the students not to indulge in ragging activities. It informs all the students that ragging of any kind is an offence and it is strictly prohibited and it leads to prosecution according to law. It takes precautionary measures against ragging during last four years no incident of ragging is reported.

5.1.13 Enumerate the welfare schemes made available to students by the institution.

Following are the welfare schemes made available to students by the institution.
- Displaying all the courses available in the institution at the entrance of the college.
• Institution looks to the issue of applications immediately after the announcement made by the University in this regard.
• Prospectus is issued with application form.
• Institution let the students to select the programmes / courses of their choice.
• Admission fee is very less and free from Capitation / Donations.
• During admission, SC/ST/OBC and economically weaker section students get ‘Tuition fee’ exemption by producing Caste and Income certificate.
• All women students are exempted from ‘Tuition fee’ during their admission.
• Induction Programme conducted to the fresh students to introduce about the facilities available in the institution.
• Providing hostel facility to students in SC / ST and OBC hostels maintained by Social Welfare Department.
• Institution issues Identity Card to all the students every year during their course period.
• Providing Bus Pass facility to the needy students.
• Providing Zero Balance Bank account from Nationalised Banks to the students.
• Teachers help the students to apply for various scholarships.
• Displaying various scholarship and endowment award available in the premises.
• Students are getting scholarships under various schemes.
• Government of India award Merit Scholarship of Rs.10,000 through MHRD to all students who secure distinction in previous qualifying examinations. The amount is directly credited to the Bank account of eligible students through online from MHRD.
• Institution issues library cards to students to get library facility.
• Continuous Purified drinking water facility is made available to the students.
• Round the clock water supply is provided to the students for multi purpose (science lab, toilet, sanitary etc.)
• Water supply is provided to the plants and greeneries in the premises.
• Rain water harvest unit is available in the premises.
• New rest rooms provided to both men and women students.
• Financial aid is given to very poor students by creating ‘Student Welfare Fund’.
• Mobile canteen facility is provided.
• Institution often conducts Curricular and extra-curricular activities for students’ exposure in their respective talent areas.
• NSS, YRC, Ranger and Rover are functioning well.
• Grievance Redressal Cell, Sexual Harassment Cell, Women Cell, , Counseling Cell Disciplinary Committee ensure the safety, security and dignity to all the students.
• Institution conducts Spoken English classes.
• Digital English Lab facility is provided to the students.
• Computer Lab facility is provided to the students.
• Institution conducts Remedial Classes to the SC/ST/OBC/ Minority students and slow learners.
• Sports students are provided with Sports uniform.
• Institution meet the expenditures of the students who participate in different Cultural, Curricular, Co-Curricular and Sports Competition.
• Institution conducts Personality development, Career development, Awareness on Competitive Examination programmes to the students.
• All the faculty of the institution guide the students about Competitive Examinations.
- Displaying various Competitive Exam Books and magazines in the library.
- Placement officer informs the students about the Campus selection programmes in different institutions and motivate them to participate in it.
- Awareness on AIDS and HIV Counseling programme has been organized to students in the institution.
- Cash prizes/trophies/momentous for the achievers in sports, cultural activities, NSS and academic arena.

5.1.14 Does the institution have a registered Alumni Association? If ‘yes’, what are its activities and major contributions for institutional, academic and infrastructure development?

The college has a non-registered Alumni Association. The association is actively associated with following activities.

a) Participated in different programs of the college.
b) Extended help in conducting inter colligate activities.
c) Participation in extracurricular activities, details of the contribution of alumni for the growth and development of the college.
   i. The alumni has donated books to poor students.
   ii. The alumni involved in conducting seminars etc.
   iii. Donated electrical bell.

5.2.1 Providing the percentage of students progressing to higher education or employment (for the last four batches) highlight the trends observed.

Number of students progression to higher education/employment-last four years:

<table>
<thead>
<tr>
<th>Students progression</th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
<th>2013-14</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA to PG</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BA</td>
<td>08</td>
<td>21</td>
<td>21</td>
<td>09</td>
</tr>
<tr>
<td>B.sc</td>
<td>02</td>
<td>09</td>
<td>10</td>
<td>02</td>
</tr>
<tr>
<td>B.com</td>
<td>20</td>
<td>28</td>
<td>39</td>
<td>18</td>
</tr>
<tr>
<td>BBM</td>
<td>03</td>
<td>03</td>
<td>06</td>
<td>01</td>
</tr>
<tr>
<td>PG - M.phil</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PG – P.hd</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employed</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Campus selection</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other than Campus</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>selection</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
5.2.2 Provide details of the programme wise pass percentage and completion rate for the last four years (cohort wise/batch wise as stipulated by the university)? Furnish programme-wise details in comparison with that of the previous performance of the same institution and that of the Colleges of the affiliating university within the city/district

### UG LEVEL

<table>
<thead>
<tr>
<th>Programmes</th>
<th>2010-11 (in % age)</th>
<th>2011-12 (in % age)</th>
<th>2012-13 (in % age)</th>
<th>2013-14 (in % age)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA</td>
<td>63</td>
<td>67</td>
<td>54</td>
<td>69.00</td>
</tr>
<tr>
<td>B.COM</td>
<td>67</td>
<td>71</td>
<td>69</td>
<td>66.90</td>
</tr>
<tr>
<td>BBM</td>
<td>37</td>
<td>67</td>
<td>92</td>
<td>85.00</td>
</tr>
<tr>
<td>BSC</td>
<td>44</td>
<td>80</td>
<td>61</td>
<td>35.00</td>
</tr>
</tbody>
</table>

### PG LEVEL

<table>
<thead>
<tr>
<th>Programmes</th>
<th>2010-11 (in % age)</th>
<th>2011-12 (in % age)</th>
<th>2012-13 (in % age)</th>
<th>2013-14 (in % age)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA(Sociology)</td>
<td>NA</td>
<td>NA</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>M.COM.</td>
<td>NA</td>
<td>NA</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

### RANK DETAILS

<table>
<thead>
<tr>
<th>Year</th>
<th>BA</th>
<th>B.COM.</th>
<th>BBM</th>
<th>B.Sc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-11</td>
<td>6th</td>
<td>6th</td>
<td>1st Rank</td>
<td>9th</td>
</tr>
<tr>
<td>2011-12</td>
<td>6th</td>
<td>6th</td>
<td>1st Rank</td>
<td>9th</td>
</tr>
<tr>
<td>2012-13</td>
<td>5th Rank</td>
<td>9th</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2013-14</td>
<td>5th Rank</td>
<td>9th</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Programme-wise Comparative Result Analysis with GFGC, Gubbi:

<table>
<thead>
<tr>
<th>Programmes</th>
<th>Govt. First Grade College, Gubbi</th>
<th>Govt. First Grade College, Kunigal</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>BA (in % age)</td>
<td>B.COM. (in % age)</td>
</tr>
<tr>
<td>2010-11</td>
<td>56.25</td>
<td>44.12</td>
</tr>
<tr>
<td>2011-12</td>
<td>74.70</td>
<td>59.46</td>
</tr>
<tr>
<td>2012-13</td>
<td>60.22</td>
<td>56.58</td>
</tr>
<tr>
<td>2013-14</td>
<td>64.39</td>
<td>46.54</td>
</tr>
</tbody>
</table>

### PG LEVEL

<table>
<thead>
<tr>
<th>Programmes</th>
<th>2010-11 (in % age)</th>
<th>2011-12 (in % age)</th>
<th>2012-13 (in % age)</th>
<th>2013-14 (in % age)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA(Sociology)</td>
<td>NA</td>
<td>NA</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>M.COM.</td>
<td>NA</td>
<td>NA</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

### RANK DETAILS:

<table>
<thead>
<tr>
<th>Programmes</th>
<th>2010-11 (in % age)</th>
<th>2011-12 (in % age)</th>
<th>2012-13 (in % age)</th>
<th>2013-14 (in % age)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA(Sociology)</td>
<td>NA</td>
<td>NA</td>
<td>-</td>
<td>5th</td>
</tr>
<tr>
<td>M.COM.</td>
<td>NA</td>
<td>NA</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>
5.2.3 How does the institution facilitate student progression to higher level of education and/or towards employment?
Different departments, placement officer in the Institution often conducts Career Guidance Programmes and Personality Development Programmes to the final year students to inform them various avenues of higher education after the completion of Graduation and also about Competitive Examinations such as Civil Services (IAS, KAS etc.) and Bank exams.

The institution organized Entrepreneurship Awareness Programme in collaboration with District Industries Centre, Tumkur.

Some of the graduates are self-employed and providing jobs to others. Rest of them are placed in different fields like Govt. Service, Social Service, Politics, Journalism, Service Sector, Professions like Lawyer, Tax Consultants, C.A., etc.

5.2.4 Enumerate the special support provided to students who are at risk of failure and drop out?

The institution comprises large number of students from rural areas. Most of them are from far off villages, from poor families, socially backward and are first generation learners in UG. So they are at the risk of failure and drop out.

The teachers of the institution recognizes such students and slow learners in each classes and keep the track record of these students during their studies. The teachers building confidence and provide proper guidance and suggestions to them. Institution maintains regular attendance and conducts tutorial and remedial classes. The faculty extend other services like Books, notes, supporting in assignment solutions, solving previous question papers, test papers and gives assignments and tests again if they found absent, etc. The track record shows the improved performance.

Scholarship from State/Central government and other agencies to the deserved students inspire and motivate them to continue their education. The institution ensure to reduce the drop-out rate of students to lowest level.

5.3 Student Participation and Activities

5.3.1 List the range of sports, games, cultural and other extracurricular activities available to students. Provide details of participation and program calendar.

The students of the institution are sent to University, Zonal. State and National Level sports, games, cultural and other extracurricular activities

5.3.2 Furnish the details of major student achievements in co-curricular, extracurricular and cultural activities at different levels: University / State / Zonal / National / International, etc. for the previous four years.

**Academic:**
- BBM students participated in 3 days Inter College Management Fest held in Govt. Arts College, Tumkur and took III prize during 2009.
- The alumni of the institution Sri Sujay secured I Rank in All India Chartered Accountants’ examination during 2011.
- M.Com students participated in National level Seminar held in Mount Carmel College, Bangalore.

**Co-curricular:**
NSS volunteer selected to State Level R.D. Parade in 2014.

**Cultural Activities:**
Students participated in State Level Cultural Fest held in Mysore in 2013.
## Sports:

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
<th>Held at</th>
<th>Level of participation</th>
<th>Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-14</td>
<td>Cross Country – Women</td>
<td>GFGC, Badavanahalli</td>
<td>Inter- Collegiate</td>
<td>I Place</td>
</tr>
<tr>
<td></td>
<td>Kho – Kho – Men</td>
<td>GFGC, Tumkur</td>
<td>&quot;&quot;</td>
<td>Participation</td>
</tr>
<tr>
<td></td>
<td>Kho – Kho – Women</td>
<td>GFGC, Kunigal</td>
<td>&quot;&quot;</td>
<td>II Place</td>
</tr>
<tr>
<td></td>
<td>Kabaddi Women</td>
<td>GFGC, Pavagada</td>
<td>&quot;&quot;</td>
<td>III Place</td>
</tr>
<tr>
<td></td>
<td>Badminton – Men</td>
<td>Tiptur</td>
<td>&quot;&quot;</td>
<td>Participation</td>
</tr>
<tr>
<td></td>
<td>Kabaddi – Men</td>
<td>Tiptur</td>
<td>&quot;&quot;</td>
<td>Participation</td>
</tr>
<tr>
<td></td>
<td>Volley Ball Women</td>
<td>SSCAC, Tumkur</td>
<td>&quot;&quot;</td>
<td>Participation</td>
</tr>
<tr>
<td></td>
<td>Volley Ball Women</td>
<td>BJRFGC, Tumkur</td>
<td>&quot;&quot;</td>
<td>III Place</td>
</tr>
<tr>
<td></td>
<td>Chess Men</td>
<td>UAC, Tumkur</td>
<td>&quot;&quot;</td>
<td>Participation</td>
</tr>
<tr>
<td></td>
<td>Athletics – Men</td>
<td>USC, Tumkur</td>
<td>&quot;&quot;</td>
<td>Bronze Medal</td>
</tr>
<tr>
<td></td>
<td>Athletics – Women</td>
<td>- &quot;&quot;</td>
<td>&quot;&quot;</td>
<td>II Place – Team Championship</td>
</tr>
<tr>
<td></td>
<td>Cross Country – Women</td>
<td>Rajasthan University, Udaypur.</td>
<td>All India Universities</td>
<td>I &amp; III Place</td>
</tr>
<tr>
<td></td>
<td>South – Zone Kabaddi</td>
<td>Yogi Vemana University, Kadapa.</td>
<td>South Zone</td>
<td>III Place</td>
</tr>
<tr>
<td></td>
<td>Kho-Kho South Zone</td>
<td>Mangalore University, Udupi</td>
<td>&quot;&quot;</td>
<td>II Place</td>
</tr>
<tr>
<td></td>
<td>Volley Ball – South Zone</td>
<td>P University, Salem</td>
<td>&quot;&quot;</td>
<td>III Place</td>
</tr>
<tr>
<td>Year</td>
<td>Event</td>
<td>Held at</td>
<td>Level of participation</td>
<td>Achievement</td>
</tr>
<tr>
<td>------</td>
<td>-------</td>
<td>---------</td>
<td>-------------------------</td>
<td>-------------</td>
</tr>
<tr>
<td>2012-13</td>
<td>Cross Country – Women</td>
<td>SSBPED, SS Mutt</td>
<td>Inter- Collegiate</td>
<td>CHAMPIONS</td>
</tr>
<tr>
<td>Kho – Kho – Men</td>
<td>UAC, Tumkur</td>
<td>-” -</td>
<td>Participation</td>
<td></td>
</tr>
<tr>
<td>Kho – Kho – Women</td>
<td>-” -</td>
<td>Winners</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Volley Ball - Women</td>
<td>SSCW, Tumkur</td>
<td>-” -</td>
<td>Participation</td>
<td></td>
</tr>
<tr>
<td>Kabaddi - Women</td>
<td>Union Christ College, Tumkur</td>
<td>-” -</td>
<td>III</td>
<td></td>
</tr>
<tr>
<td>Kabaddi – Men</td>
<td>GFGC, Pavagada</td>
<td>-” -</td>
<td>Participation</td>
<td></td>
</tr>
<tr>
<td>Badminton – Men</td>
<td>GFGC, Tumkur</td>
<td>-” -</td>
<td>Participation</td>
<td></td>
</tr>
<tr>
<td>Athletics – Men</td>
<td>Kalpatharu FGC, Tiptur</td>
<td>-” -</td>
<td>Silver Medal 2</td>
<td></td>
</tr>
<tr>
<td>Athletics – Women</td>
<td>-” -</td>
<td>Runners Up 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cross Country – Women</td>
<td>Nagpur University, Nagpur.</td>
<td>All India Universities</td>
<td>I, III, VI Place</td>
<td></td>
</tr>
<tr>
<td>South – Zone Kabaddi</td>
<td>M.S.University, Tantoor.</td>
<td>South Zone</td>
<td>III Place</td>
<td></td>
</tr>
<tr>
<td>Kho-Kho South Zone - Women</td>
<td>Calicut University, Calicut.</td>
<td>-” -</td>
<td>I Place</td>
<td></td>
</tr>
<tr>
<td>Volley Ball - South Zone - Men</td>
<td>Bharathidasan University, Coimbotore.</td>
<td>-” -</td>
<td>III Place</td>
<td></td>
</tr>
<tr>
<td>Volley Ball - South Zone - Women</td>
<td>Acharya Nagarjun University, Guntur</td>
<td>-” -</td>
<td>III Place</td>
<td></td>
</tr>
<tr>
<td>Year</td>
<td>Event</td>
<td>Held at</td>
<td>Level of participation</td>
<td>Achievement</td>
</tr>
<tr>
<td>------------</td>
<td>---------------------</td>
<td>--------------------------</td>
<td>------------------------</td>
<td>-------------</td>
</tr>
<tr>
<td>2011-12</td>
<td>Cross Country –</td>
<td>GFGC, Nonavinakere</td>
<td>Inter- Collegiate</td>
<td>III Place</td>
</tr>
<tr>
<td></td>
<td>Women</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Kho –Kho –</td>
<td>GFGC, Gubbi</td>
<td>-” -</td>
<td>Participation</td>
</tr>
<tr>
<td></td>
<td>Men</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Kho –Kho –</td>
<td>-” -</td>
<td>-” -</td>
<td>III Place</td>
</tr>
<tr>
<td></td>
<td>Women</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Volley Ball –</td>
<td>PAC, Tiptur</td>
<td>-” -</td>
<td>II Place</td>
</tr>
<tr>
<td></td>
<td>Women</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Volley Ball –</td>
<td>GFGC, Kunigal</td>
<td>-” -</td>
<td>III Place</td>
</tr>
<tr>
<td></td>
<td>Men</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Kabaddi – Women</td>
<td>GFGC, Sira</td>
<td>-” -</td>
<td>III Place</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Kabaddi – Men</td>
<td>PAC, Tiptur</td>
<td>-” -</td>
<td>Participation</td>
</tr>
<tr>
<td></td>
<td>Athletics – Men</td>
<td>USC, Tumkur</td>
<td>-” -</td>
<td>II Place</td>
</tr>
<tr>
<td></td>
<td>Athletics – Women</td>
<td>-” -</td>
<td>-” -</td>
<td>I Place</td>
</tr>
<tr>
<td></td>
<td>Cross Country –</td>
<td>Panjab University, Gurudaspur</td>
<td>All India Universities</td>
<td>III Place</td>
</tr>
<tr>
<td></td>
<td>Women</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>South – Zone Volley</td>
<td>Bharathiar University</td>
<td>South Zone</td>
<td>II Place</td>
</tr>
<tr>
<td></td>
<td>Ball - Women</td>
<td>Coimbotore</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Kho-Kho South</td>
<td>Central University,</td>
<td>-” -</td>
<td>III Place</td>
</tr>
<tr>
<td></td>
<td>Zone - Women</td>
<td>Pondicherry</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Volley Ball -</td>
<td>Anna Technical University</td>
<td></td>
<td>III Place</td>
</tr>
<tr>
<td></td>
<td>South Zone Men</td>
<td>Salem.</td>
<td>-” -</td>
<td></td>
</tr>
</tbody>
</table>

5.3.3 How does the college seek and use data and feedback from its graduates and employers, to improve the performance and quality of the institutional provisions?

The college collects feedback:
- Through the annual meet of the alumni.
- Oral discussion with the graduates, local businessmen, entrepreneurs and corporate executives.
- Discussion with the parents.

Improve the performance and quality of the institutional provisions by:
- Involving the Alumni in different activities.
- Taking measures to improve the performance.
5.3.4 How does the college involve and encourage students to publish materials like catalogues, wall magazines, college magazine, and other material? List the publications/materials brought out by the students during the previous four academic sessions.

Every department of the institution often publishes the wall magazine to encourage the students’ talents and each department and the college publishes College Magazine at the end of the academic year. The students are encouraged, inspired and motivated by all the teachers to write the articles, poems, short stories etc., in the magazine.

<table>
<thead>
<tr>
<th>Sl. No</th>
<th>Category of Magazine</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Name of the College Magazine:</td>
<td>Nandana</td>
</tr>
</tbody>
</table>

5.3.5 Does the college have a Student Council or any similar body? Give details on its selection, constitution, activities and funding.

Yes. The institution selects course/department-wise 2 representatives with high merit. The student council play its prominent role in the success of Curricular, Co-Curricular and Extra-Curricular activities.

5.3.6 Give details of various academic and administrative bodies that have student representatives on them.

Several academic and administrative bodies are framed at the beginning of every academic year and student representatives are nominated by the principal to it.

5.3.7 How does the institution network and collaborate with the Alumni and former faculty of the Institution. Any other relevant information regarding Student Support and Progression which the college would like to include

The Alumni is proactive. The institution network and collaborated with alumni and organizes various curricular and co-curricular activities. They even extend their valuable suggestions as and when required. They offer free books and financial helps to poor students and provide some equipments (Electric Bell) to the institution. Through the network, the institution make use of former faculty of the institution by organizing workshops, special lectures etc.

The institution keeps on organizing workshops, special lecture, seminars by involving alumni and to take the help from the former faculty in this regard.

Department wise Internal Assessment marks published in the Notice Board. Students those who scored less marks due to non submission of assignments, skill development record, not attending the test etc. are allowed to resubmit the assignments, skill development record and to attend and write retests. Thus, the justice is given to students to secure justified Internal Assessment marks.
CRITERION VI: GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 Institutional Vision and Leadership

6.1.1 State the vision and mission of the Institution and enumerate on how the mission statement defines the institution’s distinctive characteristics in terms of addressing the needs of the society, the students it seeks to serve, institution’s traditions and value orientations, vision for the future, etc.

The vision, mission and objectives of the institution are as follows:

**VISION:**

“Right Education for Upright Life: Building an intellectually competent, socially responsive, culturally tolerant, morally upright, spiritually oriented and employable, smart human resource with excellence, humanity and research spirit”.

**MISSION:**

- To inculcate qualities of competency, confidence, excellence, employability, smartness, humanity, research and rationale.
- To impart value based higher education to the rural poor without the menace of capitation.
- To have a transformational impact on stake holders through comprehensive education.
- To facilitate adult learners with opportunities to hone their ethics and leadership potential.
- To sensitize learners towards inclusive social concerns, human rights, gender and environmental issues.

**OBJECTIVES:**

- Institution aims at learning, capturing experiences and thus enables one to explore new realms of wisdom.
- The institution has taken an initiative to setup an education centre that produces proficiency and entrepreneurial skills.
- Ensure best practices in governance and leadership to ascertain the Vision, Mission and Goals of the premier learning.
- Sustain and monitor good practices in teaching learning and evaluation for achieving academic excellence.
- Streamline the efforts and measures of the college towards academic excellence and quality enrichment.
- Valuation of idealism, creativity, innovation and regularity, re-examine the programmes and practices.
- Inclusive approach towards social justice, gender justice and cultural – regional heritage of the region.

The institution is following the national policy of higher education. As the institution is owned by the Government, it is affordable, accessible and having accountability. It is providing the good quality of higher education to rural poor and economically backward students. There is vertical flexibility to the students.

Change is the order of the hour. There is drastic change in the needs of the society with regards to higher education. Stakeholders expectations are very high. To cope up with these changed societal needs and stakeholders’ high expectation, the institution is
striving hard to inculcate the qualities of competency, entrepreneurship, excellence, employability, humanity, research and rationale by conducting outreaching, extra and co-curricular activities.

The institution conducts debate, essay writing competitions, cultural events, group discussions, quiz programmes, research oriented programmes, guest lecture programmes, personality/career development programmes by inviting resource persons by which the students get exposure, analyse the latest issues and plan for their career. It helps to build leadership qualities and event management skills among the students. Students are taken to educational tour, historical tour, industrial visit etc. By this the creativity and competency of the students are enhances.

6.1.2 What is the role of top management, Principal and Faculty in design and implementation of its quality policy and plans?

The Government is intended to sustain and enhance the quality of higher education to the students of all categories by enhancing General Enrolment Ratio (GER). Hence the Government is providing all sorts of infrastructure facilities for teaching and learning by planning for the higher education in future. Simultaneously the Government is framing the appropriate policies in this regard. It is implemented through Department of Collegiate Education and followed by all the higher education institutions.

The principal is authorized to design and implement the quality policy and plans. The principal designs suitable plans for the efficient management of teaching and learning with the help of the faculty.

As per the guidelines of the Government, the institution is having CDC which comprises of important persons from various fields headed by local MLA. The CDC meets and gives suggestions and instructions to the principal and faculty in designing and implementing quality plans.

The principal is playing the leading role in smooth and efficient management of the institution.

6.1.3 What is the involvement of the leadership in ensuring:

- the policy statements and action plans for fulfillment of the stated mission
- formulation of action plans for all operations and incorporation of the same into the institutional strategic plan
- Interaction with stakeholders
- Proper support for policy and planning through need analysis, research inputs and consultations with the stakeholders
- Reinforcing the culture of excellence
- Champion organizational change

The involvement of the leadership in ensuring:

- The policy statements and action plans for fulfillment of the stated missions:
  The CDC and the Governing Council under the leadership of the principal prepare policy statements.
  The Principal of the institution conducts the meeting at the beginning of every Academic year and inform about the new quality policy and action plans of the institution in fulfilling the mission statement and the faculty follows the same.
The principal monitors the implementation of institutional plans by framing different committees and conducting periodical meetings. Transparency is maintained in the functioning of the institution.

- **Formulation of action plans for all operations and incorporation of the same into the institutional strategic plan:**

  The institution prepares departmentwise action plans under the leadership of the Principal. With the pace of current global trends, stakeholders' high expectations and Government’s policies, strategic plans are framed by the institution. The reviewed vision, mission statements, and objectives of the institution witness the strategic plan.

- **Interaction with the Stakeholders:**

  The stakeholders involve in framing and implementing the institutional plans and progress in this regard are brought to their notice. The interaction with the stakeholders are both formal and informal. The principal collects the feedback from the stakeholders about the operations of the institution and uses it for taking measures to improve performance and thus ensure efficient and effective governance. The stakeholders' suggestions are received as inputs for action plans and are included in the strategic plan. Introduction of new programmes such as BBM in UG level and M.A. and M.Com. in PG level and general time-table are examples of best policy and strategic plans.

- **Proper support for policy and planning through need analysis, research inputs and consultations with the stakeholders:**

  The dynamic policies are framed according to the need analysis, research inputs, and consultations with the stakeholders. Faculty of the institution extended full support to the principal in this regard. On the basis of these aspects, new programmes are started and student-friendly policies implemented. They are withdrawing of shift system and implementation of general timetable, allocating specific rooms to class rooms.

- **Reinforcing the culture of excellence:**

  The institution’s vision statement comprises excellence as an element and the institution promotes culture of excellence with the students. The principal is proactive towards excellence in academic, extra-curricular, and co-curricular activities. Everyday all the teachers are striving for the excellence of the students by guiding the students in different fields in addition to their teaching. The institution conducts seminars, special lectures, personality development and career development programmes, group discussions, debate, essay writing competition, cultural activities, etc. These activities reinforce the culture of excellence among the students.

- **Champion organizational change:**

  The expectation of the stakeholders is high according to global trends. They have awareness about education and facilities due to fast information and communication technology. The principal of the institution is coping with the required organizational change by making improvement and changes in the organization as and when necessary.

### 6.1.4 What are the procedures adopted by the institution to monitor and evaluate policies and plans of the institution for effective implementation and improvement from time to time?

The qualitative policies of the Government and corresponding institutional plans are framed and for their implementation different committees are framed by the principal in the institution. The principal often conducts meetings, collects the progress reports, feedback or suggestions regarding the implementation of the policies and plans of the institution. Measures are taken for the effective implementation.
6.1.5 Give details of the academic leadership provided to the faculty by the top management?

The principal of the institution gives full liberty to the heads of the Departments to manage the academic activities of their respective departments effectively and efficiently.

Teachers are encouraged to participate and present papers in seminars, conferences, workshops, trainings etc. organized by universities and other academic bodies by offering OODs.

Teachers are motivated to undergo with UGC sponsored Minor/Major research projects and involve in other research work.

Internet facility, Library facility with Photo-stat copying Machine, INFLIBNET facility are provided to the researchers.

For ICT teaching learning AV rooms, Seminar hall provided and even Class rooms are provided with electricity and suitable fixtures for ICT teaching.

Teachers are inspired to take students to excursions, educational tours, historical tours, industrial visits etc.,

6.1.6 How does the college groom leadership at various levels?

The institution keep on promoting the leadership among the members and students. By framing different committees, respective committee coordinator look after the operations of his committee. Continuous organization of several events in the institution like seminars, guest lecture, quiz programme, group discussion, welcome and fare – well functions, NSS etc. involve the teachers and students in grooming of leadership at different levels. Departmental forums / associations are organizing several programmes for the benefit of students also groom leadership.

6.1.7 How does the college delegate authority and provide operational autonomy to the departments / units of the institution and work towards decentralized governance system?

There is decentralized governance system in the institution. Academic, co-curricular and extra-curricular activities, institutional policies and plans are implemented through different committees. The principal delegates authorities and assigns responsibilities to the departmental heads, committees and members for the smooth running of the work. All the heads are provided with operational autonomy. The activities are monitored by the principal through conducting periodical meeting in a friendly manner. It is purely based on broader understanding and appreciation. Open discussion is allowed in a democratic manner and suggestions or modification received and carried on by the principal. It is helpful to strengthen the academic standards.

Administrative wing of the institution consists Manager, superintendent, FDAs, SDAs, Typist, D Group employees. The principal being the head of the institution keep a close watch on the operations of the administrative section and co-ordinate between Teaching, Non-teaching staff and the students.
6.1.8 Does the college promote a culture of participative management? If ‘yes’, indicate the levels of participative management.

Yes. The college promote a culture of participative management. The opinions of the CDC, stakeholders, Governing Council consisting of all the departmental heads, heads of the committees, faculty, administrative heads are considered in decision making process.

6.2. STRATEGY DEVELOPMENT AND DEPLOYMENT:

6.2.1 Does the Institution have a formally stated quality policy? How is it developed, driven, deployed and reviewed?

Yes. The Government frame the quality policy which is to be executed by all the higher educational institutions in the state of Karnataka. The institution implement the policy framed by the Government. It is developed, driven, deployed and reviewed by collecting the essential inputs from all institutions through Directorate of Collegiate Education, eminent academicians, educationists and experts. It is revised from time to time in accordance with the new trends in higher education.

6.2.2 Does the Institute have a perspective plan for development? If so, give the aspects considered for inclusion in the plan.

Yes. The institution has a perspective plan for development. The aspects considered for inclusion in the plan are infrastructure, equipment, teaching aids, addition to programme or subjects, sports and library facility, use of modern technology, software, academic calendar for academic events and development.

6.2.3 Describe the internal organizational structure and decision making processes.

The Department of Collegiate Education manages the academic and all other activities of the institution through Joint Director of the respective region. Introduction of eMIS, HRMS, and bio-metric system, e-monitoring activities and communicating through network has made lot of change in administration.

The decision is made by the Government and implemented through Department of Collegiate Education. In turn the DCE implement the policies or decisions of the government by all the higher educational institutions through Joint Directors.

The CDC is the highest governing body of the institution headed local MLA and members from different field as per the guidelines of the Government.
The following chart shows the organizational structure of the institution:

GOVERNMENT OF KARNATAKA

DEPARTMENT OF COLLEGIATE EDUCATION

COMMISSIONER

DIRECTOR

REGIONAL JOINT DIRECTORS

IQAC ↔ PRINCIPAL ↔ CDC

TEACHING STAFF

NON-TEACHING STAFF

DEPARTMENTAL HEADS

ASSOCIATE PROFESSORS

ASSISTANT PROFESSORS

GUEST LECTURERS

MANAGER

SUPERINTENDENT

FDAs

SDAs

TYPIST

GROUP – D

STUDENTS
6.2.4 Give a broad description of the quality improvement strategies of the institution for each of the following

- Teaching & Learning
- Research & Development
- Community engagement
- Human resource management
- Industry interaction

A broad description of the quality improvement strategies of the institution for:

**Teaching and Learning:** Admission is open to all the eligible aspirants and transparent. The institution arranges remedial classes to the slow learners of all the programmes, bridge course or orientation programmes to B.Com and BBM students, workshops, special lectures, seminars, skill development programmes to the students. The institution sensitise its staff and students on issues such as gender, inclusion, environment etc. Advanced learners are identified by the teachers and they are motivated to participate in quiz, debate, seminars, workshops, group discussions etc. Students’ academic performance is evaluated through tests, seminars, workshops etc. by which the teachers identify the slow learners. Necessary steps are taken by the institution to reduce the dropout ratio. The institution ensure student centric environment. Periodical Tests, assignments, projects, industrial visits, student seminars field trips and other activities are continuous. By organizing the personality development programmes, cultural events, management games, group discussion, presentation, debate competition, wall magazine etc., the institution promotes critical thinking, creativity, and scientific temper among the students. The teachers follow both non-projected and projected teaching aids to ensure the effective learning experience for students. The usage of internet facilities, research journals and daily newspapers help the students and faculty to keep abreast of the recent developments. The faculty is encouraged to attend national and international seminars, workshops and symposia conducted at various universities and research institutes. The guest lectures by eminent scholars are organized to help both the students and faculties to keep pace with the recent developments in their subjects. The institution is having central library well equipped with books, journals, magazines, newspapers, e-Resources, CDs, model question papers, old question papers etc. and is partially digitalized. The teachers are evaluated through students’ feedback and self-appraisal.

**Research and Development:**
The institution has four Ph.D awardees and 12 M.Phil awardees among the faculties who have the research knowledge and five faculties are pursuing Ph.D in Off-Campus manner. One of faculty guided M.Phil students. Certain faculty guiding MBA students of Karnataka State Open University, Mysore as external guide. Department of Commerce and Management faculty members has to guide BBM and M.Com students in their Project work as a part of the Curriculum. Some of the teachers presented their papers in national/international conferences and most of them are publishing their papers in journals. Two faculties engaged in UGC sponsored projects. BBM students in UG level and M.Com students in PG level have to submit the projects report as a part of their curriculum under the guidance of teachers of the institution. The viva voce conducted by the University on the projects submitted. Thus teachers and students of the college are involved in research work. The institution is facilitating the
teachers for the smooth running of their research work. The students are promoted to
develop scientific temper and research culture by allowing them to write articles in
departmental and College magazine and they involve in research activities in the form of
project work, surveys, field trips etc. under the guidance of teachers.

Institution organized National Level Seminar on” Micro Finance and Sustainable
Promotion of Entrepreneurship in India”, several workshops and seminars to the students,
Workshop on NET / SLET to M.Com Students.

Community engagement:

NSS, YRC, Anti Sexual & Women Harassment Cell, RRC, CDSC, SSC, etc.
organizes Blood donation camps, AIDS Awareness and HIV Counseling programme in
the institution, health and hygiene programme, Awareness on Anti Drug Abuse
programme, etc. in the college premises in collaboration with different institutions. The
institution conducts Population Movement, AIDS Awareness Movement in
collaboration with Taluk Govt. Hospital, Kunigal.

Human Resource Management:

1,952 Students are studying in various programmes, 19 full time faculty, 18 Non-
teaching staff and 61 Guest Lecturers are serving in the institution. The human resource is to
be managed efficiently and effectively.

The institution is making use of these human resource through NSS, YRC, RRC,
CDSC, SSC etc. in conducting community development and outreaching programmes.

Different methods are adopted for the performance evaluation of the faculty and staff. They are a)Self appraisal method, b) Evaluation by students, c) Feed-back from students /
parents / guardians.

Industry interaction:

The different industry people are contacted and several interactive sessions are
conducted through students seminars / Guest lecture programmes.

6.2.5 How does the Head of the institution ensure that adequate information (from
feedback and personal contacts etc.) is available for the top management and the
stakeholders, to review the activities of the institution?

Now it is the information era. The Principal being the head of the institution has to
furnish the adequate information to the higher authorities (ie., DCE ) as and when asked.
The principal call the meeting of all the committees and review their progress reports and
otherwise initiates interventions. He has to attend all the meetings called by the Department
of Collegiate Education and provide all the details of progress made in the institution in
academic and other aspects. In return the authorities issue some guidelines, suggestions and
orders regarding the issues. Then the principal has to convene the meeting in the institution
with faculty, administrative staff and stakeholders and give the feed-back.

6.2.6 How does the management encourage and support involvement of the staff in
improving the effectiveness and efficiency of the institutional processes?

The principal of the institution has a potential map of the faculty and is able to recognize their
individual strength, areas of interest and accordingly assign responsibilities. The principal is
encouraging the initiativeness of individuals, appreciating their innovations and motivating
them conduct their activities freely. Thus effectiveness and efficiency of the institutional processes achieved through full involvement.

6.2.7 Enumerate the resolutions made by the Management Council in the last year and the status of implementation of such resolutions.

Several resolutions were passed in various meetings during the previous year. The meetings were conducted by the Head of the institution with regard to the development of the college in both academic and non-academic aspects. Some of the resolutions were formation of various committees, discussion of calendar of events, distribution of work to various committees, allotment of funds, to carry out the programs ordered by the Government, staff meetings pertaining to NCC, NSS cultural and sports, to discuss about infrastructure and allotment of examinations duties. All these agenda are fulfilled in the best way possible for the betterment of the students.

6.2.8 Does the affiliating university make a provision for according the status of autonomy to an affiliated institution? If ‘yes’, what are the efforts made by the institution in obtaining autonomy?

The institution has not yet applied for an autonomous status.

6.2.9 How does the Institution ensure that grievances / complaints are promptly attended to and resolved effectively? Is there a mechanism to and resolve the nature of grievances for promoting better stakeholder relationship?

- The institution has a grievance redressal cell.
- Any complaints or grievances are attended to promptly by the principal and the staff.
- A complaint/suggestion box is kept near the Principal’s chamber so that the students can drop in their complaints and suggestions.
- These are taken seriously by the principal and the staff and the follow-up action is discussed in the staff meetings.
- Thus, all the staff in the college are committed towards a healthy environment in the college.

6.2.10 During the last four years, had there been any instances of court cases filed by and against the institute? Provide details on the issues and decisions of the courts on these?

There have not been any instances of court cases filed by and against the institute during the last four years.

6.2.11 Does the Institution have a mechanism for analyzing student feedback on institutional performance? If ‘yes’, what was the outcome and response of the institution to such an effort?

Yes. A printed questionnaire is handed out to the students to assess several aspects of the college. The IQAC issue and collect the feedback to and from the students. Then they are analyzed and recommend for suitable measures to the principal if it is necessary. The recommendations are considered by the principal.
6.3 Faculty Empowerment Strategies

6.3.1 What are the efforts made by the institution to enhance the professional development of its teaching and non-teaching staff?

The institution encourages and motivates both of its teaching and non teaching staff for professional development and enhancement of qualification.

The non-teaching staff is sent to various training programmes such as HRMS, Management training programmes organized by the Department of Collegiate Education.

The teaching staff is allowed to attend seminars, conferences, both national and international, and to present papers and also orientation programmes, refresher courses and training programmes conducted by the Department of Collegiate Education.

6.3.2 What are the strategies adopted by the institution for faculty empowerment through training, retraining and motivating the employees for the roles and responsibility they perform?

At each and every step in the functioning of the institution, the Head of the institution provides constant motivation for the successful running of the institution. The teaching and non-teaching staff cooperate in the best way possible and in return, they are adequately motivated too.

The teaching and non-teaching staff are sent to various training programmes, faculty development programmes, workshops.

The teaching staff are allowed to attend seminars, conferences, both national and international, and to present papers and also orientation programmes, refresher courses and training programmes conducted by the Department of Collegiate Education.

6.3.3 Provide details on the performance appraisal system of the staff to evaluate and ensure that information on multiple activities is appropriately captured and considered for better appraisal.

The performance appraisal system of the staff is done through proper feedback from the students and other stakeholders. Each staff is given multiple activities which includes their teaching activity and the coordinator-ship of several committees. The multi-tasking is done effectively which in turn facilitates the smooth functioning of the institution.

6.3.4 What is the outcome of the review of the performance appraisal reports by the management and the major decisions taken? How are they communicated to the appropriate stakeholders?

- The recommendations are taken into consideration at the right time and they are communicated to the stakeholders so that the performance index is on a high.
- The major decisions are taken during the meetings and the staff is advised to take them seriously as these contribute to the general improvement of the institution.
- Thus, the overall development of the institution is always kept in mind while reviewing the performance appraisal reports.
6.3.5 What are the welfare schemes available for teaching and non teaching staff? What percentage of staff have availed the benefit of such schemes in the last four years?

The IQAC along with the principal monitors the following facilities in the institution.

- Drinking water facility
- Mobile canteen facility available in the college campus
- The annual sports meet includes separate events for the staff members
- Housing Loan
- Vehicle Loan
- Festival Advance
- Medical Allowances
- KGID
- Earned Leave (Leave encashment)
- Maternity leave
- Paternity leave
- Medical reimbursement
- Study leave (FIP)

75% of the staff have availed the benefit of such schemes in the last four years.

6.3.6 What are the measures taken by the Institution for attracting and retaining eminent faculty?

Since ours is a government institution, the staff requirements are taken care of by the Department of Collegiate Education and the staff recruitments are done by the KPSC.

6.4 Financial Management and Resource Mobilization

6.4.1 What is the institutional mechanism to monitor effective and efficient use of available financial resources?

The principal appoints committees to manage available funds from different accounts in the most efficient, economical and transparent manner. We have constituted several committees that look into the CDF, Library, UGC, Cultural, Sports, NSS, YRC, College Magazine, Prospectus, TWF, Scholarships and RR Account.

6.4.2 What are the institutional mechanisms for internal and external audit? When was the last audit done and what are the major audit objections? Provide the details on compliance.

Regularly audit work is done with regard to the accounts of the college, the funds or grants received from State or Central Government or CDF or UGC. It is in two ways. Internal and external.

i) Internal audit is done by the DCE and
ii) External audit is done by the Accountant General of State of Karnataka.

6.4.3 What are the major sources of institutional receipts/funding and how is the deficit managed? Provide audited income and expenditure statement of academic and administrative activities of the previous four years and the reserve fund/corpus available with Institutions, if any.

Ours is a government college and the source of fund is from State Government, UGC, NSS, students contribution to Cultural and sports activities etc.
6.4.4 Give details on the efforts made by the institution in securing additional funding and the utilization of the same (if any).

We receive funding from both UGC and State and they are utilized for the improvement of infrastructure of the college. The principal is approaching the Government and hon. MLA for the construction of additional classrooms and Auditorium.

6.5 Internal Quality Assurance System (IQAS)

6.5.1 Internal Quality Assurance Cell (IQAC)

a. Has the institution established an Internal Quality Assurance Cell (IQAC)? If ‘yes’, what is the institutional policy with regard to quality assurance and how has it contributed in institutionalizing the quality assurance processes?

- Yes, the IQAC became functional on 25 July 2005.
- To improve the internal quality of the institution, we have proposed certain measures which include improving the strengths of the college, appointing guest faculty for several departments, utilizing the grants in the best way possible, using the latest technology for teaching purposes, getting proper feedback from the students regarding curriculum, teaching-learning process etc.

b. How many decisions of the IQAC have been approved by the management/authorities for implementation and how many of them were actually implemented?

- The IQAC meetings are held at least three times in one semester and the plan of action is approved by the members and the head of the institution.
- For instance, the IQAC had decided to form various committees to take care of various activities of the college. These committees have a coordinator and several members.
- All the major decisions pertaining to the particular committee are implemented in the right way.
- Another important decision made by the IQAC is the distribution of merit and SC/ST scholarships to the deserving students.
- The institution receives several grants like UGC, State grants etc and the IQAC suggests various measures in the utilization of the grants which is approved by the head of the institution.

c. Does the IQAC have external members on its committee? If so, mention any significant contribution made by them.

- One of the CDC members is a member of the IQAC. In our institution, our CDC president who also happens to be the MLA is the external member of the IQAC.
- The MLA had a major role in the construction of a classroom in our college.

d. How do students and alumni contribute to the effective functioning of the IQAC?

The students give proper and right feedback on curriculum and teaching-learning process and they are taken into consideration by the head of the institution.

The alumni also provide suggestions in the smooth functioning of the college and its activities. They emphasize on conducting periodic tests in classrooms, giving more assignments to improve the learning activities of the students etc.
e. How does the IQAC communicate and engage staff from different constituents of the institution?

The IQAC meetings are held at least three times in one semester and the plan of action is approved by the members and the head of the institution.

For instance, the IQAC had decided to form various committees to take care of various activities of the college. These committees have a coordinator and several members. All the major decisions pertaining to the particular committee are implemented in the right way.

Thus, each and every staff of the college is actively participating in the improvement of quality in the college.

6.5.2 Does the institution have an integrated framework for Quality assurance of the academic and administrative activities? If ‘yes’, give details on its operationalisation.

Yes. There is an integrated framework for quality assurance of the academic and administrative activities. They are:

- To improve the internal quality of the institution, we have proposed certain measures which include improving the strengths of the college, appointing guest faculty for several departments, utilizing the grants in the best way possible, using the latest technology for teaching purposes, getting proper feedback from the students regarding curriculum, teaching-learning process etc.
- Another important decision made by the IQAC is the distribution of merit and SC/ST scholarships to the deserving students.
- The institution receives several grants like UGC, State grants etc and the IQAC suggests various measures in the utilization of the grants which is approved by the head of the institution.

6.5.3 Does the institution provide training to its staff for effective implementation of the Quality assurance procedures? If ‘yes’, give details enumerating its impact.

The teachers are permitted to attend workshops conducted by the University and the dept. of collegiate education for quality assurance procedures. The teachers who have attended these workshops come back and disseminate the information to the other staff of the college.

Every year, we conduct Orientation Programme for the first year students and before that; the coordinator in charge would conduct training for the teachers.

6.5.4 Does the institution undertake Academic Audit or other external review of the academic provisions? If ‘yes’, how are the outcomes used to improve the institutional activities?

Yes. The students give proper and right feedback on curriculum and teaching-learning process and they are taken into consideration by the head of the institution. The measures suggested by the students are passed on to the other stakeholders of the college.
6.5.5 How are the internal quality assurance mechanisms aligned with the requirements of the relevant external quality assurance agencies/regulatory authorities?

The institution is committed to improving the knowledge of the students by conducting several courses like Hardware, Tally, BPO, Banking courses, Personality Development and Spoken English classes in association with the Dept. of Collegiate Education.

6.5.6 What institutional mechanisms are in place to continuously review the teaching learning process? Give details of its structure, methodologies of operations and outcome?

- The institution collects proper feedback from the students regarding curriculum and the teaching-learning process.
- A copy of the details of its structure and methodologies of operations are attached to the report in the form of an annexure.

6.5.7 How does the institution communicate its quality assurance policies, mechanisms and outcomes to the various internal and external stakeholders?

The institution communicates its quality assurance policies, mechanisms and outcomes to the various internal and external stakeholders through regular meetings.

Any other relevant information regarding Governance Leadership and Management which the college would like to include.

The significant best practices in Governance and Leadership have been participatory decision making, decentralization of responsibilities, prioritizing the needs, proper planning, systematic evaluation, monitoring the execution, optimum utilization of resources, space for feedback, strong Commitment, multi-faceted development and effective communication.
CRITERION VII: INNOVATIONS AND BEST PRACTICES

7.1 Environment Consciousness

7.1.1 Does the Institute conduct a Green Audit of its campus and facilities?
Yes. The institution conducts a Green Audit of its campus and facilities.

7.1.2 What are the initiatives taken by the college to make the campus eco-friendly?

* Energy conservation- Yes

* Use of renewable energy- The institution is planned to install Solar light in the campus.

* Water harvesting- Yes

* Check dam construction- Yes

* Efforts for Carbon neutrality – Yes

* Plantation- Yes

* Hazardous waste management- Yes

* e-waste management- Yes

The institution take initiatives to make the Campus eco-friendly. They are as under:

- The institution constructed Hingu Gundi / check dam which is helpful to improve the underground water level.
- The institution established Organic Menure Unit in the premises. The rawmaterials are sand, earth worms, dry leaves, water, buffalo /cow dung. Organic manure is free from chemicals which increases the fertility of the soil and the foodgrains grown is healthy.
- The institution often organizes “Plantation of Trees programme” in the college premises in collaboration with other institutions.
- Through NSS volunteers it plants the trees in camp areas. The Teak Tree Garden, Neem Trees in the college campus witnesses the eco-friendly initiatives of the institution.
- Park is under process.
- Institution organizes “Distribution of plants to Students” Programme in collaboration with Social Activists.
- The institution conducts Rain Harvest Awareness, Water Conservation through construction of Check dam Awareness, environmental Awareness programme in the institution and NSS camps.
- College campus is free from Plastic Waste.
7.2 Innovations

7.2.1 Give details of innovations introduced during the last four years which have created a positive impact on the functioning of the college.

The innovations introduced during the last four years which have created a positive impact on the functioning of the college are:

- The Department of Commerce and Management in the institution conducted National Seminar in association with Department of Commerce and Management Students’ Association and Alumni.
- Sports Department organized Inter-College Kho Kho and Volley Ball Matches.
- Institution introduced PG Courses
- M.Com and BBM students undertaking Project works as a part of their curriculum.
- Students carried to Industrial visits.
- Students carried to Vidhana Soudha to witness the Assembly during Budget Session.
- Placement Officer carried students to participate in Campus Selection programmes.
- Digital English Lab established in the institution.
- HRMS introduced in the institution.
- YRC established in the institution
- Ranger and Rover established in the institution.
- Skill Development Programmes of DCE introduced in the institution like SAHAYOGA, MANAVATHE, ANGLA, STAR and NAIPUNYA NIDHI.
- Institution organizes the Study Tours to the students.
- Community Development Service Centre established in the institution.
- Administrative Wing is fully computerized.
- Faculty excursion has been organized.
- Cash Prize award to Best performer in academic area.
- Personality development and Career development programmes are often conducted in the institution.
- Institution often conducts Orientation / Bridge Course, Induction programmes, workshops, Seminars, Guest Lectures, Group Discussions
- Library providing INFLIBNET service.
- Institution organizes Remedial Coaching Classes to SC/ST/OBC/Minority and other economically weaker and slow learners.
- Some of the class rooms provided with ICT infrastructure facility for teaching.
- Institution conducts Common Test to all the students.

- Student’s parent meeting at orientation level is the most innovative practice of our institute. It has helped in the tremendous growth of student admission and attendance.
7.3 Best Practices

7.3.1 Elaborate on any two best practices as per the annexed format (see page..) which have contributed to the achievement of the Institutional Objectives and/or contributed to the Quality improvement of the core activities of the college.

I Practice:
1. **Title of the Practice:** Community Development Service Centre

2. **Goal:**
   - Open arms to community development services.
   - To involve students other than NSS and Alumni in social service activities.
   - To aware and awake about social problems, Govt. facilities.
   - To conduct extension activities and outreaching programmes.
   - To organize different outreaching activities in collaboration with other institutions.
   - To build leadership qualities among the students.
   - To create self discipline, self respect, sacrifice, equity and national integration.
   - To protect ecology.

3. **Context:**
   To involve the students other than NSS in social service activities. Students other than NSS with service mind are voluntarily involved in outreaching programmes through Community Development Centre of the institution. Social service aspects, leadership qualities, national integration, self discipline, self respect, sacrifice nature, equity, live and let others to live attitude develops among the students.

4. **Evidence of Success:**
   The activities of cdsc got good feedback from students.
I Practice:

1. Title of the Practice: SWASTHYA SANKALPA CLUB

2. Goal:
   - To aware the people against drugs and intoxicative items.
   - To conduct awareness programmes against bad habits and drug abuse among students and youth community.
   - To create awareness about the harmful effects of addiction to alcohol, tobacco and drugs.
   - To counsel and to motivate the students who addicted to drinks, smoking and drugs for treatment.
   - Try to build hygiene, swasthya and healthy society.
   - To take care against drug mafia, anti social activities beside the college and to claim legal actions.

3. Context:
   To involve the students in organizing the following programmes:
   - Speech / skits / quiz / essay competitions.
   - Playing Street-drama / drama
   - Counsel and motivating the addicts for treatment.
   - Training programmes
   - Anti drug day, Anti world Tobacco day celebration.
   - Press Conference.
   - Home visit programme
   - Claiming legal action programmes.

4. Evidence of Success:
   The Swasthya Sankalpa Club operates under the cooperation and suggestions of Akhila Karnataka Jana Jagruthi Vedike. It got good feedback from the students and received appreciation from public.
EVALUATIVE OBSERVATIONS AND ACTION TAKEN

Criterion I:
The peer team committee members expressed their satisfaction about the curricular activities of the institution during their visit. The institution has revised the Vision and Mission statements as per the latest requirement of the stake holders. Several teachers of the institution are the members of BOS and BOE who are suggesting for the improvement / re-design of the curriculum frequently. Students’ strength of the institution is enormously increasing over the years. It introduced BBM in UG and MA, M.Com. in PG level. Academic flexibility is maintained.

Criterion II:
Admissions are made under the provisions of Tumkur University and the Government. Institution has been conducting Remedial classes to SC/ST/ OBC/Minorities/ economically weaker sections and slow learners. Teaching plan is supported by the personal diary maintained by all the teachers.

The institution has taken steps to improve the teaching through Teaching aids by facilitating the required ICT aspects which improve the teaching – learning process interesting.

The ratio between full time teachers and guest lecturers is 19:73.

Regular teachers are recruited by KPSC and Guest lecturers are appointed by the institution by following the merit list prepared by the DCE.

All the teachers are participating in orientation and refresher courses. They also attending and presenting the papers in national / international seminars, conferences, workshops.

The institution collects the feedback from the students to make performance appraisal of all the teachers. Thus teacher can improve his performance. Various committees are formed by the principal to assist in the curricular, co-curricular and extra curricular activities. Teachers are abide by it.

Criterion III:
Four teachers are Ph. D. awardees, 12 teachers are M.Phil awardees and five teachers are pursuing their Ph.D in different Universities. Two teachers are engaged in Minor Projects. BBM and M.Com. students are undergoing with project works as a part of their curriculum.

NSS volunteers are conducting movements to aware the people about several issues. YRC conducts Blood donation camps and AIDS and HIV Awareness and counseling programmes. YRC and Anti Sexual and Anti Women harassment cell organized International Women’s day.

Criteria IV:
The increased students strength required the institution to expand its building capacity. The institution approaching consistently the DCE, Govt., hon. MLA to construct the additional class rooms. The additional class rooms have been built by PWD with the hon. Govt.’s sanction.

The institution has well established library which includes 34,424 books, 43 journals, 12 Magazines, 11 news papers INFLIBNET e-resources, 20 CDs, 02 computers and 01 Xerox machine.

Play ground is available for playing different games. Proposal sent to UGC to construct Sports Teacher Room and Table Tennis Court, Football court and Grass track with 8 lanes for Athletics, multi purpose stadium. Students participate and winning in different levels of competitions.
Criteria V:
The institution display the different courses offered during admission and College Admission Committee ensure the full transparency in admission by following the Govt. and University rules.
The drop out rate is reduced to 7.88 in UG and 2.47 in PG level.

The institution have been publishing prospectus annually which consists of courses offered, fee structure, admission procedure etc.

More than 574 students received financial assistance from govt. and other agencies. The Alumni is actively participating in college activities. The institution involve the Alumni while conducting different activities. They are very active.

Criteria-VI:
Different committees are formed to assist the principal. The teaching and non-teaching staff assist the principal in administration.

The institution often take measures to improve the quality of education by following the suggestions of LAC, DCE and Auditors.

Grievance Redressal Cell effectively solve the grievances of the students.

Purchases are made by calling quotations as per the govt. rules.

Criteria VII:
Teachers performance is regularly appraised.
Awakening and create awareness about the social issues through NSS.
The institution Involve the hon. MLA in developing the college.
Parents meeting have been arranged to discuss the college affairs and institutional development.
Evaluative Report and Action taken about:

Overall analysis and Suggestions:

The suggestions of the NAAC peer team are honestly followed.

The measures taken by the institution in implementing the suggestions and the outcome are as follows:

- The institution applied to UGC for the recognition under Section 2(f) and Section 12B of the UGC Act to receive the developmental and other assistance and obtained the recognition on 20th January 2005. The institution has been receiving funds from UGC and it is utilizing for the specific purposes. The infrastructure is improved viz., procurement of ICT aspects and furniture, establishment of Computer lab and Digital English Language Lab. The institution conducts remedial classes to disadvantaged students (SC/ST/OBC / Minorities and other economically weaker sections) etc.

- The University introduced Computer Fundamentals as a non core compulsory subject for all programmes in the II year during the course period. The B.Com and M.Com. curriculum of Tumkur University for II year comprises of ‘Computer Applications in Business’ and ‘Managerial Information System’ as a compulsory Core subject. Govt. policy and DCE’s initiative to improve the various skills among the students of higher education have made the DCE to collaborate with several Skill Development Agencies to provide skill oriented education in addition to regular curriculum. Thus the institution conducts the certificate course regarding computer basic, hardware etc. through that collaborated agencies like KAYAKA FOUNDATION. Thus the computer literacy is improving among the students.

- The latest and latent requirement of the stakeholders considered by the institution and the new programmes viz., BBM under UG level and M.A and M.Com. under PG level have started. The institution planned to start English, Journalism and Psychology as the new combination in BA programme, Computer Science in B.Sc. programme in the forthcoming year. Thus the rural students are access to the higher education of their choice at affordable cost without the burden of payment of capitation/donation.

- The vocational subjects are offered by the institution through skill development programmes launched by DCE in collaboration with several agencies. The students voluntarily joined to these programmes and obtain certificates after the completion of these programmes. They are different programmes like MANAVATHE, ANGLA, KAYKA, SAHAYOGA, STAR – LAKSH, NAIPUNYA NIDHI. As a result Skills of the students enhanced apart from the academic aspects.

- The teachers in each class find it very easy to diagnose the slow learners within a short span of one fortnight and they are taken care of through remedial coaching classes, special classes, assignments, tests, giving previous question papers, solving previous question papers, question banks, conducting wall magazines etc., and in due course identify student’s talents and areas of interest and they are supported accordingly by nurturing them in their areas of interest. The slow learners are brought into the
streamline equally with other students and their inferiority complex thrown out. Dropout rate reduced.

- The English department of the Institution conducts Bridge course to all the first year students to make the English subject easy one. Similarly, the department of commerce and management conducts Bridge course or orientation programme to all first year Commerce and management students to bridge the gap between their PU and UG level, capture and recapture the knowledge of Accountancy and Business studies by them. Fresh students at UG level find it easy to understand English. Commerce and management students regain the knowledge on Accountancy and Business studies to cope with the present curriculum. Failures and dropout rate reduced.

- The institution is student centric. All the teachers use different teaching – learning methods and teaching aids while teaching. It makes the students to understand the subjects very easily.

- Alumni Association donates books to the poor and meritorious students, pay the fees of poor students, donated electric bell, donates blood in blood – donation camps, involved in conducting different activities, given special lectures, conducts awareness of civil services and competitive exams etc. The Alumni association is very active.

- All the teachers are engaging in research work and the institution is encouraging them to conduct research work by providing library books, journals, magazines, INFLIBNET service etc. Teachers consistently involved in research work in addition to their regular teaching. The institution sanctions OOD to the teachers who are participating in national / international level Seminars/ Conferences and presenting the papers. The teachers conducts UGC sponsored Minor / Major research projects.

- All the teachers of the institution are presenting their papers in National / international conferences and publish their articles in journals or in proceedings of conference. Teachers can disseminate their knowledge to the globe. It is helpful to the Government and Universities in framing policies.

- Students other than NSS with service mind are voluntarily involved in outreaching programmes through Community Development Centre of the institution. Social service aspects, leadership qualities, national integration, self discipline, self respect, sacrifice nature, equity, live and let others to live attitude develops among the students.

- The institution approached the hon. MLA, the president of CDC to construct the auditorium urgently from MLA fund. In return they agreed to construct the auditorium from his own fund and mobilized the fund from MP, MLCs. It is in process.

- The library currently linked with local public library and it is planned to establish its link with different University library, British Council library, etc. Capacity of the library enhanced in different manners.
First aid Kit is maintained by the institution in sports room, NSS room and Principal’s chamber. The Taluk Govt. Hospital Ambulance service is available at free toll No. 108. Both outpatient and inpatient service is available. NSS and YRC conducts Blood grouping, blood donation programmes. The institution conducts Aids Awareness and HIV counseling, women health and hygiene programme in the institution in association with Taluk Govt. Hospital. Students can have medical / hospital service as when necessary.

The institution keeping the Green environment and ecology in mind requesting the PWD to prepare Master Plan providing vertical expansion. It includes a separate PG Block, additional class rooms, departments, gymnasium, stadium, auditorium, underground parking facility etc. It is in process. Horizontal expansion prevented, free land, play ground, Green environment, trees and ecology protected.

The institution publishes its prospectus comprises of courses offered, admission procedure, fee structure etc. It is distributed to the students along with the application. Students find it easy to choose course of their choice, join well in time, mobilize fees, opt for vertical mobility. Admission becomes transparent.

The institution often organizes Career Guidance programmes and personality development programmes to aware the various avenues of higher education, certificate courses, professional courses, competitive exams, civil services exam. The students are sent to participate in different Campus selection programmes, mock interviews by the placement officer. The students are motivated to attend in entrepreneurship training workshop and to get the certificate. As a result students are placed in several Govt., private appointments, agriculture, social, political, service sectors. Some of the students are self employed.

The institution conducts the awareness programmes in nearby high schools and junior colleges to awaken the students about the importance and opportunities of Basic Science. The student strength has been increased in B.Sc.
EVALUATIVE REPORTS OF THE DEPARTMENTS

Department of Kannada

The Self-evaluation of every department may be provided separately in about 3-4 pages, avoiding the repetition of the data.

1. Name of the department: Department of Kannada

2. Year of Establishment: 1982

3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.): UG

4. Names of Interdisciplinary courses and the departments/units involved: NIL

5. Annual/ semester/choice based credit system (programme wise): Semester

6. Participation of the department in the courses offered by other departments: NIL

7. Courses in collaboration with other universities, industries, foreign institutions, etc.: NIL

8. Details of courses/programmes discontinued (if any) with reasons: NIL

9. Number of Teaching posts

<table>
<thead>
<tr>
<th></th>
<th>Sanctioned</th>
<th>Filled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professors</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Associate Professors</td>
<td>01</td>
<td>01</td>
</tr>
<tr>
<td>Asst. Professors</td>
<td>01</td>
<td>01</td>
</tr>
</tbody>
</table>
10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt./Ph.D. / M. Phil. etc.,)

<table>
<thead>
<tr>
<th>Name</th>
<th>Qualification</th>
<th>Designation</th>
<th>Specialization</th>
<th>No. of Years of Experience</th>
<th>No. of Ph.D. Students guided for the last 4 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Pushpabharathi RA</td>
<td>M.A., M.Phil,Ph.D</td>
<td>Associate Professor</td>
<td>Folklore</td>
<td>18 years</td>
<td>-</td>
</tr>
<tr>
<td>Lokesh K P</td>
<td>M.A., B. Ed.</td>
<td>Assistant Professor</td>
<td>Criticism</td>
<td>06 years</td>
<td>-</td>
</tr>
<tr>
<td>Naganna G K</td>
<td>M.A., B. Ed.</td>
<td>Guest Faculty</td>
<td>Folklore</td>
<td>05 years</td>
<td>-</td>
</tr>
<tr>
<td>Shwetha H B</td>
<td>M.A., M.Phil</td>
<td>Guest Faculty</td>
<td>Folklore</td>
<td>02 years</td>
<td>-</td>
</tr>
<tr>
<td>Veenalatha L</td>
<td>M.A., M.Phil</td>
<td>Guest Faculty</td>
<td>Folklore</td>
<td>08 years</td>
<td>-</td>
</tr>
<tr>
<td>Manjula B K</td>
<td>M.A., B. Ed.</td>
<td>Guest Faculty</td>
<td>Folklore</td>
<td>05 years</td>
<td>-</td>
</tr>
<tr>
<td>Vinoda U K</td>
<td>M.A., B. Ed.</td>
<td>Guest Faculty</td>
<td>Folklore</td>
<td>05 years</td>
<td>-</td>
</tr>
<tr>
<td>Jagadamba T N</td>
<td>M.A., B. Ed.</td>
<td>Guest Faculty</td>
<td>Folklore</td>
<td>05 years</td>
<td>-</td>
</tr>
</tbody>
</table>

11. List of senior visiting faculty: NIL
12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty: 60%
13. Student - Teacher Ratio (programme wise):
   - B.A. – 69:1
   - B.Sc. – 11:1
   - B.Com. – 86:1
   - B.B.M- 05: 01

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: NIL
15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG.: MPhil-02, Ph.D-01
16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: NIL
17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received: NIL

18. Research Centre /facility recognized by the University: NIL
19. Publications:
   *a) Publication per faculty: 01
   *Number of papers published in peer reviewed journals (national / international) by faculty and students: NIL
   *Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.): NIL
   *Monographs: NIL
   *Chapter in Books: NIL
   *Books Edited: NIL
   *Books with ISBN/ISSN numbers with details of publishers: 02
   *Citation Index: NIL
   *SNIP: NIL
   *SJR: NIL
   *Impact factor: NIL
   *h-index: NIL
20. Areas of consultancy and income generated: NIL
21. Faculty as members in
   a) National committees b) International Committees c) Editorial Boards....: NIL

22. Student projects
   a) Percentage of students who have done in-house projects including inter departmental/programme: NIL
   b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies: NIL
23. Awards / Recognitions received by faculty and students: NIL
24. List of eminent academicians and scientists / visitors to the department: NIL
25. Seminars/ Conferences/Workshops organized & the source of funding
   a) National: NIL
   b) International: NIL
26. Student profile programme/course wise:

<table>
<thead>
<tr>
<th>Name of the Course/programme (refer question no. 4)</th>
<th>Applications received</th>
<th>Selected</th>
<th>Enrolled *M</th>
<th>Enrolled *F</th>
<th>Pass percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-15</td>
<td>650</td>
<td>639</td>
<td>227</td>
<td>412</td>
<td>-</td>
</tr>
<tr>
<td>2013-14</td>
<td>759</td>
<td>720</td>
<td>275</td>
<td>445</td>
<td></td>
</tr>
<tr>
<td>2012-13</td>
<td>760</td>
<td>737</td>
<td>296</td>
<td>441</td>
<td></td>
</tr>
</tbody>
</table>
2011-12 | 651 | 634 | 280 | 354  
2010-11 | 569 | 563 | 227 | 336  

*M = Male  *F = Female

27.Diversity of Students

<table>
<thead>
<tr>
<th>Name of the Course</th>
<th>% of students from the same state</th>
<th>% of students from other States</th>
<th>% of students from abroad</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.A</td>
<td>100</td>
<td>NIL</td>
<td>NIL</td>
</tr>
<tr>
<td>B.COM</td>
<td>100</td>
<td>NIL</td>
<td>NIL</td>
</tr>
<tr>
<td>B.B.M</td>
<td>100</td>
<td>NIL</td>
<td>NIL</td>
</tr>
<tr>
<td>B.SC</td>
<td>100</td>
<td>NIL</td>
<td>NIL</td>
</tr>
</tbody>
</table>

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.? NIL

29. Student progression

<table>
<thead>
<tr>
<th>Student progression</th>
<th>Against % enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>UG to PG</td>
<td>40</td>
</tr>
<tr>
<td>PG to M.Phil.</td>
<td>01</td>
</tr>
<tr>
<td>PG to Ph.D.</td>
<td>01</td>
</tr>
<tr>
<td>Ph.D. to Post-Doctoral</td>
<td></td>
</tr>
<tr>
<td>Employed</td>
<td>10</td>
</tr>
<tr>
<td>• Campus selection</td>
<td></td>
</tr>
<tr>
<td>• Other than campus recruitment</td>
<td></td>
</tr>
<tr>
<td>Entrepreneurship/Self-employment</td>
<td>60</td>
</tr>
</tbody>
</table>

30. Details of Infrastructural facilities a)
Library: YES
b) Internet facilities for Staff & Students: YES
c) Class rooms with ICT facility: YES
d) Laboratories: NIL
31. Number of students receiving financial assistance from college, university, government or other agencies: All SC/ST/C-1 AND OBC students are eligible to receive 16 various scholarships from state government and central government.

32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts:
   - A special lecture was organized by the department on Ancient Kannada Grammar for B.A students.
   - A special lecture was organized by the department on Criticism of Kannada stories for all students.

33. Teaching methods adopted to improve student learning:
   - Chalk & talk
   - Power point presentation
   - EDUSAT
   - Group Discussion
   - Student Seminar

34. Participation in Institutional Social Responsibility (ISR) and Extension activities:
   - Social awareness on Social behavior.
   - Awareness on to inculcate human values
   - Promoting Kannada Language and Literature

35. SWOC analysis of the department and Future plans:

   Strengths
   - The professors are fully equipped with all the latest information/knowledge in the field of Kannada Literature.
   - The guest faculty is also NET qualified and they contribute towards the improvement of the Department.
   - Good results are found in all the semesters.

   Weaknesses:
   - The students come from rural backgrounds and their knowledge of kannada literature is very poor.

   Opportunities:
   - Kannada language and literature can be studied and improved in all the areas of research including the inter-disciplinary ones
   - Translation studies can be undertaken in language literatures.
   - Students can pursue research in several Kannada Sahitya activities.
   - Making the students aware of and appreciate the history of Kannada Literature.

   Challenges:
   - To prepare the students for competitive exams.
   - To inculcate inter-disciplinary research, especially among the languages.
Future Plans:

- To conduct remedial coaching classes to improve the standard of English among the rural students.
- To prepare the students for competitive exams.
- To conduct grammar classes to improve the students’ abilities in the language.

**Department of English**

The Self-evaluation of every department may be provided separately in about 3-4 pages, avoiding the repetition of the data.

2. Name of the department: **Department of English**

2. Year of Establishment: 1982

3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.): U G

4. Names of Interdisciplinary courses and the departments/units involved: NIL

5. Annual/semester/choice based credit system (programme wise): Semester

6. Participation of the department in the courses offered by other departments: NIL

7. Courses in collaboration with other universities, industries, foreign institutions, etc.: NIL

8. Details of courses/programmes discontinued (if any) with reasons: NIL

9. Number of Teaching posts

<table>
<thead>
<tr>
<th></th>
<th>Sanctioned</th>
<th>Filled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professors</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Associate Professors</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Asst. Professors</td>
<td>01</td>
<td>01</td>
</tr>
</tbody>
</table>

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt./Ph.D. / M. Phil. etc.,)
<table>
<thead>
<tr>
<th>Name</th>
<th>Qualification</th>
<th>Designation</th>
<th>Specialization</th>
<th>No. of Years of Experience</th>
<th>No. of Ph.D. Students guided for the last 4 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visweswaraiah S</td>
<td>M.A., M.Phil</td>
<td>Assistant Professor</td>
<td>Translation &amp; Linguistics</td>
<td>5 years</td>
<td>-</td>
</tr>
<tr>
<td>Nagaraj T V</td>
<td>M.A., M.Phil</td>
<td>Guest Faculty</td>
<td>English</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rajini. S</td>
<td>M.A., M.Phil</td>
<td>Guest Faculty</td>
<td>English</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mahalakshmi H C</td>
<td>M.A., M.Phil</td>
<td>Guest Faculty</td>
<td>English</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sonia Smitha D I</td>
<td>M.A., M.Phil</td>
<td>Guest Faculty</td>
<td>English</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

11. List of senior visiting faculty: NIL
12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty: 60%
13. Student -Teacher Ratio (programme wise):
   B.A. – 110:1
   B.Sc. – 15:1
   B.Com. – 138:1
   B.B.M—8:1
14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: NIL
15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG.: MPhil-02
16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: NIL
17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received: NIL
18. Research Centre /facility recognized by the University: NIL
19. Publications:
   *a) Publication per faculty: NIL
   *Number of papers published in peer reviewed journals (national / international) by faculty and students: NIL
   *Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.): NIL
   *Monographs: NIL
   *Chapter in Books: NIL
   *Books Edited: NIL
*Books with ISBN/ISSN numbers with details of publishers: NIL
*Citation Index: NIL
*SNIP: NIL
*SJR: NIL
*Impact factor: NIL
*h-index: NIL
20. Areas of consultancy and income generated: NIL
21. Faculty as members in
a) National committees b) International Committees c) Editorial Boards…..: NIL
22. Student projects
a) Percentage of students who have done in-house projects including inter departmental/programme: NIL
b) Percentage of students placed for projects in organizations outside the institution i.e. in Research laboratories/Industry/ other agencies: NIL
23. Awards / Recognitions received by faculty and students: NIL
24. List of eminent academicians and scientists / visitors to the department: NIL
25. Seminars/ Conferences/Workshops organized & the source of funding
a) National: NIL
b) International: NIL
26. Student profile programme/course wise:

<table>
<thead>
<tr>
<th>Name of the Course/programme (refer question no. 4)</th>
<th>Applications received</th>
<th>Selected</th>
<th>Enrolled</th>
<th>Pass percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>*M</td>
<td>*F</td>
</tr>
<tr>
<td>2014-15</td>
<td>650</td>
<td>639</td>
<td>227</td>
<td>412</td>
</tr>
<tr>
<td>2013-14</td>
<td>759</td>
<td>720</td>
<td>275</td>
<td>445</td>
</tr>
<tr>
<td>2012-13</td>
<td>760</td>
<td>737</td>
<td>296</td>
<td>441</td>
</tr>
<tr>
<td>2011-12</td>
<td>651</td>
<td>634</td>
<td>280</td>
<td>354</td>
</tr>
<tr>
<td>2010-11</td>
<td>569</td>
<td>563</td>
<td>227</td>
<td>336</td>
</tr>
</tbody>
</table>

*M = Male    *F = Female

27. Diversity of Students

<table>
<thead>
<tr>
<th>Name of the Course</th>
<th>% of students from the same state</th>
<th>% of students from other States</th>
<th>% of students from abroad</th>
</tr>
</thead>
</table>
28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?
NIL

29. Student progression

<table>
<thead>
<tr>
<th>Student progression</th>
<th>Against % enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>UG to PG</td>
<td>-</td>
</tr>
<tr>
<td>PG to M.Phil.</td>
<td>-</td>
</tr>
<tr>
<td>PG to Ph.D.</td>
<td></td>
</tr>
<tr>
<td>Ph.D. to Post-Doctor</td>
<td></td>
</tr>
<tr>
<td>Employed</td>
<td></td>
</tr>
<tr>
<td>Campus selection</td>
<td></td>
</tr>
<tr>
<td>Other than campus recruitment</td>
<td></td>
</tr>
</tbody>
</table>

Entrepreneurship/Self-employment

30. Details of Infrastructural facilities
a) Library:
b) Internet facilities for Staff & Students: YES
c) Class rooms with ICT facility: YES
d) Laboratories: YES
31. Number of students receiving financial assistance from college, university, government or other agencies: All SC/ST/C-1 AND OBC students are eligible to receive various scholarships from state government and central government.
32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts:
   - Two special lectures were organized by the department on Rewinding of the syllabus for B.A students.
33. Teaching methods adopted to improve student learning:
Interactive Sessions have been organized with reference to the topics discussed in the textbook prescribed by the Tumkur University. For instance, on the topic “The Second Crucifixion”. A group discussion on “People’s response to Gandhiji’s death and their response to British rule” was conducted for B.Sc students. Topics on general ideas like “Population Explosion” have been covered under presentations. Seminars were held on topics like “How to write an Effective
Resume and Cover Letter” and “How to behave during an Interview”. LCD projectors and Smart Boards are used in classrooms for topics in Grammar.
34. Participation in Institutional Social Responsibility (ISR) and Extension activities:
Rural students are generally poor in English Communication Skills. They are shy in speaking English. Few lectures were organized by the teachers to drive the point into the mind that English is a beautiful language and can be learnt at any age.

35. SWOC analysis of the department and Future plans:
**Strengths**
- Well-qualified permanent faculty and guest faculty.
- The results percentage is increasing every year.
- The students are interested in improving their knowledge of English and the communicative language by attending the Spoken English classes conducted by the teachers of the department.
- There is well language laboratory to improve the language proficiency skills among the students.

**Weaknesses**
- The students come from very poor backgrounds and their knowledge of English is very poor too.

**Opportunities**
- To conduct remedial coaching classes to improve the standard of English among the rural students.
- To conduct Spoken English classes.
- To conduct awareness programmes to make the students understand the importance of English.

**Challenges**
- To prepare the students for competitive exams.
- To inculcate inter-disciplinary research, especially among the languages.

**Future Plans:**
- To conduct remedial coaching classes to improve the standard of English among the rural students.
- To conduct Spoken English classes.
- To conduct awareness programmes to make the students understand the importance of English.
- To prepare the students for competitive exams.
- To conduct grammar classes to improve the students’ abilities in the language.
Department of History

The Self-evaluation of every department may be provided separately in about 3-4 pages, avoiding the repetition of the data.

1. Name of the department: **Department of History**
2. Year of Establishment: 1982
3. Names of Programs / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.): UG
4. Names of Interdisciplinary courses and the departments/units involved: NIL
5. Annual/ semester/choice based credit system (programme wise): Semester
6. Participation of the department in the courses offered by other departments: NIL
7. Courses in collaboration with other universities, industries, foreign institutions, etc.:
8. Details of courses/programmes discontinued (if any) with reasons: NIL
9. Number of Teaching posts

<table>
<thead>
<tr>
<th></th>
<th>Sanctioned</th>
<th>Filled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professors</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Associate Professors</td>
<td>01</td>
<td>01</td>
</tr>
<tr>
<td>Asst. Professors</td>
<td>01</td>
<td>01</td>
</tr>
</tbody>
</table>

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt./Ph.D./M. Phil. etc.,)

<table>
<thead>
<tr>
<th>Name</th>
<th>Qualification</th>
<th>Designation</th>
<th>Specialization</th>
<th>No. of Years of Experience</th>
<th>No. of Ph.D. Students guided for the last 4 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Raveendra Sharma T.V.</td>
<td>T.V.</td>
<td>Associate Professor</td>
<td>History</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td>Pushpalatha R.</td>
<td>MA</td>
<td>Guest Lecturer</td>
<td>History</td>
<td>08</td>
<td></td>
</tr>
<tr>
<td>Dr. Yellanna K.</td>
<td>MA</td>
<td>Guest Lecturer</td>
<td>History</td>
<td>01</td>
<td></td>
</tr>
<tr>
<td>Somashekar N.</td>
<td>MA</td>
<td>Guest Lecturer</td>
<td>History</td>
<td>02</td>
<td></td>
</tr>
<tr>
<td>Lakshmidevi N.</td>
<td>MA</td>
<td>Guest Lecturer</td>
<td>History</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

11. List of senior visiting faculty: NIL
12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty: 60%
13. Student -Teacher Ratio (programme wise):
   B.A. – 100:1
   B.Sc. – 20:1
   B.Com. – 50:
14. Number of academic support staff (technical) and administrative staff; sanctioned and
15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG.: MPhil-02
16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: NIL
17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received: NIL
18. Research Centre /facility recognized by the University: NIL
19. Publications:
   a) Publication per faculty: NIL
   b) Number of papers published in peer reviewed journals (national / international) by faculty and students: NIL
   c) Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.): NIL
   d) Monographs: NIL
   e) Chapter in Books: NIL
   f) Books Edited: NIL
   g) Books with ISBN/ISSN numbers with details of publishers: NIL
   h) Citation Index: NIL
   i) SNIP: NIL
   j) SJR: NIL
   k) Impact factor: NIL
   l) h-index: NIL
20. Areas of consultancy and income generated: NIL
21. Faculty as members in
   a) National committees
   b) International Committees
   c) Editorial Boards….: NIL
22. Student projects
   a) Percentage of students who have done in-house projects including inter departmental/programme: NIL
   b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies: NIL
23. Awards / Recognitions received by faculty and students: NIL
24. List of eminent academicians and scientists / visitors to the department: NIL
25. Seminars/ Conferences/Workshops organized & the source of funding
   a) National: NIL
   b) International: NIL

26. Student profile programme/course wise:

<table>
<thead>
<tr>
<th>Name of the Course/programme (refer question no. 4)</th>
<th>Applications received</th>
<th>Selected</th>
<th>Enrolled *M</th>
<th>*F</th>
<th>Pass percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-15</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
27. Diversity of Students

<table>
<thead>
<tr>
<th>Name of the Course</th>
<th>% of students from the same state</th>
<th>% of students from other States</th>
<th>% of students from abroad</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.A</td>
<td>NIL</td>
<td>NIL</td>
<td>NIL</td>
</tr>
<tr>
<td>B.COM</td>
<td>NIL</td>
<td>NIL</td>
<td>NIL</td>
</tr>
<tr>
<td>B.B.M</td>
<td>NIL</td>
<td>NIL</td>
<td>NIL</td>
</tr>
<tr>
<td>B.SC</td>
<td>NIL</td>
<td>NIL</td>
<td>NIL</td>
</tr>
</tbody>
</table>

*M = Male  *F = Female

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?: NIL

29. Student progression

<table>
<thead>
<tr>
<th>Student progression</th>
<th>Against % enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>UG to PG</td>
<td></td>
</tr>
<tr>
<td>PG to M.Phil.</td>
<td></td>
</tr>
<tr>
<td>PG to Ph.D.</td>
<td></td>
</tr>
<tr>
<td>Ph.D. to Post-Doctoral</td>
<td></td>
</tr>
<tr>
<td>Employed</td>
<td></td>
</tr>
<tr>
<td>- Campus selection</td>
<td></td>
</tr>
<tr>
<td>- Other than campus recruitment</td>
<td></td>
</tr>
<tr>
<td>Entrepreneurship/Self-employment</td>
<td></td>
</tr>
</tbody>
</table>

30. Details of Infrastructural facilities a)
Library:
b) Internet facilities for Staff & Students: YES
c) Class rooms with ICT facility: YES

d) Laboratories: YES

31. Number of students receiving financial assistance from college, university, government or other agencies: All SC/ST/C-1 AND OBC students are eligible to receive various scholarships from state government and central government.

32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts:
   - Two special lectures were organized by the department on Rewinding of the syllabus for B.A students.

33. Teaching methods adopted to improve student learning:
Interactive Sessions have been organized with reference to the topics discussed in the textbook prescribed by the Tumkur University. For instance, on the topic “Buddha as the Hero of Enlightenment”. A group discussion on “Personal and Professional Lives” was conducted for B.Sc students. Topics on general ideas like “Population Explosion” have been covered under presentations. Seminars were held on topics like “How to write an Effective Resume and Cover Letter” and “How to behave during an Interview”. LCD projectors and Smart Boards are used in classrooms for topics in Grammar.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities:
Rural students are generally poor in English Communication Skills. They are shy in speaking English. Few lectures were organized by the teachers to drive the point into the mind that English is a beautiful language and can be learnt at any age.

35. SWOC analysis of the department and Future plans:

Strengths
- All the sanctioned posts have been filled by the KPSC.
- Students actively involve themselves in research activities in the form of project works.
- Inter-disciplinary teaching done by teachers.
- Good cooperation among the faculty.

Weaknesses
- No Post-Graduate study in history.

Opportunities
- Post-Graduate course to be started in the near future.

Challenges
- The students are largely from the rural background. Appropriate measures have to be taken to guide them so that they compete with the urban students and also prepare them for global competition.

Future Plans
- To conduct special classes to improve the results.
- To conduct student counseling for the development of confidence among the students.
❖ To bring cultural awareness among the students by conducting heritage tours/historical tours.
❖ To prepare the students for competitive exams.
Department of Economics

The Self-evaluation of every department may be provided separately in about 3-4 pages, avoiding the repetition of the data.

1. Name of the department: Department of Economics
2. Year of Establishment: 1982
3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.): U G
4. Names of Interdisciplinary courses and the departments/units involved: NIL
5. Annual/ semester/choice based credit system (programme wise): Semester
6. Participation of the department in the courses offered by other departments: NIL
7. Courses in collaboration with other universities, industries, foreign institutions, etc.: NIL
8. Details of courses/programmes discontinued (if any) with reasons: NIL
9. Number of Teaching posts

<table>
<thead>
<tr>
<th></th>
<th>Sanctioned</th>
<th>Filled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professors</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Associate Professors</td>
<td>01</td>
<td>01</td>
</tr>
<tr>
<td>Asst. Professors</td>
<td>01</td>
<td>01</td>
</tr>
</tbody>
</table>

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt./Ph.D. / M. Phil. etc.,)

<table>
<thead>
<tr>
<th>Name</th>
<th>Qualification</th>
<th>Designation</th>
<th>Specialization</th>
<th>No. of Years of Experience</th>
<th>No. of Ph.D. Students guided for the last 4 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. M S Narasimhan</td>
<td>M.A., Ph.D</td>
<td>Associate Professor</td>
<td>Agricultural Finance and Marketing</td>
<td>31</td>
<td>-</td>
</tr>
<tr>
<td>Sanjeevamurthy H</td>
<td>M.A., M.Phil.,B.Ed</td>
<td>Asst. Professor</td>
<td>Economic Thought</td>
<td>05</td>
<td>-</td>
</tr>
<tr>
<td>Satheesh Kumar B V</td>
<td>M.A., M.Phil</td>
<td>Guest Faculty</td>
<td>Money &amp; Banking</td>
<td>05</td>
<td></td>
</tr>
<tr>
<td>Jayalakshmamma</td>
<td>M.A., M.Phil</td>
<td>Guest Faculty</td>
<td>Money &amp; Banking</td>
<td>08</td>
<td></td>
</tr>
</tbody>
</table>
11. List of senior visiting faculty: NIL
12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty: 70%
13. Student -Teacher Ratio (programme wise):
   B.A. – 137:1
14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: NIL
15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG.: MPhil-03, Ph.D-01
16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: NIL
17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received: NIL
18. Research Centre /facility recognized by the University: NIL
19. Publications:
   *a) Publication per faculty: NIL
   *Number of papers published in peer reviewed journals (national / international) by faculty and students: NIL
   *Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.): NIL
   *Monographs: NIL
   *Chapter in Books: NIL
   *Books Edited: NIL
   *Books with ISBN/ISSN numbers with details of publishers: NIL
   *Citation Index: NIL
   *SNIP: NIL
   *SJR: NIL
   *Impact factor: NIL
   *h-index: NIL
20. Areas of consultancy and income generated: NIL
21. Faculty as members in  
   a) National committees  b) International Committees  c) Editorial Boards….: NIL
22. Student projects  
   a) Percentage of students who have done in-house projects including inter departmental/programme: NIL
   b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies: NIL
23. Awards / Recognitions received by faculty and students: NIL
24. List of eminent academicians and scientists / visitors to the department: NIL
25. Seminars/ Conferences/Workshops organized & the source of funding  
   a) National: NIL
b) International: NIL

26. Student profile programme/course wise:

<table>
<thead>
<tr>
<th>Name of the Course/programme (refer question no. 4)</th>
<th>Applications received</th>
<th>Selected</th>
<th>Enrolled *M</th>
<th>Enrolled *F</th>
<th>Pass percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-15</td>
<td>225</td>
<td>221</td>
<td>75</td>
<td>146</td>
<td></td>
</tr>
<tr>
<td>2013-14</td>
<td>290</td>
<td>280</td>
<td>110</td>
<td>170</td>
<td></td>
</tr>
<tr>
<td>2012-13</td>
<td>290</td>
<td>280</td>
<td>103</td>
<td>177</td>
<td></td>
</tr>
<tr>
<td>2011-12</td>
<td>275</td>
<td>270</td>
<td>104</td>
<td>166</td>
<td></td>
</tr>
<tr>
<td>2010-11</td>
<td>225</td>
<td>224</td>
<td>98</td>
<td>126</td>
<td></td>
</tr>
</tbody>
</table>

*M = Male  *F = Female

27. Diversity of Students

<table>
<thead>
<tr>
<th>Name of the Course</th>
<th>% of students from the same state</th>
<th>% of students from other States</th>
<th>% of students from abroad</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.A</td>
<td>100</td>
<td>NIL</td>
<td>NIL</td>
</tr>
</tbody>
</table>

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.? NIL

29. Student progression

<table>
<thead>
<tr>
<th>Student progression</th>
<th>Against % enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>UG to PG</td>
<td></td>
</tr>
<tr>
<td>PG to M.Phil.</td>
<td></td>
</tr>
<tr>
<td>PG to Ph.D.</td>
<td></td>
</tr>
<tr>
<td>Ph.D. to Post-Doctoral</td>
<td></td>
</tr>
</tbody>
</table>

Employed
- Campus selection
- Other than campus recruitment

Entrepreneurship/Self-employment

30. Details of Infrastructural facilities a)
    Library:
    b) Internet facilities for Staff & Students: YES
    c) Class rooms with ICT facility: YES
    d) Laboratories: YES

31. Number of students receiving financial assistance from college, university,
government or other agencies: All SC/ST/C-1 AND OBC students are eligible to receive various scholarships from state government and central government.

32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts:
   ❖ Two special lectures were organized by the department on for B.A students.

33. Teaching methods adopted to improve student learning:
   ❖ Chalk & talk.
   ❖ Power point presentation.
   ❖ EDUSAT
   ❖ Group Discussion.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities:
   Rural students are generally poor in English Communication Skills.

35. SWOC analysis of the department and Future plans:

Strengths
   ❖ All faculty members are research-oriented.
   ❖ All faculty members are involved in social activity.
   ❖ Faculty with Ph D and M Phil
   ❖ P G course in Economics is sanctioned
   ❖ Enthusiastic students
   ❖ Good number of journals and periodicals in Economics

Weaknesses
   ❖ No separate research centre in the college for the Dept. of Economics.
   ❖ University does not provide permission for research as the institution offers only Under- Graduate courses.
   ❖ Weak English communication skills among students

Opportunities
   ❖ More number of publications to be done by the faculty.
   ❖ Possibility of opening P G Center.
   ❖ Surrounded by industrial and Agro based industrial units.
   ❖ Conducting socio economic surveys.

Challenges
   ❖ Preparing the students for the global competition.

Future Plans
   ❖ Remedial classes for academically weaker students.
   ❖ Developing cordial relationship between the staff and the students.
   ❖ Empowering students to participate in national level debates.
   ❖ Widening the forum “LITE” activities
   ❖ Start of P G course
   ❖ Conducting at least two academic activities per semester.
The Self-evaluation of every department may be provided separately in about
3-4 pages, avoiding the repetition of the data.
1. Name of the department: **Department of Political Science**
2. Year of Establishment: 1982
3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated
Masters; Integrated Ph.D., etc.): U G
4. Names of Interdisciplinary courses and the departments/units involved: NIL
5. Annual/ semester/choice based credit system (programme wise): Semester
6. Participation of the department in the courses offered by other departments: NIL
7. Courses in collaboration with other universities, industries, foreign institutions, etc.: NIL
8. Details of courses/programmes discontinued (if any) with reasons: NIL
9. Number of Teaching posts

<table>
<thead>
<tr>
<th></th>
<th>Sanctioned</th>
<th>Filled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professors</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Associate Professors</td>
<td>01</td>
<td>01</td>
</tr>
<tr>
<td>Asst. Professors</td>
<td>02</td>
<td>02</td>
</tr>
</tbody>
</table>

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt.
/Ph.D. / M. Phil. etc.,)

<table>
<thead>
<tr>
<th>Name</th>
<th>Qualification</th>
<th>Designation</th>
<th>Specialization</th>
<th>Years of Experience</th>
<th>No. of Ph.D. Students guided for the last 4 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. S Shashikala</td>
<td>M.A, M.Phil, Ph.D</td>
<td>Principal</td>
<td>Public Administration</td>
<td>29</td>
<td>-</td>
</tr>
<tr>
<td>Nagaraju M S</td>
<td>M.A, M.Phil, B.Ed</td>
<td>Asst. Professor</td>
<td>Indian Constitution</td>
<td>5</td>
<td>-</td>
</tr>
<tr>
<td>Manohara Babu D N</td>
<td>M.A, M.Phil, SLE</td>
<td>Asst. Professor</td>
<td>INR</td>
<td>9</td>
<td>-</td>
</tr>
</tbody>
</table>
11. List of senior visiting faculty: NIL
12. Percentage of lectures delivered and practical classes handled (programme wise)
   by temporary faculty: 60%
13. Student -Teacher Ratio (programme wise):
   B.A. – 110:1
14. Number of academic support staff (technical) and administrative staff; sanctioned and
   filled: NIL
15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG.: MPhil-03, Ph.D-01
16. Number of faculty with ongoing projects from a) National b) International funding
   agencies and grants received: NIL
17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants
   received: NIL
18. Research Centre /facility recognized by the University: NIL
19. Publications:
   *a) Publication per faculty: NIL
   *Number of papers published in peer reviewed journals (national / international) by faculty and students: 01
   *Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.): NIL
   *Monographs: NIL
   *Chapter in Books: NIL
   *Books Edited: NIL
   *Books with ISBN/ISSN numbers with details of publishers: 01
   *Citation Index: NIL
   *SNIP: NIL
   *SJR: NIL
   *Impact factor: NIL
   *h-index: NIL
20. Areas of consultancy and income generated: NIL
21. Faculty as members in
   a) National committees b) International Committees c) Editorial Boards….: NIL
22. Student projects
   a) Percentage of students who have done in-house projects including inter departmental/programme: NIL
   b) Percentage of students placed for projects in organizations outside the institution i.e.in
      Research laboratories/Industry/ other agencies: NIL
23. Awards / Recognitions received by faculty and students: NIL
24. List of eminent academicians and scientists / visitors to the department: NIL
25. Seminars/ Conferences/Workshops organized & the source of funding a)
   National: NIL
   b) International: NIL
26. Student profile programme/course wise:

<table>
<thead>
<tr>
<th>Name of the Course/programme (refer question no. 4)</th>
<th>Applications received</th>
<th>Selected</th>
<th>Enrolled</th>
<th>Pass percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>*M</td>
<td>*F</td>
</tr>
<tr>
<td>2014-15</td>
<td>130</td>
<td>128</td>
<td>52</td>
<td>76</td>
</tr>
<tr>
<td>2013-14</td>
<td>135</td>
<td>133</td>
<td>56</td>
<td>77</td>
</tr>
<tr>
<td>2012-13</td>
<td>112</td>
<td>109</td>
<td>52</td>
<td>57</td>
</tr>
<tr>
<td>2011-12</td>
<td>136</td>
<td>131</td>
<td>47</td>
<td>84</td>
</tr>
<tr>
<td>2010-11</td>
<td>100</td>
<td>95</td>
<td>39</td>
<td>56</td>
</tr>
</tbody>
</table>

*M = Male  *F = Female

27. Diversity of Students

<table>
<thead>
<tr>
<th>Name of the Course</th>
<th>% of students from the same state</th>
<th>% of students from other States</th>
<th>% of students from abroad</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.A</td>
<td>100</td>
<td>NIL</td>
<td>NIL</td>
</tr>
<tr>
<td>B.COM</td>
<td>100</td>
<td>NIL</td>
<td>NIL</td>
</tr>
<tr>
<td>B.B.M</td>
<td>100</td>
<td>NIL</td>
<td>NIL</td>
</tr>
<tr>
<td>B.SC</td>
<td>100</td>
<td>NIL</td>
<td>NIL</td>
</tr>
</tbody>
</table>

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?: NIL

29. Student progression

<table>
<thead>
<tr>
<th>Student progression</th>
<th>Against % enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>UG to PG</td>
<td>10</td>
</tr>
<tr>
<td>PG to M.Phil.</td>
<td>-</td>
</tr>
<tr>
<td>PG to Ph.D.</td>
<td>-</td>
</tr>
<tr>
<td>Ph.D. to Post-Doctoral</td>
<td>-</td>
</tr>
<tr>
<td><strong>Employed</strong></td>
<td>-</td>
</tr>
<tr>
<td>• Campus selection</td>
<td></td>
</tr>
<tr>
<td>• Other than campus recruitment</td>
<td></td>
</tr>
<tr>
<td>Entrepreneurship/Self-employment</td>
<td>-</td>
</tr>
</tbody>
</table>
30. Details of Infrastructural facilities a) 
   Library:
b) Internet facilities for Staff & Students: YES
c) Class rooms with ICT facility: YES
d) Laboratories: YES
31. Number of students receiving financial assistance from college, university, government or other agencies:
   All SC/ST/C-1 AND OBC students are eligible to receive various scholarships from state government and central government.
32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts:
   - Two special lectures were organized by the department on Election Reforms.
   - Two special lectures were organized by the department on Good governance
   - Election mock poll organized by the department to all the students.
   - A Visit to the Vidhana Sabha session conducted by the department.
33. Teaching methods adopted to improve student learning:
   - Chack & talk.
   - Power point presentation.
   - EDUSAT
   - Group Discussion.
   - Survey method.
34. Participation in Institutional Social Responsibility (ISR) and Extension activities:
   - Social awareness on Human Rights.
   - Election voting awareness.
   - Awareness on Fundamental Duties
35. SWOC analysis of the department and Future plans:
   Strengths
   - With the collaboration of Kunigal Taluk Magistrate court, Hon. Justice and respectable advocates have organized a legal awareness campaign in the college premises on Right to Equality.
   - Display of good results every year.
   - Student research activities encouraged.
   - Mock parliament session conducted once every year.
   Weaknesses
   - No research center for the department.
   Opportunities
   - Motivating students towards a corrupt-free political environment.
   - Inspire students to fight against corruption, terrorism and anti-social activities.
   Challenges
   - Rural-based students, so language is a problem.
   - Poverty – Students unable to buy reference books.
   - Orthodox/Traditional outlook on life, the students are unable to adapt themselves to the changes in the modern/current society.
   Future Plans
   - Arranging special classes to motivate the students to gain more knowledge.
   - Arranging remedial classes for educationally backward students. Arranging special lecture on legal awareness, human rights, duties and women empowerment.
❖ Participation of teachers in academic and personal counselling of the students.
❖ Guidance is provided for students who are educationally backward for their academic progress.
❖ Counseling has been conducted to mentally distracted students and the causes are identified and suggestions are given to overcome the problem.
❖ To motivate the students to involve the nation building activities.
Department of Sociology

The Self-evaluation of every department may be provided separately in about 3-4 pages, avoiding the repetition of the data.

1. Name of the department: **Department of Sociology**
2. Year of Establishment: 1982
3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.): UG
4. Names of Interdisciplinary courses and the departments/units involved: NIL
5. Annual/ semester/choice based credit system (programme wise): Semester
6. Participation of the department in the courses offered by other departments: NIL
7. Courses in collaboration with other universities, industries, foreign institutions, etc.: NIL
8. Details of courses/programmes discontinued (if any) with reasons: NIL
9. Number of Teaching posts

<table>
<thead>
<tr>
<th></th>
<th>Sanctioned</th>
<th>Filled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professors</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Associate Professors</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Asst. Professors</td>
<td>01</td>
<td>01</td>
</tr>
</tbody>
</table>

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. etc.,)

<table>
<thead>
<tr>
<th>Name</th>
<th>Qualification</th>
<th>Designation</th>
<th>Specialization</th>
<th>No. of Years of Experience</th>
<th>No. of Ph.D. Students guided for the last 4 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Puttaraju R</td>
<td>M.A, M.Phil.,</td>
<td>Asst. Professor</td>
<td>Rural Sociology</td>
<td>10</td>
<td>-</td>
</tr>
</tbody>
</table>

11. List of senior visiting faculty: NIL
12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty: NIL
13. Student -Teacher Ratio (programme wise):
   B.A. –218 :1
14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: NIL
15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG.: MPhil-01
16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: NIL
17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received: NIL
18. Research Centre /facility recognized by the University: NIL
19. Publications:
   *a) Publication per faculty: 01
   *Number of papers published in peer reviewed journals (national / international) by faculty and students: 01
   *Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.): NIL
   *Monographs: NIL
   *Chapter in Books: NIL
   *Books Edited: NIL
   *Books with ISBN/ISSN numbers with details of publishers: 01
   *Citation Index: NIL
   *SNIP: NIL
   *SJR: NIL
   *Impact factor: NIL
   *h-index: NIL

20. Areas of consultancy and income generated: NIL
21. Faculty as members in a) National committees b) International Committees c) Editorial Boards….: NIL
22. Student projects a) Percentage of students who have done in-house projects including inter departmental/programme: NIL
   b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies: NIL
23. Awards / Recognitions received by faculty and students: NIL
24. List of eminent academicians and scientists / visitors to the department: NIL
25. Seminars/ Conferences/Workshops organized & the source of funding a) National: NIL
   b) International: NIL
26. Student profile programme/course wise:

<table>
<thead>
<tr>
<th>Name of the Course/programme (refer question no. 4)</th>
<th>Applications received</th>
<th>Selected</th>
<th>Enrolled</th>
<th>Pass percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>*M</td>
<td>*F</td>
</tr>
<tr>
<td>2014-15</td>
<td>58</td>
<td>55</td>
<td>13</td>
<td>42</td>
</tr>
<tr>
<td>2013-14</td>
<td>95</td>
<td>90</td>
<td>36</td>
<td>54</td>
</tr>
</tbody>
</table>
27. Diversity of Students

<table>
<thead>
<tr>
<th>Name of the Course</th>
<th>% of students from the same state</th>
<th>% of students from other States</th>
<th>% of students from abroad</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.A</td>
<td>100</td>
<td>NIL</td>
<td>NIL</td>
</tr>
</tbody>
</table>

*M = Male  *F = Female

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?: NIL

29. Student progression

<table>
<thead>
<tr>
<th>Student progression</th>
<th>Against % enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>UG to PG</td>
<td>40</td>
</tr>
<tr>
<td>PG to M.Phil.</td>
<td>-</td>
</tr>
<tr>
<td>PG to Ph.D.</td>
<td>-</td>
</tr>
<tr>
<td>Ph.D. to Post-Doctor</td>
<td>-</td>
</tr>
<tr>
<td><strong>Employed</strong></td>
<td>-</td>
</tr>
<tr>
<td>• Campus selection</td>
<td></td>
</tr>
<tr>
<td>• Other than campus recruitment</td>
<td></td>
</tr>
<tr>
<td>Entrepreneurship/Self-employment</td>
<td>-</td>
</tr>
</tbody>
</table>

30. Details of Infrastructural facilities a)
Library: yes
b) Internet facilities for Staff & Students: YES
c) Class rooms with ICT facility: YES
d) Laboratories: YES

31. Number of students receiving financial assistance from college, university, government or other agencies: All SC/ST/C-1 AND OBC students are eligible to receive
various scholarships from state government and central government.

32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts:
   - Two special lectures were organized by the department on Research Methodology & Medical Sociology.

33. Teaching methods adopted to improve student learning:
   - Chack & talk.
   - Power point presentation.
   - EDUSAT
   - Group Discussion.
   - Survey method.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities:
   - Social awareness on Social problems.
   - Awareness on to inculcate human values
   - Awareness on deceases

35. SWOC analysis of the department and Future plans:

Strengths
   - Student research activities in the form of projects on full swing.
   - Motivation for social interactions.
   - Motivation for coming out of the traditional mind-set.
   - Social survey on social problems.

Weaknesses
   - No research center for the department.

Opportunities
   - Motivating students towards a corrupt-free social environment.
   - Inspire students to fight against corruption, terrorism and anti-social activities.

Challenges
   - Rural-based students, so language is a problem.
   - Poverty – Students unable to buy reference books.
   - Rural background, traditional/orthodox ways of living and lack of social awareness.

Future Plans
   - Arranging special classes to motivate the students to gain more knowledge.
   - Arranging remedial classes for educationally backward students.
   - Arranging special lecture on social awareness, human rights, duties and women empowerment.
   - Participation of teachers in academic and personal counseling of the students.
   - Guidance is provided for students who are educationally backward for their academic progress.
   - Counseling has been conducted to mentally distracted students and the causes are identified and suggestions are given to overcome the problem.
Department of Physics

The Self-evaluation of every department may be provided separately in about 3-4 pages, avoiding the repetition of the data.
1. Name of the department: **Department of Physics**
3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.): UG
4. Names of Interdisciplinary courses and the departments/units involved: NIL
5. Annual/ semester/choice based credit system (programme wise): Semester
6. Participation of the department in the courses offered by other departments: NIL
7. Courses in collaboration with other universities, industries, foreign institutions, etc.: NIL
8. Details of courses/programmes discontinued (if any) with reasons: NIL
9. Number of Teaching posts

<table>
<thead>
<tr>
<th></th>
<th>Sanctioned</th>
<th>Filled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professors</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Associate Professors</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Asst. Professors</td>
<td>02</td>
<td>02</td>
</tr>
</tbody>
</table>

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt./Ph.D. / M. Phil. etc.,)

<table>
<thead>
<tr>
<th>Name</th>
<th>Qualification</th>
<th>Designation</th>
<th>Specialization</th>
<th>No. of Years of Experience</th>
<th>No. of Ph.D. Students guided for the last 4 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chandrashekaraih</td>
<td>M.SC., M.Phil</td>
<td>Assistant Professor</td>
<td>Nuclear Physics</td>
<td>5 years</td>
<td>-</td>
</tr>
<tr>
<td>Purnima D S</td>
<td>M.SC., M.Phil</td>
<td>Assistant Professor</td>
<td>Solid State Physics</td>
<td>15 years</td>
<td>-</td>
</tr>
<tr>
<td>Shwetha G</td>
<td>M.SC.,</td>
<td>Guest Faculty</td>
<td>Materials Science</td>
<td>1 year</td>
<td>-</td>
</tr>
</tbody>
</table>
11. List of senior visiting faculty: NIL
12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty: 60%
13. Student -Teacher Ratio (programme wise):
   B.Sc. – 38:1
14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: NIL
15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG.: MPhil-02
16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: NIL
17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received: NIL
18. Research Centre /facility recognized by the University: NIL
19. Publications:
   *a) Publication per faculty: NIL
   *Number of papers published in peer reviewed journals (national / international) by faculty and students: NIL
   *Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.): NIL
   *Monographs: NIL
   *Chapter in Books: NIL
   *Books Edited: NIL
   *Books with ISBN/ISSN numbers with details of publishers: NIL
   *Citation Index: NIL
   *SNIP: NIL
   *SJR: NIL
   *Impact factor: NIL
   *h-index: NIL
20. Areas of consultancy and income generated: NIL
21. Faculty as members in
   a) National committees b) International Committees c) Editorial Boards.....: NIL
22. Student projects
   a)Percentage of students who have done in-house projects including inter departmental/programme: NIL
   b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies: NIL
23. Awards / Recognitions received by faculty and students: NIL
24. List of eminent academicians and scientists / visitors to the department: NIL
25. Seminars/ Conferences/Workshops organized & the source of funding a) National: NIL
   b) International: NIL
26. Student profile programme/course wise:

<table>
<thead>
<tr>
<th>Name of the Course/programme (refer question no. 4)</th>
<th>Applications received</th>
<th>Selected</th>
<th>Enrolled</th>
<th>Pass percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>*M</td>
<td>*F</td>
</tr>
<tr>
<td>2014-15</td>
<td>38</td>
<td>36</td>
<td>08</td>
<td>28</td>
</tr>
<tr>
<td>2013-14</td>
<td>55</td>
<td>52</td>
<td>11</td>
<td>41</td>
</tr>
<tr>
<td>2012-13</td>
<td>32</td>
<td>30</td>
<td>07</td>
<td>23</td>
</tr>
<tr>
<td>2011-12</td>
<td>25</td>
<td>22</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>2010-11</td>
<td>35</td>
<td>33</td>
<td>15</td>
<td>18</td>
</tr>
</tbody>
</table>

*M = Male  *F = Female

27. Diversity of Students

<table>
<thead>
<tr>
<th>Name of the Course</th>
<th>% of students from the same state</th>
<th>% of students from other States</th>
<th>% of students from abroad</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.SC</td>
<td>100</td>
<td>NIL</td>
<td>NIL</td>
</tr>
</tbody>
</table>

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?: NIL

29. Student progression

<table>
<thead>
<tr>
<th>Student progression</th>
<th>Against % enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>UG to PG</td>
<td>10</td>
</tr>
</tbody>
</table>
Re-Accreditation Report (RAR), 2014

<table>
<thead>
<tr>
<th>Study Programme</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>PG to M.Phil.</td>
<td>-</td>
</tr>
<tr>
<td>PG to Ph.D.</td>
<td>-</td>
</tr>
<tr>
<td>Ph.D. to Post-Doctoral</td>
<td>-</td>
</tr>
<tr>
<td><strong>Employed</strong></td>
<td>--</td>
</tr>
<tr>
<td>- Campus selection</td>
<td></td>
</tr>
<tr>
<td>- Other than campus recruitment</td>
<td></td>
</tr>
<tr>
<td>Entrepreneurship/Self-employment</td>
<td>-</td>
</tr>
</tbody>
</table>

30. Details of Infrastructural facilities
   a) Library: yes
   b) Internet facilities for Staff & Students: YES
   c) Class rooms with ICT facility: YES
   d) Laboratories: YES
31. Number of students receiving financial assistance from college, university, government or other agencies: All SC/ST/C-1 AND OBC students are eligible to receive various scholarships from state government and central government.
32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts:
   ◆ Two special lectures were organized by the department on Optics & Nuclear Physics for all the B. Sc. Students.
33. Teaching methods adopted to improve student learning:
   ◆ Chack & talk.
   ◆ Power point presentation.
   ◆ EDUSAT
   ◆ Group Discussion.
34. Participation in Institutional Social Responsibility (ISR) and Extension activities:
   Rural students are generally poor in English Communication Skills and lack of awareness about their scope of course. The department motivates them to overcome from the inferior complex by giving examples of scientists like C V RAMAN, Prof. Chandrashekar and C N R RAO.
35. SWOC analysis of the department and Future plans:

**Strengths**
◆ All sanctioned posts have been filled
◆ Laboratory is well-equipped
◆ Excellent results

**Weaknesses**
◆ Insufficient space

**Opportunities**
◆ Increasing the student strength in the forthcoming years
◆ Students are encouraged for UGC-funded minor research projects
Challenges
❖ Preparing the students to compete with urban students
❖ Language barrier/communication barrier

Future Plans
❖ Actively participating in academic and personal counseling of students and encouraging
the students coming from rural background create interest in science.
❖ Plan to achieve 100% results and placement for all students.
❖ Encouraging students to undergo research and contribute to the development of science.
❖ Plan to increase the strength of B.Sc students in the college.
❖ Plan to open P.G course in our subject.

Department of Chemistry
The Self-evaluation of every department may be provided separately in about
3-4 pages, avoiding the repetition of the data.
1. Name of the department: Department of Chemistry
3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated
Masters; Integrated Ph.D., etc.): U G
4. Names of Interdisciplinary courses and the departments/units involved: NIL
5. Annual/ semester/choice based credit system (programme wise): Semester
6. Participation of the department in the courses offered by other departments: NIL
7. Courses in collaboration with other universities, industries, foreign institutions, etc.: NIL
8. Details of courses/programmes discontinued (if any) with reasons: NIL
9. Number of Teaching posts

<table>
<thead>
<tr>
<th></th>
<th>Sanctioned</th>
<th>Filled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professors</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Associate Professors</td>
<td>01</td>
<td>01</td>
</tr>
<tr>
<td>Asst. Professors</td>
<td>01</td>
<td>00</td>
</tr>
</tbody>
</table>

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt.
/Ph.D. / M. Phil. etc.,)
<table>
<thead>
<tr>
<th>Name</th>
<th>Qualification</th>
<th>Designation</th>
<th>Specialization</th>
<th>No. of Years of Experience</th>
<th>No. of Ph.D. Students guided for the last 4 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>M S Jayaprakash</td>
<td>M.SC., M.Phil</td>
<td>Associate Professor</td>
<td>Organic Chemistry</td>
<td>28 years</td>
<td>-</td>
</tr>
<tr>
<td>Pramod</td>
<td>M.SC.,</td>
<td>Guest Faculty</td>
<td>Inorganic Chemistry</td>
<td>01 year</td>
<td>-</td>
</tr>
<tr>
<td>Shwetha</td>
<td>M.SC.,</td>
<td>Guest Faculty</td>
<td>Inorganic Chemistry</td>
<td>01 year</td>
<td></td>
</tr>
<tr>
<td>Priyanka</td>
<td>M.SC.,</td>
<td>Guest Faculty</td>
<td>Organic Chemistry</td>
<td>01 year</td>
<td></td>
</tr>
</tbody>
</table>

11. List of senior visiting faculty: NIL
12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty: 70%

13. Student -Teacher Ratio (programme wise):
   B.Sc. – 28:1
14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: NIL
15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG.: MPhil-01
16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: NIL
17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received: NIL
18. Research Centre /facility recognized by the University: NIL
19. Publications:
   * a) Publication per faculty: NIL
   * Number of papers published in peer reviewed journals (national / international) by faculty and students: 03
   * Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.): NIL
   * Monographs: NIL
   * Chapter in Books: NIL
   * Books Edited: NIL
   * Books with ISBN/ISSN numbers with details of publishers: NIL
   * Citation Index: NIL
   * SNIP: NIL
   * SJR: NIL
   * Impact factor: NIL
   * h-index: NIL
20. Areas of consultancy and income generated: NIL
21. Faculty as members in
   a) National committees b) International Committees c) Editorial Boards….: NIL
22. Student projects
   a) Percentage of students who have done in-house projects including inter departmental/programme: NIL
   b) Percentage of students placed for projects in organizations outside the institution i.e. in Research laboratories/Industry/ other agencies: NIL

23. Awards / Recognitions received by faculty and students: NIL

24. List of eminent academicians and scientists / visitors to the department: 01

25. Seminars/ Conferences/Workshops organized & the source of funding a) National: NIL
   b) International: NIL

26. Student profile programme/course wise:

<table>
<thead>
<tr>
<th>Name of the Course/programme (refer question no. 4)</th>
<th>Applications received</th>
<th>Selected</th>
<th>Enrolled *M</th>
<th>*F</th>
<th>Pass percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-15</td>
<td>38</td>
<td>36</td>
<td>08</td>
<td>28</td>
<td>-</td>
</tr>
<tr>
<td>2013-14</td>
<td>55</td>
<td>52</td>
<td>11</td>
<td>41</td>
<td>80</td>
</tr>
<tr>
<td>2012-13</td>
<td>32</td>
<td>30</td>
<td>07</td>
<td>23</td>
<td>80</td>
</tr>
<tr>
<td>2011-12</td>
<td>25</td>
<td>22</td>
<td>11</td>
<td>11</td>
<td>80</td>
</tr>
<tr>
<td>2010-11</td>
<td>35</td>
<td>33</td>
<td>15</td>
<td>18</td>
<td>80</td>
</tr>
</tbody>
</table>

*M = Male   *F = Female

27. Diversity of Students

<table>
<thead>
<tr>
<th>Name of the Course</th>
<th>% of students from the same state</th>
<th>% of students from other States</th>
<th>% of students from abroad</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.SC</td>
<td>100</td>
<td>NIL</td>
<td>NIL</td>
</tr>
</tbody>
</table>

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.? : NIL
29. Student progression

<table>
<thead>
<tr>
<th>Student progression</th>
<th>Against % enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>UG to PG</td>
<td>10</td>
</tr>
<tr>
<td>PG to M.Phil.</td>
<td>-</td>
</tr>
<tr>
<td>PG to Ph.D.</td>
<td>-</td>
</tr>
<tr>
<td>Ph.D. to Post-Doctoral</td>
<td>-</td>
</tr>
<tr>
<td><strong>Employed</strong></td>
<td>-50</td>
</tr>
<tr>
<td>• Campus selection</td>
<td></td>
</tr>
<tr>
<td>• Other than campus recruitment</td>
<td></td>
</tr>
<tr>
<td>Entrepreneurship/Self-employment</td>
<td>-</td>
</tr>
</tbody>
</table>

30. Details of Infrastructural facilities
   a) Library: yes
   b) Internet facilities for Staff & Students: YES
   c) Class rooms with ICT facility: YES
   d) Laboratories: YES

31. Number of students receiving financial assistance from college, university, government or other agencies: All SC/ST/C-1 AND OBC students are eligible to receive various scholarships from state government and central government.

32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts:
   - A special lecture was organized by the department on reading & mental Health for all the B. Sc. Students.

33. Teaching methods adopted to improve student learning:
   - Chack & talk.
   - Power point presentation.
   - EDUSAT
   - Group Discussion.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities:
   Rural students are generally poor in English Communication Skills and lack of awareness about their scope of course. The department motivates them to overcome from the inferior complex by giving examples of scientists like H J BABA AND C N R RAO.

35. SWOC analysis of the department and Future plans:
   Strengths
   - Laboratory is well-equipped
   - Excellent results
   Weaknesses
   - Insufficient space
   - No permanent faculty
   Opportunities
Increasing the student strength in the forthcoming years
Students are encouraged for UGC-funded minor research projects

Challenges
Preparing the students to compete with urban students
Language barrier/communication barrier

Future Plans
Actively participating in academic and personal counseling of students and encouraging the students coming from rural background create interest in science.
Plan to achieve 100% results and placement for all students.
Encouraging students to undergo research and contribute to the development of science.
Plan to increase the strength of B.Sc students in the college.
Plan to open P.G course in our subject.

Department of Mathematics

The Self-evaluation of every department may be provided separately in about 3-4 pages, avoiding the repetition of the data.

1. Name of the department: **Department of Mathematics**
3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.): U G
4. Names of Interdisciplinary courses and the departments/units involved: NIL
5. Annual/semester/choice based credit system (programme wise): Semester
6. Participation of the department in the courses offered by other departments: NIL
7. Courses in collaboration with other universities, industries, foreign institutions, etc.: NIL
8. Details of courses/programmes discontinued (if any) with reasons: NIL
9. Number of Teaching posts

<table>
<thead>
<tr>
<th></th>
<th>Sanctioned</th>
<th>Filled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professors</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Associate Professors</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Asst. Professors</td>
<td>02</td>
<td>02</td>
</tr>
</tbody>
</table>

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt./Ph.D. / M. Phil. etc..)
Shashikumar R M.Sc., M.Phil Assistant Professor Graph Theory 5 years -

11. List of senior visiting faculty: NIL

12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty: NIL

13. Student -Teacher Ratio (programme wise):
   B.Sc. – 114:1

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: NIL

15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG.: MPhil-01

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: NIL

17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received: NIL

18. Research Centre /facility recognized by the University: NIL

19. Publications:
   *a) Publication per faculty: NIL
   *Number of papers published in peer reviewed journals (national / international) by faculty and students: NIL
   *Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.): NIL
   *Monographs: NIL
   *Chapter in Books: NIL
   *Books Edited: NIL
   *Books with ISBN/ISSN numbers with details of publishers: NIL
   *Citation Index: NIL
   *SNIP: NIL
   *SJR: NIL
   *Impact factor: NIL
   *h-index: NIL

20. Areas of consultancy and income generated: NIL
21. Faculty as members in

a) National committees  
b) International Committees  
c) Editorial Boards . . . . : NIL

22. Student projects

a) Percentage of students who have done in-house projects including inter
departmental/programme: NIL

b) Percentage of students placed for projects in organizations outside the institution i.e. in
Research laboratories/Industry/ other agencies: NIL

23. Awards / Recognitions received by faculty and students: NIL

24. List of eminent academicians and scientists / visitors to the department: NIL

25. Seminars/ Conferences/Workshops organized & the source of funding
a) National: NIL
b) International: NIL

26. Student profile programme/course wise:

<table>
<thead>
<tr>
<th>Name of the Course/programme (refer question no. 4)</th>
<th>Applications received</th>
<th>Selected</th>
<th>Enrolled</th>
<th>Pass percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>*M</td>
<td>*F</td>
</tr>
<tr>
<td>2014-15</td>
<td>38</td>
<td>36</td>
<td>08</td>
<td>28</td>
</tr>
<tr>
<td>2013-14</td>
<td>55</td>
<td>52</td>
<td>11</td>
<td>41</td>
</tr>
<tr>
<td>2012-13</td>
<td>32</td>
<td>30</td>
<td>07</td>
<td>23</td>
</tr>
<tr>
<td>2011-12</td>
<td>25</td>
<td>22</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>2010-11</td>
<td>35</td>
<td>33</td>
<td>15</td>
<td>18</td>
</tr>
</tbody>
</table>

*M = Male  *F = Female

27. Diversity of Students

<table>
<thead>
<tr>
<th>Name of the Course</th>
<th>% of students from the same state</th>
<th>% of students from other States</th>
<th>% of students from abroad</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.SC</td>
<td>100</td>
<td>NIL</td>
<td>NIL</td>
</tr>
</tbody>
</table>
Department of Commerce

The Self-evaluation of every department may be provided separately in about 3-4 pages, avoiding the repetition of the data.

1. Name of the department: **Department of Commerce**

2. Year of Establishment: 1982

3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.): U G and PG

4. Names of Interdisciplinary courses and the departments/units involved: NIL

5. Annual/ semester/choice based credit system (programme wise): Semester

6. Participation of the department in the courses offered by other departments: NIL

7. Courses in collaboration with other universities, industries, foreign institutions, etc.: NIL

8. Details of courses/programmes discontinued (if any) with reasons: NIL

9. Number of Teaching posts

<table>
<thead>
<tr>
<th></th>
<th>Sanctioned</th>
<th>Filled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professors</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Associate Professors</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Asst. Professors</td>
<td>02</td>
<td>02</td>
</tr>
</tbody>
</table>
10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt./Ph.D. / M. Phil. etc.,)

<table>
<thead>
<tr>
<th>Name</th>
<th>Qualification</th>
<th>Designation</th>
<th>Specialization</th>
<th>No. of Years of Experience</th>
<th>No. of Ph.D. Students guided for the last 4 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Krishna D.</td>
<td>M.Com NET</td>
<td>Assistant Professor</td>
<td>Costing and Taxation</td>
<td>11 years</td>
<td>-</td>
</tr>
<tr>
<td>Ramesh K.V.</td>
<td>M.Com, MBA., M.Phil. (Ph.D)</td>
<td>Assistant Professor</td>
<td>Costing and Taxation</td>
<td>11 years</td>
<td>-</td>
</tr>
<tr>
<td>SHASHIKALA</td>
<td>M.Com., MBA., LLB NET</td>
<td>Guest Lecturer</td>
<td>06</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>KRISHINE GOWDA</td>
<td>M.Com.,</td>
<td>Guest Lecturer</td>
<td>05</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>RAVI KUMAR.B.M</td>
<td>M.Com.,</td>
<td>Guest Lecturer</td>
<td>04</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>MANJU.M.P</td>
<td>M.Com.,</td>
<td>Guest Lecturer</td>
<td>02</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>UMME TABASSUM</td>
<td>M.Com.,</td>
<td>Guest Lecturer</td>
<td>05</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>MANJU SWAMY.B.C</td>
<td>M.Com.,</td>
<td>Guest Lecturer</td>
<td>04</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>SRINIVASA.M.V</td>
<td>M.Com.,</td>
<td>Guest Lecturer</td>
<td>04</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>PAVITHRA.P.N</td>
<td>M.Com.,</td>
<td>Guest Lecturer</td>
<td>02</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>PAVITRA.P</td>
<td>M.Com.,</td>
<td>Guest Lecturer</td>
<td>04</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>BABITA</td>
<td>M.Com.,</td>
<td>Guest Lecturer</td>
<td>04</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>RAVEESH.H.P</td>
<td>M.Com.,</td>
<td>Guest Lecturer</td>
<td>02</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>SUMIYA FATHIMA</td>
<td>M.Com.,</td>
<td>Guest Lecturer</td>
<td>02</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Designation</td>
<td>Years</td>
<td>Notes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------</td>
<td>-------------------</td>
<td>-------</td>
<td>-------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>KAVYA.C.S</td>
<td>M.Com., Guest Lecturer</td>
<td>02</td>
<td>-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SADASHIVA</td>
<td>M.Com., Guest Lecturer</td>
<td>02</td>
<td>-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SHIVAKUMARAIH. R.</td>
<td>M.Com., Guest Lecturer</td>
<td>02</td>
<td>-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NAVEEN KUMAR.G</td>
<td>Guest Lecturer</td>
<td>03</td>
<td>-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PAVITHRA.K.L</td>
<td>Guest Lecturer</td>
<td>02</td>
<td>-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RAJESHA.K.S</td>
<td>Guest Lecturer</td>
<td>02</td>
<td>-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GIRIJAMMA.T.R</td>
<td>Guest Lecturer</td>
<td>01</td>
<td>-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>VIJAYALAKSHMI.G</td>
<td>Guest Lecturer</td>
<td>01</td>
<td>-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NARASIMHA RAJU.D.R</td>
<td>Guest Lecturer</td>
<td>02</td>
<td>-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RAM PRAKASH.B</td>
<td>Guest Lecturer</td>
<td>04</td>
<td>-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SUKANYA.C.G</td>
<td>Guest Lecturer</td>
<td>01</td>
<td>-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NAGARADA BHIMA REDDY</td>
<td>Guest Lecturer</td>
<td>01</td>
<td>-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MANJUNATHA.V.G</td>
<td>Guest Lecturer</td>
<td>01</td>
<td>-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RENUKA PRASAD.R</td>
<td>Guest Lecturer</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>KALPANA.M.P</td>
<td>Guest Lecturer</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LATHA.V</td>
<td>Guest Lecturer</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>KAVYA.K.raj</td>
<td>Guest Lecturer</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>KRISHNA MURTHY.S</td>
<td>Guest Lecturer</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SUMA.K.S</td>
<td>Guest Lecturer</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MANGALA SHREE.H.N</td>
<td>Guest Lecturer</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
11. List of senior visiting faculty: NIL  
12. Percentage of lectures delivered and practical classes handled (programme wise)  
by temporary faculty: 90%  
13. Student -Teacher Ratio (programme wise):  
   1: 33  
14. Number of academic support staff (technical) and administrative staff; sanctioned and  
   filled: NIL  
15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG.: MPhil-01  
16. Number of faculty with ongoing projects from a) National b) International funding  
   agencies and grants received: NIL  
17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants  
   received: NIL  
18. Research Centre /facility recognized by the University: NIL  
19. Publications:  
   *a) Publication per faculty: NIL  
   *Number of papers published in peer reviewed journals (national /  
      international) by faculty and students: NIL  
   *Number of publications listed in International Database (For Eg: Web of Science,  
      Scopus, Humanities International Complete, Dare Database - International Social  
      Sciences Directory, EBSCO host, etc.): NIL  
   *Monographs: NIL  
   *Chapter in Books: NIL  
   *Books Edited: NIL  
   *Books with ISBN/ISSN numbers with details of publishers: NIL  
   *Citation Index: NIL  
   *SNIP: NIL  
   *SJR: NIL  
   *Impact factor: NIL  
   *h-index: NIL  
20. Areas of consultancy and income generated: NIL  
21. Faculty as members in  
   a) National committees  
   b) International Committees  
   c) Editorial  
   Boards….: NIL  
22. Student projects
a) Percentage of students who have done in-house projects including inter departmental/programme: NIL

b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies: NIL

23. Awards / Recognitions received by faculty and students: NIL

24. List of eminent academicians and scientists / visitors to the department: NIL

5. Seminars/ Conferences/Workshops organized & the source of funding

a) National: ONE
b) International: NIL

26. Student profile programme/course wise:

<table>
<thead>
<tr>
<th>Name of the Course/programme (refer question no. 4)</th>
<th>Applications received</th>
<th>Selected</th>
<th>Enrolled</th>
<th>Pass percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>*M</td>
<td>*F</td>
</tr>
<tr>
<td>2014-15</td>
<td></td>
<td>382</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2013-14</td>
<td>400</td>
<td>388</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2012-13</td>
<td>399</td>
<td>382</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2011-12</td>
<td>318</td>
<td>300</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2010-11</td>
<td>292</td>
<td>276</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*M = Male  *F = Female ( in UG Level )

27. Diversity of Students

<table>
<thead>
<tr>
<th>Name of the Course</th>
<th>% of students from the same state</th>
<th>% of students from other States</th>
<th>% of students from abroad</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.Com.</td>
<td>100</td>
<td>NIL</td>
<td>NIL</td>
</tr>
</tbody>
</table>

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.: NIL
29. Student progression

<table>
<thead>
<tr>
<th>Student progression</th>
<th>Against % enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>UG to PG</td>
<td>40</td>
</tr>
<tr>
<td>PG to M.Phil.</td>
<td>-</td>
</tr>
<tr>
<td>PG to Ph.D.</td>
<td>-</td>
</tr>
<tr>
<td>Ph.D. to Post-Doctoral</td>
<td>-</td>
</tr>
<tr>
<td><strong>Employed</strong></td>
<td>--</td>
</tr>
<tr>
<td>- Campus selection</td>
<td></td>
</tr>
<tr>
<td>- Other than campus recruitment</td>
<td></td>
</tr>
<tr>
<td>Entrepreneurship/Self-employment</td>
<td>-</td>
</tr>
</tbody>
</table>

30. Details of Infrastructural facilities
   a) Library: yes
   b) Internet facilities for Staff & Students: YES
   c) Class rooms with ICT facility: YES
   d) Laboratories: YES

31. Number of students receiving financial assistance from college, university, government or other agencies: All SC/ST/C-1 AND OBC students are eligible to receive various scholarships from state government and central government.

32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts:
   - Two special lectures were organized by the department on Differential Calculus & Graph Theory for all the B. Sc. Students.

33. Teaching methods adopted to improve student learning:
   - Chack & talk.
   - Power point presentation.
   - EDUSAT
   - Group Discussion.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities:
Rural students are generally poor in English Communication Skills and lack of awareness about their scope of course. The department motivates them to overcome from the inferior complex by giving examples of scientists like Aryabhatta and Ramanujam.

35. SWOC analysis of the department and Future plans:
Strengths
- Excellent results
- Increased strength of students
- Sanctioned posts fully filled

Weaknesses:
- Accommodation according to increased strength.

Opportunities
- Students are encouraged for competitive exams

Challenges
- Preparing the students for global competition
- Language has been a barrier; overcoming it is always a challenge

Future Plans
- Plan to achieve 100% results and placement for all students.
- Plan to conduct various activities to enhance the employability, skills etc.