

SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

**DR.G.SHANKAR GOVERNMENT WOMEN'S FIRST
GRADE COLLEGE AND P.G. STUDY CENTRE,
AJJARKADU, UDUPI**

NEAR DISTRICT STADIUM AJJARKADU UDUPI
576101

www.gfgc.kar.nic.in/udupi-women

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Udupi District has made great strides in the field of education with institutions of national and international repute. Many of these institutions, which are run by private managements, have done great service to the student community. However, students from economically weaker sections of society cannot have access to these institutions for economic reasons. A large number of students cannot afford higher education in private colleges where high fees become a major constraint. In such a scenario, government colleges play an important role. Dr. G. Shankar Government Women's First Grade College and PG Study Centre, Ajjarkadu, Udupi was founded by the Government of Karnataka to meet the aspirations of rural and economically disadvantaged students.

The uniqueness of this institution is that it is the only women's government college in the district. The institution that started in 2003-04 with a meagre strength of 93 has risen to 2088 students in 2016-17.

The college is named after Dr. G. Shankar, entrepreneur and philanthropist who has donated a substantial amount for the construction of classrooms and the college has been named after him in acknowledgement of his magnanimity.

The college acquired 2(f) status on 10-09-2009. The college completed its First Cycle NAAC Accreditation in 2012 with B Grade and CGPA of 2.22. The college acquired permanent affiliation from the Mangalore University in 2012. The college also acquired 12 (B) status on 24-08-2015. Centrally located in the district headquarters, it is one of the fast emerging colleges of the district.

Vision

To empower women so as to achieve excellence and imbibe virtues of discipline, commitment to social values and willingness to contribute to the well-being of society.

Mission

- ? To provide an opportunity for women to receive higher education
- ? To instil and sustain in women a lasting desire to seek knowledge
- ? To enable them to develop the skills required to acquire knowledge
- ? To create awareness among women about their rights and responsibilities
- ? To strengthen the spirit of patriotism and to promote national integration
- ? To induce positive attitude and scientific temperament in the youth

? To shape the all-round personality of the students

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- A well-qualified faculty and non-teaching staff committed to the development of the college.
- A centrally located campus, well-connected by different means of transport.
- Value-based education with emphasis on women empowerment and respect to our rich cultural heritage.
- Involved in appreciable community services through NSS, Rangers, Youth Red Cross and other support services.
- Vibrant sports culture.
- Educational system which caters to the needs of different sections of the society.
- Cordial interpersonal relationships between stakeholders like teachers, students, parents, alumni,etc.
- Ragging-free campus.
- The only Government Women's First Grade College in Udupi District and hence the first choice of girls.
- Growing student strength.

Institutional Weakness

- Limited scope for consultancy services.
- Inadequate industry-academia interface.
- Limited scope for expansion of the campus.
- Limited autonomy for designing curriculum.
- Lack of collaborative research.

Institutional Opportunity

- To initiate more Post Graduate, Job-oriented and Vocational Courses.
- To upgrade ICT to providestate-of-the-art learning experiences.
- To enter into more tie-ups and MoUs with leading educational organizations.
- To launch Foreign Language Courses(German, French etc) as well as add-on courses.
- To attain autonomous status.
- To establish Distance Education Centre.
- To establish incubation centre.

Institutional Challenge

- Enhancing student enrolment for basic Sciences and Humanities.
- Competition from private colleges.
- Inclination of students towards job-oriented professional courses.
- Creation of digital environment.
- Limitations and constraints with regard to financial support by the government and administrative

matters.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The College offers B.A., B. Com., B.Sc. and B.B.A. degrees at UG level and M. Com., M.A. (History), M.A. (Political Science), M. Sc., (Mathematics) at PG Level. With regard to curricular aspects the institution offers substantial academic flexibility. In the B.A Course the students can opt from the available five combinations and in the Science stream there are three combinations available to the students. The college is a reputed centre of post graduate studies with courses in History, Political Science, Mathematics and Commerce. Choice Based Credit System is the system adopted by the university and thereby the college. Around 20 teachers of the college have served as members of the BOS/BOE of the University in different subjects and Autonomous Colleges during the last five years. The curriculum is enriched by several government-sponsored certificate courses in addition to academic activities. *Vikasana*, a soft skills and life skills programme to ensure all round development of personality, *Sahayog*, an employability training programme, Certificate Course on GST in association with Udupi District Chamber of Commerce and Certificate Course on Web Designing in association with Fortune Institute of Computer Education, Udupi, are examples of the enrichment programmes for the students. Cross-cutting issues like gender, environment and human values are integrated into the curriculum through Courses like Constitution of India, Human Rights, Gender Equity and Environmental Studies and General Studies. The college has provisions for feedback through formats for feedback on teachers and feedback on college.

Teaching-learning and Evaluation

The college has 119 qualified lecturers to carry out the process of teaching, learning and evaluation, of which 39 are full-time faculty. The institution has had an ideal teacher-student ratio with 64:1 being the average ratio in the last five years. Each year more than 180 teaching days are ensured to facilitate coverage of the syllabus. ICT-enabled classes, educational tours, industry visits, projects, guest lectures by resource persons, training programmes, seminars, participation in seminars in other colleges, collection and display of science articles, science model preparation, collecting plant species, case studies, internship, role play, screening of films, wall magazines are some of the innovative teaching techniques adopted by the teachers.

In addition to the syllabus, the students have to choose from a range of co-curricular (CC) and extracurricular (EC) activities available in college and the student is awarded marks at the end of each semester for active involvement in extracurricular & co-curricular activities. The college has bagged 26 ranks at the University Level in various courses during the last five years. The teachers of the college update their vistas of knowledge by active participation in workshops, seminars, symposiums, conferences, Orientation Courses, Refresher Courses and other relevant training programmes.

The process of evaluation of the college is a combination of internal assessment methods and the end-semester exams of the University. Marks secured in Internal Assessment are taken into consideration for the semester end results with an allocation of 80:20 or 120:30 depending on the credits.

Research, Innovations and Extension

There are 11 faculty members with Ph.D. in the institution and two Google scholars. [Dr.Ravisha M.](#) has 249 citations, eleven h-index and twelve i10-index and [Dr.Umesh Maiya](#) has 11 citations, one h-index and one i10-index. Three teachers of the college have been recognized as Ph.D. guides and are guiding 11 research scholars for doctoral studies. Seminars and workshops have been conducted in the college in the last five years. Around 40 scholarly research articles by different teachers have been published in national and international journals. Moreover, there have been nearly 100 different kinds of publications by teachers in the last five years. Students are introduced to research through participation in seminars, field studies and projects.

An important innovation of the institution is rainwater harvesting and the use of purified rainwater in laboratories as an alternative to distilled water. As part of commitment to innovation, the institution is planning to set up an 'Entrepreneurship and Science Project Development Centre' which would strive to develop new technologies in water sanitation and solid waste management.

Extension activities are carried out by the NSS, Rangers and the Youth Red Cross Wings. Activities that promote environment consciousness, patriotism and national integration, social and community consciousness and activities that promote health and psychological well-being are the major extension activities. It has been observed that extension activities develop qualities like interaction, communication, involvement, empathy, leadership, commitment to work, helping nature, coordination and developing positive attitude among the students.

Infrastructure and Learning Resources

The college is located in urban area and has a campus area of 5503.65sq.mts. The built up area of the college is 4282.12 sq.mts. There are 42 well-furnished classrooms, 6 laboratories and an EDUSAT room. There is a digitally equipped hall with adequate facilities for conducting seminars, special lectures and workshops.

An MOU has been signed with the Department of Sports and Youth Empowerment for the purpose of using the facilities available at the Mahatma Gandhi Stadium near the college. The stadium has 400 meter synthetic track and adequate facilities for outdoor and indoor games. Provisions have been made to use the sophisticated auditorium called *Purabhavan*, managed by the District Administration for cultural events.

The library was partially automated in the year 2011 with the e-Granthalaya software Version 3.0. The college subscribes to INFLIBNET which has around 31,35,000 e-Books and 6,000 e-Journals. The library has 18,439 books with 7416 titles, 58 journals and magazines and 13 dailies.

Five LCD Projectors are used to provide audio-visual facilities to learners. There are 44 computers in the college out of which 11 have internet connectivity. 10 BSNL connections under NMEICT scheme and one cable fibrenet connection facilitate the use of Wi-Fi in the college.

The institution has augmented infrastructure with aids to the tune of Rs.460 lakh from the Government of Karnataka and UGC. The institution has strived to explore beyond government sources like donors, the Parent-Teachers Association and RUSA for infrastructure development.

Student Support and Progression

The college has various student support measures for the students. Publicity about the courses available in the

college is made known to the students through newspaper advertisements. Once a student enrolls to the college, she is made to feel at home with an Orientation Course at the beginning of the academic year. Subsequently, the student is supported till the completion of the course through a system of mentoring.

Financial support is provided through scholarships and exemption from payment of tuition fees. Non-government scholarships like All Cargo Logistics, Jindal, Madhwaraj Family Trust and GSB Scholarships have been made available to deserving students. The Government has provided free laptops to SC/ST students. The benefit will be extended to all students in future.

The percentage of differently-abled students has been very minimal (less than 1%) over the years. Due care has been taken regarding the differently-abled students. Canteen facility has been provided to the students. The students have also been provided a Photostat and stationery centre within the college building. Adequate drinking water has been made available to the students with the support from the Municipal Administration.

On an average 16-20% of our UG students pursue higher education on completion of degree. There is pro-active placement cell which is doing its best to ensure job opportunities to the students. Through the initiative of the Placement Cell, some of our students have secured placement in reputed companies like Wipro, Infosys, NETGEO, Toyota and TCS.

Governance, Leadership and Management

As the college is a government institution, the governance of the college comes under the purview of the Department of Collegiate Education, Government of Karnataka. In addition, the College Development Council (CDC), the Parent-Teacher Association (PTA) and the Alumni Association also provide necessary support in the effective governance and management of the college.

At the institutional level, the programmes and policies of the government, and the vision and mission of the college are translated into action with the coordination of the Principal, Heads of Departments, teaching staff and non-teaching staff. Convenors and Coordinators of various associations or forums provide leadership to achieve desired results in the areas of academic, administrative and financial management. Further, the student union with student representatives from each class ensures student-participation in the smooth functioning of the institution. Thus, the system of governance and management provides maximum impetus to decentralization and participative management.

The academic matters and evaluation procedures of the college are governed by the rules and regulations laid down by the Mangalore University. At the institutional level, there are appropriate forums for redressal of grievances of students and staff. Grievance Redressal Cell and Committee Against Sexual Harassment address grievances and problems. Periodic inspections by the Joint Director and officers of the Department of Collegiate Education serve to redress grievances and also to ensure effective governance of the college. Periodic audits by relevant agencies ensure effective utilization of resources and transparency in administrative processes.

Institutional Values and Best Practices

The programmes of the college focus on promotion of gender equity and women empowerment. The college has taken steps to safeguard the students and to provide counselling and common room facilities. The college is

surrounded by the residences of the District Commissioner, Superintendent of Police and the District Judge. Hence the entire area is under the vigilance of police at all times which makes the campus extremely safe for students. CCTV cameras have been installed covering all areas of the college to adequately ensure security.

Students are referred to the 'Student Counselling Cell' headed by the Head of the Department of Psychology if counselling is required.

The college has an eco-sensitive attitude towards waste management. Solid waste is segregated as biodegradable and non-biodegradable waste and collected in bins. The accumulated waste is taken away by the municipal waste collecting trucks on a daily basis. With regard to liquid waste management; waste water resulting from hand wash is used for gardening. The waste water lines from the toilets are connected to the municipal drainage system. Disposal of e-wastes is done as per Government guidelines of the Government.

The institution has made efforts to make the campus eco-friendly. All the new construction sites are equipped with rain water harvesting facilities. Vanamahotsava is organized annually by NSS, Red Cross, and Rangers wings of the college. Department of Botany has an innovative practice "Plant a Week" to grow flowering and medicinal plants in and around the campus.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	DR.G.SHANKAR GOVERNMENT WOMEN'S FIRST GRADE COLLEGE AND P.G. STUDY CENTRE, AJJARKADU, UDUPI
Address	Near District Stadium Ajjarkadu Udupi
City	Udupi
State	Karnataka
Pin	576101
Website	www.gfgc.kar.nic.in/udupi-women

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Jagadeesha Rao B.	0820-2527955	9901658123	0820-25279550	pgwfgcajk@gmail.com
Associate Professor	Krishna Bhat	08258-298124	8494981622	08258-2981240	krishnabajegoli@yahoo.com

Status of the Institution	
Institution Status	Government

Type of Institution	
By Gender	For Women
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
Date of establishment of the college	06-09-2003

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

State	University name	Document
Karnataka	Mangalore University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	10-09-2009	View Document
12B of UGC	24-08-2015	View Document

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

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

Details of autonomy

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

Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	No

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Near District Stadium Ajjarkadu Udupi	Urban	5503.65	4282.12

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BCom,Commerce And Management	36	II PUC	English	450	269
UG	BA,History Economics Political Science	36	II PUC	English	80	24
UG	BA,History Economics Sociology	36	II PUC	English	80	19
UG	BA,Psychology Rural Development Journalism	36	II PUC	English	45	19
UG	BSc,Physics Mathematics Computer Science	36	II PUC	English	60	22
UG	BA,History Economics Kannada	36	II PUC	English	60	13
UG	BA,History Political Science English	36	II PUC	English	60	0
UG	BSc,Physics Chemistry	36	II PUC	English	130	43

Self Study Report of DR.G.SHANKAR GOVERNMENT WOMEN'S FIRST GRADE COLLEGE AND P.G. STUDY CENTRE, AJJARKADU, UDUPI

	Mathematics					
UG	BSc, Chemistry Botany Zoology	36	II PUC	English	60	48
UG	BCom, Commerce	36	II PUC	English	180	93
UG	BBA, Management	36	II PUC	English	100	22
PG	MA, History	24	BA	English	20	12
PG	MA, Political Science	24	BA	English	20	11
PG	MSc, Mathematics	24	BSc	English	40	37
PG	MCom, Commerce	24	BCom	English	120	120

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				12				30			
Recruited	0	0	0	0	10	2	0	12	14	13	0	27
Yet to Recruit	0				0				3			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				12
Recruited	4	4	0	8
Yet to Recruit				4
Sanctioned by the Management/Society or Other Authorized Bodies				12
Recruited	2	10	0	12
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	4	0	0	6	1	0	11
M.Phil.	0	0	0	2	2	0	1	5	0	10
PG	0	0	0	4	0	0	7	7	0	18

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

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	2	0	2
M.Phil.	0	0	0	0	0	0	0	3	0	3
PG	0	0	0	0	0	0	13	64	0	77

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	0	0	0	0	0
	Female	1621	2	0	0	1623
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	349	0	0	0	349
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years

Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	188	204	209	189
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	225	139	139	122
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	1446	1732	1818	1624
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	146	156	158	153
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		2005	2231	2324	2088

3. Extended Profile

3.1 Program

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

Response: 15

Number of self-financed Programs offered by college

Response: 0

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

Response: 1

3.2 Students

Number of students year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
2088	2324	2231	2005	1699

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

2016-17	2015-16	2014-15	2013-14	2012-13
1935	2226	2075	1859	1566

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

2016-17	2015-16	2014-15	2013-14	2012-13
798	836	656	587	524

Total number of outgoing / final year students

Response: 3401

3.3 Teachers

Number of teachers year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
139	131	118	105	96

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

2016-17	2015-16	2014-15	2013-14	2012-13
30	31	34	32	35

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

2016-17	2015-16	2014-15	2013-14	2012-13
35	35	35	35	35

Total experience of full-time teachers

Response: 913

Number of teachers recognized as guides during the last five years

Response: 3

Number of full time teachers worked in the institution during the last 5 years

Response: 39

3.4 Institution

Total number of classrooms and seminar halls

Response: 43

Total Expenditure excluding salary year-wise during the last five years (INR in Lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
65.25	112.18	24.75	222.48	188.54

Number of computers

Response: 44

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

Response: 0

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

Response: 0

NAAC

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

Dr. G. Shankar Government Women's First Grade College and PG Study Centre has completed fourteen meaningful years in the service of student community. The institution is affiliated to the Mangalore University and hence the college implements the curriculum of Mangalore University. The institution follows choice based credit system at PG level and credit based semester system at UG level. The Board of Studies (BOS) frames the curriculum keeping in mind the requirements of the times. Around 20 teachers of the college have rendered service as members of the BOS/BOE of the University in different subjects and also as Members of BOS/BOE (Board of Examiners) of Autonomous Colleges. The experience gained through participation of teachers in BOS/BOE has contributed to the effective curriculum delivery at the institutional level.

The college has well-qualified and trained teaching faculty for the effective implementation of the curriculum. For effective implementation of the curriculum, the broad framework is the Calendar of Events of the University. Keeping in mind the university calendar of events, at the commencement of each new academic year, the institution chalks out its own annual action plan for effective implementation of the curriculum. All the teachers have their own specific roles and functions in the effective implementation of the curriculum. The annual action plan is well documented in the form of a College Calendar which is distributed to the teachers and students of the college.

The annual action plan is followed by a departmental action plan which looks into aspects such as the distribution of syllabus, tests and examinations. The institution adopts both the traditional methods of teaching and also innovative teaching techniques. The institution supplements classroom teaching with curricular activities like special lectures, seminars, group discussions, debates to the students as part of effective implementation of the syllabus. The library and the Wi-Fi enabled Computer Lab plays a substantial role in the effective delivery of curriculum.

The institution has carried out a series of certificate courses in addition to the academic activities for the benefit of students. *Vikasana*, a soft skills and life skills programme to ensure all round development of personality and *Sahayog*, an employability training programme, are examples of the enrichment programmes for the benefit of students. Issues like gender, environment, human values etc. are integrated into the curriculum through Foundation Courses like Constitution of India, Human Rights, Gender Equity and Environmental Studies and General Studies.

While the curricular and co-curricular activities are planned by the institution and the departments, the extra-curricular activities of the institution are chalked out by the respective associations. All the activities of the institution are documented in the College Calendar, the Teachers Work Diary which records each and every initiative of the teacher to curriculum implementation and the college annual report. In addition, the college has provisions for feedback through formats for feedback on course and feedback on college.

These documents serve as a vision document in planning an effective process for curriculum delivery in the subsequent years.

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

Response: 2

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

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

File Description

Document

Details of the certificate/Diploma programs

[View Document](#)

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

Response: 18.52

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

2016-17	2015-16	2014-15	2013-14	2012-13
2	3	1	0	0

File Description

Document

Details of participation of teachers in various bodies

[View Document](#)

1.2 Academic Flexibility

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

Response: 6.67

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

Response: 1

File Description	Document
Details of the new courses introduced	View Document

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

Response: 86.67

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

Response: 13

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

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

Response: 12.94

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

2016-17	2015-16	2014-15	2013-14	2012-13
90	0	40	830	292

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

1.3 Curriculum Enrichment

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

Response:

Cross-cutting issues of relevance like gender, environment and sustainability, human values and professional ethics are integrated into the curriculum through Foundation Courses like Constitution of India, Human Rights, Gender Equity and Environmental Studies and General Studies at the Under-Graduate Level. Students in B.A., B. Com., B. Sc., and BBA Courses study the Constitution of India

(Subject Code: BASCIF-102) in the First Semester. Under-graduate students in B.A., B.Com, BBA and B. Sc., study Human Rights, Gender Equity & Environmental Studies (Sub Code-BASHGF-152) in the Second Semester, the students of B.A., and B. Sc., study General Studies (Sub Code: BASGSG201) in the Third Semester and students of B.A., and B. Sc., study Human Resource Development (Sub Code: BSCIDI251) in the Fourth Semester. In addition, students of III BA study Environmental Economics, the students of final year BBA and BA (Psychology) study Organizational Behaviour, the students of M. Com study International Business Environment as core subjects. All these subjects integrate cross cutting issues of relevant to gender, environment and sustainability, human values and professional ethics into the curriculum.

In addition, extension activities of the college also promote the integration of cross-cutting issues into the curriculum. Activities that promote environment consciousness like Go-Green Movement, Clean India Campaign, Plant-a-Day Programme, survey on bio-diversity and beach cleaning; activities that promote national integration like Independence Day, Republic Day, Gandhi Jayanthi and Communal Harmony Day; activities that accentuate social and community consciousness like blood donations, fund-raising in view of the Geneva Convention Day, fund raising for terminally ill (like sickle-cell thalassemia) and NSS Camps are some examples of extension activities that have promoted the integration of cross-cutting issue in the curriculum.

List of Courses

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

Response: 6

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

Response: 6

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

1.3.3 Percentage of students undertaking field projects / internships

Response: 57.18

1.3.3.1 Number of students undertaking field projects or internships

Response: 1194

File Description	Document
Institutional data in prescribed format	View Document

1.4 Feedback System

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

A.Any 4 of the above

B.Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: E.None of the above

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

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

B. Feedback collected, analysed and action has been taken

C. Feedback collected and analysed

D. Feedback collected

Response: E. Feedback not collected

File Description	Document
Any additional information	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

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

Response: 0.06

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

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

File Description	Document
List of students (other states and countries)	View Document
Institutional data in prescribed format	View Document

2.1.2 Average Enrollment percentage (Average of last five years)

Response: 66.01

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

2016-17	2015-16	2014-15	2013-14	2012-13
665	822	864	865	673

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

2016-17	2015-16	2014-15	2013-14	2012-13
1145	1265	1225	1145	1105

File Description	Document
Institutional data in prescribed format	View Document

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

Response: 22.47

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

2016-17	2015-16	2014-15	2013-14	2012-13
390	461	463	426	411

File Description	Document
Institutional data in prescribed format	View Document

2.2 Catering to Student Diversity

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

Response:

The institution offers admission to all students who have passed the qualifying exams (II PUC) irrespective of the percentage of marks scored in the qualifying examinations. Therefore, it has been noticed that the students enrolled to the college during a particular year form a mixture of students with high, medium and average percentage of marks at the qualifying examination.

The institution has its own mechanisms for assessing the learning levels of students after admission. The teachers earmark the first few hours of their classes as subject orientation. This orientation is an informal method of assessing the learning levels of students enrolled to the first year. The mentor system which commences with the collection of the personal and academic database of the students gives a better idea of slow and advanced learners in various classes. The first internal assessment examination gives a clearer picture of the slow and advanced learners.

Once the slow learners are identified, staff members take extra efforts to bring such students on par with other students. To begin with, such students are suggested to study certain books providing knowledge about basic concepts. Teachers also give text books that can be easily understood by slow learners. In addition, each teacher of the college engages four hours of tutorial class per week. The students in the tutorial classes are limited and are usually slow learners. In these classes teachers use both English and the vernacular so that the slow learners will grasp the content easily. Further, after the Internal Assessment Tests, slow learners are made to answer the same question papers twice or thrice. This exercise makes the student to learn better and to improve writing skills. Study material in some subjects is also provided to help the slow learners. In addition, the mentor system helps to find out the reasons regarding why some students are lagging behind in studies. If they have any personal or psychological problems, they will be referred to the Counseling Cell headed by a trained staff. The trained counselor helps the students to resolve their personal problems by proper counseling and make them improve in studies.

Advanced learners are encouraged to enhance their knowledge-base and learning capacity by studying

books of reputed publications and authors. They are also guided to prepare question banks on different subjects and also prepare answers to these question banks. This has proven to be of great help during the examinations. Advanced learners are given challenging assignments to enhance their intellectual calibre. Leadership roles like Class Representatives are assigned to advanced learners to develop their personality traits. Responsibility to organize functions or act as Master of Ceremonies are also given to advanced learners. Additional books are issued to advanced learners from the library. Teachers also give their personal books for the use of advanced learners. Two advanced learners from each class are awarded the Academic Proficiency Prize in the College Day. This serves as a motivation to excel in academics.

2.2.2 Student - Full time teacher ratio

Response: 69.6

File Description	Document
Institutional data in prescribed format	View Document

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 0.05

2.2.3.1 Number of differently abled students on rolls

Response: 1

File Description	Document
Institutional data in prescribed format	View Document

2.3 Teaching- Learning Process

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

Response:

An effective system of teaching-learning is the cornerstone of a successful institution. The institution has been committed to provide a student-centric learning environment in the campus. The foremost student-centric consideration with regard to teaching-learning is the class hours of the college which has been scheduled from 9.00 a.m. to 4.30 p.m. after taking into consideration the rural background of the students. The institution has specific strategies for promoting student-centric learning atmosphere and support structures for teachers to implement experiential, participative and problem-solving methods of teaching/learning.

Experiential learning: The important experiential teaching/learning methods adopted by teachers in the institution have been enumerated below:

- Experiential learning is ensured through industry visits, historical tours, project works, etc.
- Most of the activities of National Service Scheme, National Cadet Corps, Youth Red Cross, Scouts and Guides(Rangers) foster the skills of experiential learning.
- The Annual Magazine and Wall Magazine of the college encourage experiential learning.
- Participation in workshops, seminars and conferences conducted by other institution provides ample scope for experiential learning.
- Internship is a significant method of experiential learning to the students.
- ICT enabled classes/seminars conducted by students offer opportunities for experiential learning.
- Methods like collecting plant species and collection and display of science related articles focus on experiential learning.

Participative learning: The important participative teaching/learning methods adopted by teachers in the institution have been enumerated below:

- Classroom teaching and learning is not a monologue; it is a participative learning experience. In the classroom, students are encouraged to express their views and ideas and to raise questions, thereby enhancing the participative and inquisitive nature of students.
- Methods such as students' seminar, debates, quiz, group discussion and team activities are encouraged with the intention of participative learning.
- Extra-curricular and Co-curricular activities (EC & CC) which is a part of the curriculum with 50 marks in each semester is a good example of participative learning.
- The use of audio-visual tools such as films, documentaries, pictorial material and graphics that are relevant to the topic under discussion induce greater participation among students.
- Weekly Assembly conducted involving all the students and teachers of the college is a good example of participative learning.

Problem-solving methods of learning: The important problem-solving methods of teaching/learning adopted by teachers in the institution have been enumerated below:

- Students are given small projects and assignments to nurture the skills of problem-solving in students.
- The practical classes give maximum impetus to problem-solving skills among students.
- Encouraging students towards wider reading and guiding them to prepare notes of study is encouraged to develop the skills of problem-solving in students.
- Forums like the Student Union which addresses practical issues fine-tunes the problem-solving skills of the students.
- Training programmes for competitive exams give the students sufficient exposure to problem-solving skills.
- There are different associations and forums where students get hands-on experience of problem solving.
- Students are encouraged and guided to prepare science models which instills problem-solving skills in the students.

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

Response: 63.33

2.3.2.1 Number of teachers using ICT

Response: 19

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

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

Response: 53.54

2.3.3.1 Number of mentors

Response: 39

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

2.3.4 Innovation and creativity in teaching-learning

Response:

Innovations in teaching form a major role in the effectiveness of modern day teaching-learning process. The major innovations and creativity in teaching-learning, adopted by various departments have been presented below:

Seminars, field visits, educational tours, encouraging students to participate in national seminars and workshops, visit to State Legislative Assembly sessions are the major innovative and creative teaching methods adopted by the Department of Political Science.

PowerPoint Presentations (PPTs) and wall magazine for creative expression of students are the major innovative practices of the Department of Computer Science.

Seminars conducted by students in the class, collection and display of science articles and science model preparation are methods used to bring about creativity in teaching by the Department of Physics.

Guest lectures, movie screening-related to the subject matter, role play and skits while teaching plays, creative writing like writing short stories, poems are some of the innovative methods adopted by the Department of Kannada.

ICT Classes and awareness on environment consciousness through Plant-a-Day Programme, collecting plant species and science exhibitions constitute the major innovative teaching techniques of the Department of Physics.

ICT Classes, laboratory projects and minor science projects by students, guest lectures and seminars are the important innovative teaching methods adopted by the Department of Chemistry.

Visits to special schools and mental hospitals, case studies, awareness programmes on issues like mental health, autism, suicide prevention, assignments, preparation of charts, internship, exhibitions, ICT classes and student seminars bring about innovation in the teaching of the Department of Psychology.

ICT Classes, field visits, survey on cultural and heritage monuments, training programmes for competitive examinations and guest lectures constitute the innovative teaching techniques adopted by the Department of History.

Guest lectures by scholars, ICT Classes, paper presentations by students, debates and group discussions on the themes of the lesson and screening of text related films are the important innovative teaching methods of the Department of English.

Student seminars, group discussions, talk by experts, field visits, industry visits and interactions with self-help groups bring about creativity in the teaching methods of the Department of Economics and Rural Development.

Bridge Courses to Freshers to M. Sc., student seminars, guest lectures and ICT Classes are some of the innovative teaching practices of the Department of Mathematics.

User orientations, book exhibitions, newspaper clipping display, book review experience to students form the major innovative techniques of the Department of Library and Information Centre.

Seminars, field visits, industrial tours, and encouraging students to participate in seminars and workshops, project work, presentation of financial news by the students in class, lecture on Cashless Transactions and e-payment, conducting training programmes on competitive examinations like KAS, FDA and SDA, coaching for CA, CMA, MBA, IBPS, SBI Probationary Officers and clerical post are the important creative teaching methods of the Department of Commerce.

Spandana, the newsletter of the Department of Journalism, collecting plant specimen by students of Zoology, seminars and guest lectures by the Department of Sociology and essay competition by the Department of Hindi are also important examples of innovative teaching methods.

2.4 Teacher Profile and Quality

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

Response: 92.57

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	View Document

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

Response: 23.71

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

2016-17	2015-16	2014-15	2013-14	2012-13
9	8	7	8	6

File Description	Document
List of number of full time teachers with PhD and number of full time teachers for 5 years	View Document

2.4.3 Teaching experience per full time teacher in number of years

Response: 30.43

File Description	Document
List of Teachers including their PAN, designation,dept and experience details	View Document

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

Response: 0

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

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

File Description	Document
Institutional data in prescribed format	View Document

2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years

Response: 0

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

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

File Description	Document
List of full time teachers from other state and state from which qualifying degree was obtained	View Document

2.5 Evaluation Process and Reforms

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

Response:

A well-designed evaluation process is required to assess the academic growth of the students. The process of evaluation of the institution is a combination of internal assessment methods and the end-semester examinations of the University. In each semester there is an internal assessment (IA) examination at the end of the second month, a/an assignment/seminar/project/test at the end of the third month, followed by the end-semester examinations conducted by the University at the end of the fourth month. There is a provision for re-exam in IA in cases of genuine grievances. The students in the Science stream have practical exams just before the commencement of the end-semester examinations conducted by the Mangalore University. Thus there is a provision for some kind of assessment in each month of a semester, which thereby ensure the element of continuity in the process of evaluation.

The students are also evaluated based on their performance in Extra-Curricular & Co-Curricular (EC&CC) activities. The students can chose an area of EC&CC depending on their interests and aptitude. The choices available to the students for EC&CC are NSS, Rangers, Red Cross, Fine Arts and Sports and Games. The students are awarded marks out of 50 in each of the semesters for EC&CC. With regard to EC & CC, discipline, regularity in attendance, participation and achievements at college, university, state and national levels are the yardsticks for awarding marks. Marks secured in Internal Assessment are taken into consideration for the semester end results with an allocation of 80:20 or 120:30 depending on the credits. The overall process ensures Continuous Internal Evaluation (C.I.E.) of the student.

As the institution is affiliated to the Mangalore University, it has to adhere to the examination reforms implemented by the University. The major reforms initiated by the University during the last few years have been the online submission of application for examination, online submission of internal assessment marks secured by the students, introduction of the odd-even pattern of examinations and provisions to the student to see the university examination results online. At the institutional level, the institution has control only on the conduct of the Internal Assessment Examinations. Here too, the institution has to adhere to the guidelines provided by the University with limited scope to initiate reforms on its own. However, the institution takes all steps to maintain a high degree of integrity and transparency in the evaluation process.

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

Response:

The institution takes adequate steps to ensure high degree of integrity and transparency in evaluation. Steps are taken to ensure sanctity and secrecy of examination process at all phases of the internal assessment(IA). The internal assessment system is monitored by the Principal, IA Convener and the Heads of Departments for ensuring rigor and transparency. The dates of internal assessment examination is communicated to the students through the college calendar. The time-table of the examination is displayed on the notice board well in advance so that students get sufficient time to get prepared for the examination. The instructions are given to the teachers to prepare the question papers according to the pattern given by the university and the same is communicated to the students also. The seating arrangement and room invigilation tasks are exactly as it is in the end-semester examinations of the University.

After the examination, the teachers evaluate the answer script by preparing the scheme of evaluation. After valuation the answer scripts are distributed to the students with the purpose of not only making them aware of the mistakes committed but also to ensure that the transparency in the evaluation process is maintained. The grievances of students regarding marks awarded is addressed with utmost sincerity. The marks scored by the students in their respective internal assessment examination are recorded and before they are sent to the university students are instructed to go through to verify the discrepancies if any. All these measures are strictly followed to retain the transparency in the evaluation process.

In each semester there is an assessment procedure at the end of the second month and the third month, followed by the end-semester examinations conducted by the University at the end of the fourth month. The students in the Science stream have practical exams just before the commencement of the end-semester examinations conducted by the Mangalore University. Thus there is a provision for some kind of assessment in each month of a semester, which ensures frequency in the process of evaluation.

As mentioned earlier, internal assessment examinations are conducted in two phases. In the first phase there is a written examination for all students of the college, irrespective of course or class. The second internal evaluation varies from department to department. The department has the freedom to make it an assignment or a seminar or a project work. Thus the internal assessment mechanism has also provided some scope for variety in evaluation.

Therefore, the institution takes adequate steps to see that the internal assessment mechanism is transparent and robust, in terms of frequency and variety.

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

Response:

An Examination Committee is formed at the beginning of the academic year to ensure effective implementation of the evaluation process. This committee plans and coordinates all activities related to the examinations conducted in the college. The committee is also responsible for redressal of grievances related to examination.

In order to see that complaints are not raised the following initiatives have been designed and implemented.

- Time table is put on the notice board well in advance.
- A sufficient time is given to prepare for the examinations.
- Students are given time for study between examinations.
- Teachers are encouraged to take part in workshops related to designing the question papers.
- Instructions are also given to the teacher that the questions should not be out of syllabus.
- The question paper pattern is to be as per the pattern of university.
- The students are given their answer scripts to see the marks awarded.

As a result of the above initiatives, examination related grievances are very minimal. With regard to internal assessment, during the personal seeing or answer scripts, the students may have some queries or clarifications regarding the marks allotted. Such queries are addressed almost immediately. There may be some problems regarding totalling which are also set right immediately. Apart from such small discrepancies, there have been no grievances regarding internal assessment examinations from the students.

In case a student is not satisfied with the decision of a teacher with regard to her grievance, there is the option to approach the examination committee or the Principal. But such instances are non-existent.

With regard to the University Examination, the students may have grievances regarding marks or totalling. In such instances, the university provides the options of revaluation, retotaling and personal seeing of answer scripts. The role of the college is limited to sending applications for the above mentioned options for grievance redressal. Such applications for revaluation, retotaling and personal seeing of answer scripts are sent to the University for further action within the time stipulated by the University.

All the above mentioned steps have ensured that the mechanism for redressal of examination related grievances is transparent, time-bound and efficient.

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

Response:

The institution strictly adheres to the academic calendar for the conduct of continuous internal evaluation (C.I.E.). At the beginning of the academic year the college calendar is prepared by the committee of teachers. While preparing calendar, the calendar of Mangalore University is considered as base and the academic programs are ensured to be arranged as per the academic calendar of university. So, dates of internal assessment examinations, semester examinations of universities are also written in the calendar before they are being distributed among students.

As per the instruction of university semester examinations are conducted and assessments are done. 50 marks are allotted for extra-curricular activities like NSS, rovers and rangers, fine arts, sports and culture. Students are evaluated at their areas as per university rules and their marks also put on notice board before it sent to the university. Within the prescribed dates all the continuous internal evaluation marks are sent to the university. When university sends tentative dates of semester examinations it is also put on the notice board so that the students can prepare for examinations.

The internal assessment scheme is modelled on the basis of the guidelines of the university. Question papers are set as per the university examinations pattern. Secrecy of the semester examination process is maintained at all phases of the evaluation process. Through the EC and CC component of the internal assessment weightages are assigned to punctuality in attendances, participation in extra-curricular activities and also improvement of the skill components. The internal assessment is monitored by the Principal, internal assessment convener and the head of the departments for ensuring rigor and transparency. Therefore strict implementation of the evaluation system introduced by the college level as per the guidance of university. As per university guidelines, the question papers are prepared for internal assessment examinations which consist of easy questions, moderate questions as well as some difficult questions thereby leading to overall student evaluation.

2.6 Student Performance and Learning Outcomes

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

Response:

Program Outcomes: The college has an understanding of what the students graduating from the institution should have gained at the end of their program. Some of the key attainments that are expected from students are knowledge, skill development, good communication skills, creative thinking, discipline, inculcation of moral and ethical values, ability to work in teams, independent thinking and the ability to learn independently. The outcomes mentioned here are not exhaustive but some of the most important program outcomes expected of graduates.

Program Specific Outcomes: The program specific outcomes of the various programs offered by the college have been enumerated below:

B.A.

PSO1 Students understand the fabric of the society, its problems and possible solutions.

PSO2 Encouraged to think independently; find practical solutions to social challenges and to attend competitive exams.

PSO3 Helps to understand and respond to the world/national affairs, current social issues etc.

B.Sc.

PSO1 Enhances experiential learning

PSO2 Familiarity and ease with laboratory techniques

PSO3 Enhances environmental awareness and problem solving skills.

B.Com. and B.B.M.

PSO1 Develop managerial skills.

PSO2 Enriches the knowledge of business and trade, taxation, fiscal policies and accounts.

PSO3 Motivates students to enter post-graduation and research field thereby to get good job.

PSO4 Students can also participate in various competitive examinations.

M.A. (Political science and History)

PSO1 Job opportunity in teaching.

PSO2 Enhances creative writing in the areas of political, social and historical issues.

PSO3 Motivates students to participate in various competitive examinations.

M.Sc (Mathematics)

PSO1 Equipped to pursue a career in teaching / research

PSO2 Enhances computational skills, mathematical modelling.

PSO3 Employment generation.

M.Com.

PSO1 Acquire knowledge in finance, financial instruments and markets

PSO2 Helps to start career in academics, research and in other professional areas of commerce and finance namely taxation consultancy.

PSO3 Encourages participation in competitive examinations.

Course Outcomes

The stated course outcomes are prefaced to each syllabus and shared with students and faculty. All the courses/programs offered by the institution emphasize on academic quality and innovative approach to find solutions. In general, the course outcomes of the institution focus on empowering the student for higher studies, research, employment/entrepreneurship and preparedness for competitive examinations.

Mechanism of Communication: A broad outline of the programs is communicated to the students and teachers through the blown-up syllabus. The link to Mangalore University has been created in the college website itself to make the students and teachers to know about the university, functioning of university, the notifications of university, results announced by the university etc. In addition to this the college ensures that the notification related to the teachers and students notified by the university, Government of Karnataka, Government of India (GOI) and other related parties are put on the notice board. The written

notice is also sent to each class to see that communication is complete. The website is updated regularly in order to make the stake holders aware of the recent regular activities of the college.

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

Response:

Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution through the process of evaluation and the system of feedback.

- The attainment of Course Outcome is evaluated by the subject teachers through written tests, internal assessment examinations, oral examinations and other means of evaluation.
- The first internal assessment examination held at the end of the second month of the semester and the second internal assessment examination held at the end of the third month are good indicators of the attainment of course outcomes.
- The results of the university examinations are considered as one of the basis for evaluation of course and program outcomes.
- The number of students opting the post-graduation courses after their graduation is also considered as a base to evaluate the program outcomes.
- The number of students clearing the competitive examinations and being selected by the government department is considered to be another criteria of assessment of attainment of learning outcomes.
- The students graduated and post graduated taking up their own employment (self-employment) will also serves as good indicators of the attainment of learning outcomes.
- The learning outcomes of students are also assessed through the feedback on courses which is collected from the students at the course.

2.6.3 Average pass percentage of Students

Response: 88.86

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

Response: 702

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

Response: 790

File Description	Document
Institutional data in prescribed format	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.53

File Description	Document
Database of all currently enrolled students	View Document

NAAC

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 0

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

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

File Description	Document
List of project and grant details	View Document

3.1.2 Percentage of teachers recognised as research guides at present

Response: 10

3.1.2.1 Number of teachers recognised as research guides

Response: 3

File Description	Document
Institutional data in prescribed format	View Document

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

Response: 0.26

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

Response: 2

File Description	Document
List of research projects and funding details	View Document

3.2 Innovation Ecosystem

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

Response:

Rainwater harvesting is the main project. Rainwater collected is purified, filtered and used in the laboratories during practical classes as an alternative to distilled water. A facility for rainwater harvesting has been provided in the P.G.Campus. The college has also initiated measures to popularise rainwater harvesting by arranging lectures from experts in this field.

Distilled water is very essential for all sophisticated instruments where you expect accurate results. Rainwater is collected as and when it rains. It is filtered and collected in larger containers and the supplied to college laboratories, which is used throughout the year. This water was tested with a pH meter to test for acidity. Astonishingly, the result indicated pH matching with that of distilled water bought from the market. Hence this concept was introduced to collect large amounts of pure water in a plant that would be established in the near future.

Further it is also proposed to set up an 'Entrepreneurship and Science Project Development Centre.' This centre would provide a platform for budding scientists, engineers, graduate and post graduate students from different disciplines to bring their hidden talents to limelight. The college also evinces keen interest to develop new technologies in the fields of water sanitation and solid waste management, which is a universal problem. Coastal areas are rich in saline water and desalination is also a part of the proposal in addition to rain water harvesting. The main business of this area is fisheries. The proposed Aqua-Pure Atal Incubation Centre will definitely encourage entrepreneurship and guide many young aspirants. It would be a great leap forward in materializing the proposed project.

Need for Incubation Centre

Water crisis is a significant problem which is worsening year by year to a large extent. A great challenge for Indian cities is to make them liveable by providing every citizen with basic amenities of acceptable quality. Dr.G.Shankar Govt. Women's First Grade College and Post Graduate Study Centre, Ajjarkadu, Udupi is proposing an incubation centre in this area to gear up developmental activities with respect to the same. The centre will function as the platform for stakeholders to address these burning problems to a little extent. Other issues which need to be looked at are sanitation and waste management. The main objective of the present initiative is to assess the status of water supply, sanitation and solid waste management in urban areas.

Usages

- To meet the needs of students and entrepreneurs.
- Helps learn about entrepreneurial resources and education programs.
- To enhance the competitiveness of Start-up projects.

- To increase 'Hands-on' experimental work by students.
- Helpful to promote contacts between research establishments and industries by collaborative work and visits.
- To achieve the status as major Centre of Excellence in High-tech Entrepreneurship Training and Development.

An Incubation Centre established in the college premises will provide an ecosystem to convert the ideas into proof of concept and upgrade them to a level of commercial value. It will be a forum for exchange of ideas and act as a vehicle for developmental activities and competitive creativity.

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

Response: 0

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

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

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

3.3 Research Publications and Awards

3.3.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research

Response: No

File Description	Document
Institutional data in prescribed format	View Document

3.3.2 The institution provides incentives to teachers who receive state, national and international recognition/awards

Response: No

File Description	Document
List of Awardees and Award details	View Document

3.3.3 Number of Ph.D.s awarded per teacher during the last five years

Response: 0

3.3.3.1 How many Ph.Ds awarded within last five years

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	View Document

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

Response: 0.46

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

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

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

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

Response: 2.99

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

2016-17	2015-16	2014-15	2013-14	2012-13
19	24	26	16	12

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

3.4 Extension Activities

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

Response:

Extension activities are carried out by the Ranger, Youth Red Cross and NCC units/wings of the college. These wings conduct various activities with an intention to sensitize students to social issues and promote holistic development. Teachers and students participate in activities conducted in collaboration with other organizations carrying out social outreach and extension programmes. Information regarding these programs is disseminated through notices. The focus of the extension activities are mainly in the areas of environment consciousness, promotion of a sense of patriotism and national integration, enhancing social and community consciousness, creating health consciousness, creating awareness on psychological well-being and gender sensitization.

Some of the major activities in the areas mentioned above are:

- Blood Donation Camp
- Vanamahostva Programme as part of Go-Green Movement.
- Beach-cleaning as part of SwachhBharath Campaign.
- Geneva Convention Day Rally to raise funds for Indian Red Cross Society.
- Explore Within You (A Science Exhibition) - to share scientific knowledge and showcase talents of students.
- A workshop on soft skills and employability to prepare students for the competitive world.
- The college has hosted University Level Intercollegiate Women's Kabbaddi and Weightlifting Competitions to motivate sports talents in the region.
- The students raised Rs.10 lakhs from various sources for the treatment of a student who was suffering from sickle cell thalassemia.
- Free eye and medical check-up camps were arranged by NSS units of the college.
- An active counselling cell provides counselling and guidance to the needful students of the college.
- Star - a programme to develop soft skills and communication skills.
- Department of Botany has been organizing 'Plant a Day' event to motivate students towards promotion and conservation of environment.
- Department of Psychology has been observing special days like World Mental Health Day, Suicide Prevention Day, Anti-Drug Awareness Day, Alzheimer's Day to create awareness about the need for psychological well-being.
- Women Empowerment Programmes are arranged for the benefit of students.
- Arranging N.S.S. camps in villages and slum areas to help the people of the selected area and also to learn the culture and life skills of rural people by hands-on experience.
- NCC cadets participated in pre-verification camp for distribution of instruments for differently-abled held at Udupi District Hospital

- In association with NSS, Rangers, Youth Empowerment and Sports Department the NCC cadets participated in Road Safety Awareness Rally at Udupi.

The college also concentrates on addressing holistic issues to improve the admission and welfare of the students. A few of the issues addressed are as mentioned below:

- Fee waiver and fee subsidy.
- Encouraging the rural students to complete their graduation.
- Providing Book Bank facilities.
- Providing Free Hostel facilities - Post Metric Hostels, Srikrishna Hostel, Kukkikatte and Back ward Community Hostel Bannanje.
- Free medical check-up facility.

It has been observed that extension activities provide enormous opportunities to students to develop skills/qualities like interaction, communication, involvement, empathy towards the needy, leadership, commitment to work, helping nature, coordination and developing positive attitude.

3.4.2 Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years

Response: 6

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

2016-17	2015-16	2014-15	2013-14	2012-13
1	3	1	1	0

File Description

Document

Number of awards for extension activities in last 5 years

[View Document](#)

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

Response: 38

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

2016-17	2015-16	2014-15	2013-14	2012-13
15	11	6	3	3

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

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

Response: 11.91

3.4.4.1 Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
220	173	511	20	300

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

3.5 Collaboration

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

Response: 8

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

2016-17	2015-16	2014-15	2013-14	2012-13
2	3	2	0	1

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

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

Response: 1

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

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

File Description	Document
Details of functional MoUs with institutions of national, international importance, other universities etc. during the last five years	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

The college is situated in the heart of Udupi town which provides quality education to both rural and urban students. The college has created proper teaching-learning environment by having sufficient number of classrooms, laboratories and audio-visual aids.

The Academic Block which is housed in the main campus, where under-graduate classes are conducted, has 37 well-equipped classrooms, 6 laboratories including the computer lab and one video-conferencing room (EDUSAT). Five LCD Projectors are used to provide state-of-the-art-audio-visual facilities to the learners. A well-equipped video-conferencing room facilitates education and skill training through distance mode. Generator facility is provided to meet the power requirements in case of power failure.

The Academic Block is being extended. The construction of a new building adjacent to the main building, which is funded by RUSA, Government and UGC, is on the verge of completion. The ground floor comprising 5 classrooms has already been made available for use, where post-graduate classes are conducted. This new Block comprises a digitally equipped seminar hall with all facilities for conducting seminars, special lectures and workshops. The first floor which is in the final stage of construction is meant for providing library and computer facility to the staff and students.

The college caters to the needs of Arts, Commerce and Science students with many traditional and rare combinations which require well-equipped laboratories. Six laboratories pertaining to varied disciplines, such as Chemistry, Physics, Psychology, Zoology, Botany and Computer Science cater to the needs of the students. A photocopying and stationery centre located on the campus provides general printing and copying services to the students at reasonable cost. The college canteen caters to the requirements of both the staff and the students. Healthy and nutritious food is prepared and served under hygienic conditions.

The infrastructure facilities are being augmented periodically in order to meet the growing needs of the institution. Sufficient funds are being allocated for the purpose by the Department of Collegiate Education, Govt. of Karnataka. Specific grants are also allocated for creation and enhancement of infrastructure to meet the requirements of the stakeholders concerned. Thus the institution has created a conducive environment for teaching and learning.

As of now, all the available infrastructure is put to optimal use. The institution closely monitors the use of the infrastructure facilities by the students as well as the faculty so as to ensure the adequacy of such facilities and also to upgrade and improve these facilities in future.

Number of class rooms	42	
Number of laboratories	06	
Number of library	02 (Separate for UG &PG)	

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

Response:

The college has given utmost attention to co-curricular activities like sports, games and cultural activities. In order to involve the students in various extra-curricular activities, in addition to their academic programmes, arrangements have been made, in association with the Department of Sports and Youth Affairs, Government of Karnataka to utilise Mahatma Gandhi Stadium situated very close to the college. An MOU has been signed with the Department of Sports and Youth Affairs for the purpose of using the facilities which are available there. This premise has 400 meter synthetic track, and adequate facilities for outdoor and indoor games. Facilities for indoor (Carom, Table Tennis, Badminton, Chess, Gymnasium) and outdoor games (Cricket, Volleyball, Throw ball) are available in the Sports Complex. Hence the students have access to established facilities for both indoor and outdoor games to keep themselves physically fit by engaging in physical exercises. Students have participated in university, state and national level sports competitions and bagged many prizes by using these ultra-modern sports facilities. The facilities provided to the students are as presented below:

Year of Establishment	Area and size of the playground	User rate	Hyperli docu
2012-13	400 METER SYNTHETIC TRACK	40%	M
	VOLLEY BALL COURT- 02		
	KABADDI COURT- 02		
	THROW BALL COURT- 01		
	BASKET BALL COURT- 01		
	HAND BALL COURT- 01		
	BADMINTON COURT- 04		

(The area and size of the courts mentioned in the table above are as per AFI Standard.)

The activities of the NSS wing of the institution are co-ordinated by two faculty members. Students are made to engage themselves in various activities throughout the year. The programmes include conducting annual camps, blood donation, visit to old age homes, conducting public awareness programmes etc. Special lectures are also arranged on the topics related to health and hygiene and yoga for the benefit of the students and the staff.

The college has encouraged the students to participate in cultural activities. The college uses a very sophisticated auditorium called *Purabhavan*, managed by the District Administration, Government of Karnataka, which is made available to the students for various cultural events. Under the banner of Cultural Committee, inter-class cultural competitions are conducted every year on the occasion of Talents Day. Interested students are also trained in the performance of *Yakshagana*, a popular theatrical art form of Karnataka. Many students actively participate in cultural competitions organised by various institutions throughout the year and have brought laurels to the institution by winning prizes on many occasions.

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

Response: 6.98

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 3

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	View Document

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

Response: 56.63

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

2016-17	2015-16	2014-15	2013-14	2012-13
30	70	0	200	160

File Description	Document
Details of budget allocation, excluding salary during the last five years	View Document

4.2 Library as a Learning Resource

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

Response:

The institution has taken adequate steps towards automation of the college library using the Integrated Library Management System (ILMS). To begin with, the College Library has been partially automated by installing e-Granthalaya software which aims at Integrated Library Management System (ILMS). The e-Granthalaya software installed in the college library includes Open Accessing (OPAC), accessing and cataloguing. In terms of the nature of automation, the library is partially automated. The version of the software presently in use in the college library is the e-GranthalayaVersion3.0 (2007). The college library was automated in the year 2011. There are separate libraries for the UG and the PG Courses offered by the college. The library has competent personnel required for using the software installed by the college

library. The institution intends to take more concrete steps towards fully automating and digitalizing the college library in the coming days.

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

Response:

The college was established in the year 2003 and has a relatively short history of fifteen years. The PG section has an even shorter history. As such, the college library catered predominantly to UG students and to PG students only in the recent years. So the college library is still in a growing stage. Hence, there are no manuscripts and special reports which have been maintained in the library. However, the institution has designated around ten books of the college library as rare books on the basis of its academic relevance. For instance the book titled *History and Culture of South India* by Dr. P. Gururaja Bhat is demarcated as rare books. In the same way, books on folklore, *yakshagana*, etc have set aside as rare books in the library. A few landmark novels in Kannada like *Marali Mannige* by Dr. Shivaram Karanth have been set aside as rare books. The institution intends to take more concrete steps towards acquiring and maintaining rare books, manuscripts and special reports in the college library in the coming days.

4.2.3 Does the institution have the following:

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

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: C. Any 2 of the above

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

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

Response: 4.94

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

2016-17	2015-16	2014-15	2013-14	2012-13
1.77	10.46	1.97	5.77	4.72

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

4.2.5 Availability of remote access to e-resources of the library

Response: No

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

4.2.6 Percentage per day usage of library by teachers and students

Response: 9.25

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

Response: 196

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

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

The college takes due care to ensure that its IT facilities are upgraded and updated in keeping with the technological advancements. The college has ten NMEICT connections with 1 Mbps speed and one high speed cable fibre net connection with 10 Mbps speed. Wi-Fi facility is being used in the computer science lab, office, library, general staff room and P.G. Staff rooms. The college office and computer science laboratory are equipped with LAN facility. System updates are downloaded and installed manually

whenever necessary.

4.3.2 Student - Computer ratio

Response: 47.45

File Description	Document
Student - Computer ratio	View Document

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

>=50 MBPS

35-50 MBPS

20-35 MBPS

5-20 MBPS

Response: 5-20 MBPS

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

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

Response: No

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

4.4 Maintenance of Campus Infrastructure

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

Response: 0

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

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

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

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

Response:

With the phenomenal growth of the Institution over the past five years, it becomes imperative to develop the infrastructure. It is not only important to build new infrastructure but also essential to maintain, renovate and augment the existing ones. Hence, a combination of augmentation of existing facilities and construction of new structures has been adopted.

To continually develop, maintain and improve the infrastructure so as to provide adequate, safe, and clean facilities with appropriate support systems to the stake-holders, the college has developed a master plan for the creation and enhancement of infrastructure. With the increase in intake, the college has undertaken several steps to meet the library, laboratory and classroom requirements. An additional block has been built for PG section with well-furnished classrooms and a fully-equipped AV/ICT hall for conducting seminars and special lectures. An additional floor in the main block is in the process of completion, keeping in mind the future requirements. Plans are in place to establish smart class rooms which are expected in a year.

The Library is equipped with reasonably good facility which includes thousands of books, journals, digital resources, INFLIBNET, printer, scanner and a computer with Wi-Fi network, in addition to wired connectivity. The faculty and students have unlimited access to information available on the web. With the growth of users, and greater demand for e-content, the college has future plans to provide high-speed Wi-Fi access.

The computer lab and other laboratories are well-equipped. The computers and their accessories are maintained by the Department itself, which takes care of all services with the help of lab attendants. For repair of hardware and general maintenance, the services of trained technicians are hired.

Various Committees are formed at the beginning of the Academic Year itself to ensure the smooth functioning of the system. These Committees undertake various academic support activities such as conducting educational tours, industrial visits, sport activities, cultural activities, organization of job fair etc. The college has a separate Career Guidance & Placement Cell which organizes Employment Awareness Programmes, communicates job-related information and provides necessary e-resources for

various competitive exams. To improve the physical ambience of the campus, several initiatives are taken from time to time. Some of these include periodic painting and white-washing of building and labs, campus cleaning and tree plantation drives every semester and adequate housekeeping staff for general cleaning. The college hires the services of skilled masons, plumbers, carpenters, electricians etc. for the maintenance of infrastructure.

The general maintenance, upkeep and clean-up of each area associated with teaching-learning is the direct responsibility of the teachers and students concerned. Daily cleanup timing is fixed for this purpose and students are entrusted with this responsibility. An evaluation of the effectiveness of the overall system is made on an ongoing basis. Changes in the plan are made accordingly and sincere efforts are directed at overcoming the deficiencies.

NAAC

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 96.93

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

2016-17	2015-16	2014-15	2013-14	2012-13
2044	2270	2165	1949	1611

File Description

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

Document

[View Document](#)

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

Response: 3.15

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

2016-17	2015-16	2014-15	2013-14	2012-13
77	70	141	28	23

File Description

Number of students benefited by scholarships and freeships besides government schemes in last 5 years

Document

[View Document](#)

5.1.3 Number of capability enhancement and development schemes –

1. For competitive examinations
2. Career counselling

- 3.Soft skill development
- 4.Remedial coaching
- 5.Language lab
- 6.Bridge courses
- 7.Yoga and meditation
- 8.Personal Counselling

A. 7 or more of the above

B. Any 6 of the above

C. Any 5 of the above

D. Any 4 of the above

Response: E. 3 or less of the above

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

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

Response: 29.53

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

2016-17	2015-16	2014-15	2013-14	2012-13
826	540	475	930	292

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

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

Response: 0

5.1.5.1 Number of students attending VET year-wise during the last five years

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

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

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

Response: Yes

File Description	Document
Details of student grievances including sexual harassment and ragging cases	View Document

5.2 Student Progression

5.2.1 Average percentage of placement of outgoing students during the last five years

Response: 1.46

5.2.1.1 Number of outgoing students placed year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
7	46	6	0	0

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

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

Response: 30.08

5.2.2.1 Number of outgoing students progressing to higher education

Response: 240

File Description	Document
Details of student progression to higher education	View Document

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

Response: 16.67

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

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

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

2016-17	2015-16	2014-15	2013-14	2012-13
28	20	10	6	6

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

5.3 Student Participation and Activities

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

Response: 3

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

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

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

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

Response:

The College has a tradition of active students' council and various students' forums. The institution provides opportunities for improving leadership qualities among girls in the true sense as all activities of the Students' Council and various forums are organized and conducted exclusively by girls.

The Students' Council is very active as it reaches out to the stake holders; voices their grievances and most often comes out with wonderful initiatives for the benefit of the student community. The challenges that they face are unique and really daunting as the Council represents one of the biggest number of student folks in the University.

The Student Council can be divided into the body of class representatives, sports representatives, cultural representatives at the class level who support the Chief Student Representative at the UG and PG level selected through indirect election method. The selection of class representative in all three segments is conducted mainly through consensus and in some cases through election. The candidates have to fulfil certain criteria in order to be eligible for competing, like merit and discipline.

Students who are academically good and have excellent leadership qualities are generally nominated to various students forums. Various positions other than the Students' Council consist of NSS Secretary, Editors of College Magazine-Kalasha, Rovers & Rangers, Youth Red Cross, Sexual Harassment Enquiry and Redressal Cell, Library Advisory Committee, Career Guidance Cell and various subject associations. The Student representatives in IQAC and the student members of College Development Committee involve in the decision making process and get their leadership skills honed by exposure to professional administrative atmosphere.

One of the humanitarian gestures that reflect the leadership quality of the students is the financial and moral support extended to one of their fellow student of first B. Com. who was suffering from a rare and fatal disease of sickle cell thalassemia. The students collected Rupees Twelve Lakh as a medical assistance for her during the year 2015-16. In many other instances they have responded positively to the requests of the broader community. The students of the college collect funds through a *Jatha* or procession to support global humanitarian initiatives of the Red Cross International and have won prizes in fund raising at Geneva Convention Day Fund Raising Rally.

The Students' Forum organizes important activities such as:

- Celebration of Independence Day, Republic Day and Teachers Day.

- Representing the grievances of the students.
- Participation in NSS Activities.
- Helping Sports Director to conduct Sports Meets.
- Organizing inter-class and inter collegiate sports and cultural competitions.
- Maintaining harmony and discipline among students.
- Volunteering in college level workshops and other events.
- Organizing talents day and college day functions.

Student Forum takes active participation in organizing some of the events like Fresher's Day, Farewell Function etc. The fee collected at the time of admission is utilized for conducting various extra-curricular activities for the benefit of students.

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

Response: 13.4

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

2016-17	2015-16	2014-15	2013-14	2012-13
17	14	12	10	14

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

5.4 Alumni Engagement

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

Response:

The institution has very active alumni association which supports all the activities of the college. All the students who have passed out from the college are the members of the association and each member contributes Rs. 100 as membership fees which strengthen the financial base of the association.

The association meets average four times every year and there is a teacher coordinator to organize the meetings. Office bearers are selected in the annual general body meeting. At present, Ms. Namitha Hegde is the President and Ms. Deeksha D. Salian is the Secretary of the association.

Non-financial Contributions:

The association is participating in the college level programmes and encouraging the students of the college to participate more actively in each and every programme of the college.

- The alumni participate in cultural programmes, annual special NSS camp organized by the college every year.
- During College Day Celebration they give special cultural programmes.
- They organize farewell programmes to the retired teachers to remember their valuable service to the institution.
- They visit annual special NSS camps, distribute sweets to the students and join the NSS volunteers in doing physical work.
- They organize special lectures for the students.
- They also organize various competitions for the students and offer attractive prizes to the winners to encourage their participation.

Financial Contributions

The association has made several important contributions to the college over the last five years. Some of the major financial contributions are as mentioned below:

Projector for AV hall	Rs.54,000/-
Platform for AV hall	Rs.34,486/-
Power Backup for AV hall	Rs.20,000/-
Audio System for AV hall	Rs.17,200/-
Wall Mount Screen for AV hall	Rs.10,437/-
Borewell	Rs.50,000/-
Lecture Stand	Rs.3,100/-

The total financial contribution of the association is nearly Rs.2,00,000 over five years from 2012 to 2017.

Thus the association is making all efforts to enhance the enrolment of students to the association, to encourage involvement of all enrolled members in college activities and to organize special programmes for the betterment of the students in days to come.

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

? 5 Lakhs

4 Lakhs - 5 Lakhs

3 Lakhs - 4 Lakhs

1 Lakh - 3 Lakhs

Response: 1 Lakh - 3 Lakhs

File Description	Document
Alumni association audited statements	View Document

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

Response: 16

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

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

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

Vision

“To empower women so as to achieve excellence and imbibe virtues of discipline, commitment to social values and willingness to contribute to the well-being of society.”

Mission

- To provide an opportunity for women to receive higher education
- To instil and sustain in women a lasting desire to seek knowledge
- To enable them to develop the skills required to acquire knowledge
- To create awareness among women about their rights and responsibilities
- To strengthen the spirit of patriotism and to promote national integration
- To induce positive attitude and scientific temperament in the youth
- To shape the all-round personality of the students

Nature of governance: The College is governed by the Department of Collegiate Education, Government of Karnataka. The Minister for Higher Education is the Executive Head of the college followed by the Commissioner, the Director at the state level and the Joint Director at the regional level. At the institutional level, governance includes the Principal as the Head of the Institution, the Heads of Departments, other faculty members, the non-teaching staff and student representatives. The Principal takes the help of College Development Council and other committees at the college level for the purpose of administration.

Perspective Plans: At the beginning of the academic year, the Principal calls for the meeting of teaching and non-teaching staff and Action Plan is prepared by Heads of Departments, Committee Co-ordinators and other faculty members. All the UG and PG Department Heads are asked to implement teaching, learning and research activities based on departmental needs. At UG level, result-oriented activities are given preference and at PG level along with curricular aspects, job and research oriented activities are given preference. In addition, all Heads of the Departments prepare a perspective plan for the academic year and implement the activities to improve the knowledge of students. Along with the syllabus, co-curricular activities and research activities are given importance. Moreover, the various committees prepare their Action Plan and implement various programmes for the benefit of students. Finally, an Action Plan is prepared by all the faculty members in tune with the curricular, co-curricular and research activities. This practice not only promotes the personality of a teacher but also contributes to the development of the college.

Participation of teachers in decision-making bodies: Teachers contribute greatly in the decision-making process. The college encourages participative decision-making and hence teachers play a vital role in the decision-making process. Major decisions on administration are taken in the staff meeting where the inputs of the teachers are taken into consideration before arriving at suitable decisions. Teachers are entrusted the

responsibility of various committees. Teachers have autonomy of decision-making to manage the activities of the assigned committee.

In conclusion, it can be observed that the Principal of the college, with necessary assistance from the College Development Committee, governs the college in materialising the vision and mission to reality. The teachers on their part join hands with the Principal in bringing effective leadership in tune with the vision and mission.

6.1.2 The institution practices decentralization and participative management

Response:

The college promotes and practices a culture of decentralization and participative management. Delegation of powers and operational autonomy has been given the necessary importance and focus.

As per the organizational structure of the college, the Principal is the Head of the Institution. The Principal is vested with powers for the functioning of the college. Though all the powers are vested with the Principal, the functioning of the college is done by delegation of powers. This is in keeping with the democratic ideals of decentralization and participative management. At the commencement of a new academic year, teachers are entrusted the responsibility of leading various committees as Conveners or Coordinators. The conveners of various forums or associations have the required autonomy to manage the activities of the concerned committee or forum. Similarly, at the commencement of a new academic year, the Heads of Departments are also entrusted the responsibilities of the academic functioning on the department. The departments also have the required autonomy in planning the curricular activities of the department. In this way, the institution ensures the principles of participative management and decentralization. In administrative and financial matters, the Principal takes decision as per the Government rules, regulations and guidelines issued from time to time but in consultation with the faculty members. Students are also given opportunity to participate in various committees as representatives.

A case study showing practicing decentralisation and participative management: All the co-curricular and extra-curricular associations can be cited as examples of how the institution practices decentralization and participative management. However, the Internal Assessment Committee of the college has been taken up as a case study. The smooth and fair conduct of Internal Assessment (IA) examinations is one of the major responsibilities of the college. At the commencement of a new academic year, the Principal assigns this responsibility to a staff member. The Principal delegates the powers to the staff member who will be the IA Convener for the smooth conduct of the IA examinations. Based on the powers delegated by the Principal, the IA Convener forms a committee for the conduct of the IA examinations. The IA Committee headed by the IA Convener then becomes the decision-making body regarding matters pertaining to Internal Assessment Examinations. The IA Committee discusses and finalizes the suitable dates for the conduct of the examinations. The Committee also notifies the dates to the faculty members and asks them to submit question papers within a specified date. Room invigilation and other examination related duties are assigned to faculty members by the IA Convener. The answer books are handed over to concerned faculty for evaluation, distribution of answer scripts to students and entry of IA marks in the specified ledger. The whole process is managed by the IA Committee and monitored by its convener. The IA Convener is also assigned the powers to redress grievances related to examinations.

A similar mode of functioning is true of all other committees of the college. The above case study is representative of all committees and forums.

6.2 Strategy Development and Deployment

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

Response:

Perspective Plan: At the beginning of the academic year, the Principal calls for the meeting of teaching and non-teaching staff and Action Plan is prepared by Heads of Departments, Committee Co-ordinators and other faculty members. In addition, all Heads of the Departments prepare a perspective plan for the academic year and implements the activities to improve the knowledge of students. Along with the syllabus, co-curricular activities and research activities are also given importance. Moreover, the various committees prepare their Action Plan and implements various programmes for the benefit of students. Finally, an Action Plan is prepared by all the faculty members in tune with the curricular, co-curricular and research activities.

Deployment Documents: All the Department Heads and Committee Coordinators maintain the relevant records and Proceedings/Minutes. These contain details regarding concerned activities. Reports of programmes conducted are published in local newspapers. From the academic year 2016-17, a brief report of all activities is available on social network where college IQAC maintains a separate account. Documents related to finance are maintained in the College office.

Strategic plan: Most of the activities and plans are recorded and documented properly and are being kept at the office. Infrastructure, as an important part of the institution is a collective effort of government, UGC, RUSA, PTA and donors. The development of infrastructure was a key focus of the Strategic Plan. As the college is in the heart of the city, more and more students show interest in pursuing education. In the recent years, some of the courses like B.Com, B.Sc. and M.Com, have witnessed an increased demand for the admission and shortage of rooms and furniture posed an immediate challenge. However, under the able administration of the Principal and cooperation from the college staff and other committees, solving the infrastructure problem gained momentum.

UGC: The college has received Rs.50,00,000 as infrastructure grant from the UGC and four classrooms have been built to accommodate the students. Proposal from the college to UGC, amount sanctioned order, building plan, commencement and completion of the construction records are available to show that infrastructure problem was partially solved with the strategic approach.

RUSA Grant: Since 2014-15, under the RUSA program, the college has been selected to receive Rs.2,00,00,000 for augmentation of infrastructure and ICT facility. College has acquired a land nearby for constructing PG Block and classroom construction is on the verge of completion. This move has eased the shortage of classrooms and has increased the demand for the PG courses.

PTA Fund: Parents, as well-wishers of the college, play important role and support the college in many ways. An important part of it is the contribution of money for the fund and this amount is kept in a separate bank account. As and when the infrastructure problem arises, Principal, PTA convener and Chairman took

collective decision to solve the classroom problems, renovation works and compound wall to college. PTA is very cooperative in solving the problems of college and is integral to the progression of the college.

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

Response:

Organogram of the Institution and Flowchart of Organizational Function

Governing Body: The College is governed by the Department of Collegiate Education, Government of Karnataka. The Minister for Higher Education is the Executive Head of the college followed by the Principal Secretary (Department of Higher Education), Commissioner, the Director at the state level and the Joint Director at the regional level.

Administrative setup: The administrative setup at the institution consists of the Principal as the Head of the Institution, the Heads of Department, other faculty members, the non-teaching staff and student representatives.

Functions of various bodies: The functions of some of the important organizational bodies are as given below:

- 1.The College Development Council is chaired by the sitting MLA and consists of nominated members from various walks of life. It is a statutory body and works for the development of the college. They provide both financial and moral support to the college.
- 2.Parent-Teacher Association (PTA) is also important for the functioning of the college and provides financial and moral support.
- 3.Alumni as a body of former students are actively involved in the functioning of the college and participate in the college programs. They also extend support to the present students in guiding them and sharing their experiences.

Service Rules and Procedures: The service rules and procedures of the college are governed by the Karnataka Civil Services Rules (KCSR).

Recruitment: The appointment of full-time teaching and non-teaching faculty is done by Karnataka State Public Service Commission As per govt. norms; recruitment policy defines qualification, age limit and other yardsticks for recruitment for the permanent posts. The Guest Faculty are appointed through an online process framed by the Department of Collegiate Education.

Promotional policies: For teaching faculty, UGC rules are considered for the placement. Additional qualifications, Orientation and Refresher course, minimum length of service are taken into consideration for placement/promotion. For Non-Teaching staff, state government promotional policies are applicable. Training programs and length of service are considered for their promotion. The promotion policies are framed by the UGC and the State Government in case of teaching staff and the government in case of non-teaching staff.

Grievance Redressal Mechanism: During the service if employee faces problem, he/she brings it to the notice of a Principal who will report the same to the Head Office where concerned section solves the problem. The Head of the Institution also plays a significant part in the redressal of grievances. The Office of the Directorate of the College Education is the highest grievance redressal forum for the staff of the college.

6.2.3 Implementation of e-governance in areas of operation

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

- A. All 5 of the above
- B. Any 4 of the above
- C. Any 3 of the above
- D. Any 2 of the above

Response: E. Any 1 of the above

File Description	Document
Details of implementation of e-governance in areas of operation Planning and Development,Administration etc	View Document

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

Response:

At the beginning of the academic year, the Principal constitutes various committees to coordinate the co-curricular activities and a staff coordinator is responsible for the implementation of activities. All the Committee Co-ordinators maintain a Record Book that gives insights into the implementation of activities and its outcome. The co-ordinators of each committee constitute members along with student representatives and with the cooperation of these members programmes are carried out. The College Magazine (Kalasha) Committee can be taken as a good example of an activity successfully implemented based on the Minutes of the meeting.

The Record Book of the committee provides information about systematic implementation of the resolutions. The primary responsibility of the Magazine Committee is to bring out a College Annual in a

stipulated time. Right from forming an editorial board to the publication & distribution of the magazine issues, all resolutions are recorded and implemented as per plan. This committee has members from all the departments and Magazine reflects the collective efforts of the college staff and students.

Kalasha, as a reflector of students' creative writings, is carried out well in a systematic manner. At the beginning of the academic year or during the time of admission, students give magazine fee that is kept in a separate account in a bank. Once the committee is formed, the convenor with the cooperation of members and student representatives prepares action plan and the whole process of bringing out magazine is planned in advance. The editorial board consults the cultural representatives of the class to collect articles. During the first term, students are informed about the magazine and their role in contributing the articles. During the second term periodical meetings with students and teachers helps in identifying the student contributors. From the month of January to May, the process of collecting the articles, typing and editing the writings, calling for a tender to print the magazine, correction of the hard copy and finally bringing out the magazine itself is an evidence of the hard work by the committee. The Record Book reflects the progress of the work from its rudimentary stages till its completion. The minutes of the meeting recorded in the Record Book would suggest that the work has been carried out in accordance with the discussions and resolutions of the Magazine Committee at various stages.

6.3 Faculty Empowerment Strategies

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

Response:

The existing welfare measures for teaching and non-teaching staff are as enlisted below:

1. Medical reimbursement facilities by the state government.
2. *Jyothi Sanjeevini* scheme that provides cashless medical treatment facility.
3. Regular Pension and National Pension Scheme
4. Small Family Incentive
5. Ph.D. increment
6. Residential facilities in the form of Government Quarters.
7. Earned Leave, Casual Leave, Special Casual Leave and On Official Duty facility
8. Encashment of Earned Leave
9. Maternity and Paternity Leave
10. Regular Promotion facility
11. Karnataka Government Insurance (KGID), Government Provident Fund (GPF) facilities
12. Honouring Ph.D holders
13. Felicitation for retiring and transferred staff
14. Annual gathering
15. Loan facility like vehicle loan, computer loan, housing loan etc.
16. Visually challenged incentives
17. Festival Advance
18. Faculty Improvement programme (FIP)

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

Response: 0

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

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

File Description

Document

Details of teachers provided with financial support to attend conferences,workshops etc. during the last five years

[View Document](#)

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

Response: 1.2

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

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

File Description

Document

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

[View Document](#)

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

Response: 13.41

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

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

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

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

Response:

Teaching staff: In order to maintain the academic and administrative standards of the institution, IQAC takes initiative in collecting the feedback from the students in a prescribed format given by DCE evaluating the performance of a Teacher. At the end of academic year, students are provided Feedback on Teacher forms which consists of a ten-point questionnaire. At the end, Average Weightage Score (AWS) is taken into consideration and the same is recorded by the IQAC for appropriate action. This Student Appraisal system is helpful in bridging the gap between teachers and students and to improve upon the weaker as pointed out in the feedback. At the end of an Academic year, teachers are informed of their AWS and this helps in their academic performance. In addition, there is a mechanism in which every faculty member prepares a self-appraisal report every year, based on various parameters set by the Government, and it is submitted to the Joint Director after verification by the Principal. This acts as a means of appraisal of the staff. The Confidential Report submitted to the Joint Director by the Principal on each staff member is also a method of evaluation of the teaching faculty. Finally, the API System is also an effective performance appraisal mechanism for the teaching faculty.

Non-teaching staff: Unlike student appraisal of a Teacher, the performance of non-teaching staff is conducted in a different manner. Non-teaching staff are advised to interact in a friendly manner with the students and whenever problem arises, Student Welfare Officer makes arrangements in favour of Students. Throughout their stay in the college, students approach office staff for their requirements. The Gazetted Manager of the College, with the help of other staff, attends the College work and most of the times problems are solved without any delay.

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

The institution conducts internal and external financial audits and thereby ensures probity in financial matters. An enumeration of the internal and external financial audits carried out during the last five years has been undertaken below:

Internal Audit: All the financial transactions of the college are conducted as per the financial codes of the Government. Financial transactions are conducted and records are maintained as per Karnataka Financial Code (KFC) and Karnataka Treasury Code (KTC). The Department of Collegiate Education (DCE) conducts Internal Audit for the Colleges. Proper vouchers and related documents are maintained as supportive evidence for all financial transactions. Internal audit of financial transactions is done periodically by the internal audit section of DCE. During the last five years, there have been internal audit by the DCE in the years 2014 and 2017. In these audits if there are audit objections, it is only with regard to procedural lapses. Whenever such objections are raised, the concerned staff will give proper justification to the satisfaction of the higher authorities and thus objections raised are solved through correspondence, compliance reports and providing related documents.

External Audit: External audit of financial transactions of the college is done under some special cases only. However, the grants received from the UGC have to be audited by an external auditor and the same has to be submitted to the UGC. Further, any special grants received from other sources have to be audited by external auditors and a report has to be submitted to the concerned authority which sanctioned the special grant.

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

Response: 2.64

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

2016-17	2015-16	2014-15	2013-14	2012-13
1.36	0	0	1.28	0

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

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

Response:

Financial support is important for the development of the college and hence the college has its resource mobilization policy in accordance with the government guidelines. Some of the institutional strategies for mobilization of funds is as described below:

State Government: As the institution is run by the Government of Karnataka, the major share of the resources of the college are in the form of funds from the Government. Procurement of furniture, books,

laboratory equipment etc., are done with the funds released by the government.

Collection of fees: Collection of fees stipulated by the Department of Collegiate Education (DCE) and the Mangalore University is another major resource mobilization avenue of the college. The amount collected through fees are spent as per norms of the DCE and the University.

Central Government: The grants of the Central Government have been mainly in the form of scholarship to students. Special incentives for *Divyagnan* are an important aspect of the MHRD initiatives.

UGC Grant: UGC as an autonomous institution provides financial support to the college and the infrastructure grant provided to the college has contributed for the increasing of classrooms.

College Development Council (CDC) Fund: This fund is very important for the college for infrastructure enhancement, renovation work and purchasing of necessary materials or equipment. The expenses from this fund are monitored and approved by the CDC, which is a statutory body of the Government, headed by the local Member of the Legislative Assembly.

Alumni Fund: Old students contribute for the development of college by giving financial support as and when the need arises. The Alumni Association ensures the transparent utilization of such resources.

PTA Fund: Parents contribute for this fund and is used for different purpose like conducting seminars, renovation works of the classrooms and other contingency expenditures.

Donors and Sponsors: Some philanthropists have contributed substantially for the development of the college.

All the grants received by the college through various sources have been used optimally with greatest care to transparency and probity.

6.5 Internal Quality Assurance System

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

Response:

Example One: Personality development of the students through assignment of leadership and responsibilities.

Meritorious students from each class are selected and are assigned with the responsibility of becoming the representatives of various student forums like Student Forum, Cultural Forum, NSS Unit, Red Cross Unit, Science Association, Commerce and Management Association, Career and Counselling Cell, Sports Association, Human Rights Association and so on. Generally, the Final Year students are made Chief Secretaries of the above-mentioned associations. The representatives of forums have to assist the Chief Representative and the Staff Convener of a particular forum in organizing and conducting programs and various activities of the concerned forum. The Class Representatives have to coordinate academic

activities, discipline and cleanliness of the class. They communicate all information from the Principal to the class and students' grievances to the Principal. They lead the class in inter-class competitions, college assembly, etc. This practice helps the students not only to gain knowledge of conducting various programs but also to develop leadership qualities. It has been noticed that the practice has helped students to inculcate and enhance leadership qualities, to ensure the smooth functioning of various co-curricular and extracurricular activities of the college throughout the year and to create a friendly atmosphere in the campus with mutual trust and cooperation amongst the student community.

Example Two: Self-reliance in cleanliness, housekeeping, and importance of social service in life.

The college has a distinct and self-reliant practice of keeping the campus healthy and clean by mobilizing and motivating the students. The practice begins with the academic advisor of each class elaborating the students about the housekeeping responsibilities in the class level orientation. The senior students will look after and guide the new entrants in learning the intricacies of the practice. Necessary equipment and cleaning liquid, dust bin, etc. are supplied to every classroom at the beginning of each semester. The students are grouped into teams, which will take care of cleaning the classroom daily on a rotational basis. The regularity and efficiency of the operations are monitored by the class representatives and class teachers. The solid waste collected from the classrooms will be put in a collection bin by the students. The areas excluding the classrooms will also be cleaned regularly by students. The municipal workers will collect the solid waste from the college every morning. On Saturdays, there will be a Cleanliness Drive to clean the surroundings of the college. The NSS, Youth Red Cross, Rangers wings of the college also join hands with the staff and students in strengthening the practice. Annually there is a prize for the class that puts in best efforts for housekeeping activities. As a result of this best practice, the attitudinal change that has taken place in students' mindset by this practice is commendable. Even the students coming from well to do families, who initially show some hesitation, have enjoyed the positive effects of the practice later. The practice teaches the students the self-reliance and the importance of physical work.

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

Response:

As the college is affiliated to the Mangalore University, it follows the syllabus prescribed by the university. Syllabus structure, duration of teaching hours for the units, internal assessment and end semester exams have to be conducted as per the guidelines of the university. However, at the college level, by keeping in view of the university directions, faculty members adopt innovative methods to impart education and students are motivated in different ways. A few of the departments have been experimenting with new ideas to improve the educational standards of the students.

The Humanities Departments have adopted interactive methods to impart education and are using ICT facility for the benefit of the students. Study tours have been arranged with a view to provide students the benefits of experiential learning. The Social Science Departments have also implemented student-centric learning programs and students are encouraged to go for field works. Interaction with resource persons and bringing out of wall magazines helps them to understand the subject matter well. The Department of Commerce and Management has been practicing innovative methods like visit to industries and seminars by entrepreneurs, which motivates students to analyse the topics prescribed with greater depth. The Science

Departments are also active in introducing new study methods like the Science Exhibition on an annual basis.

The institution has its own mechanism for review of learning outcomes at periodic intervals. After the announcement of results in each semester, all the Departments prepare the result analysis and it is discussed in the staff meeting. Feedback are obtained from students to improve the teaching learning process and mentor/class teacher takes the responsibility of the students to improve their overall personality. Thus the IQAC, with the support of various committees, takes initiatives to improve the teaching-learning atmosphere of the college.

The two examples of institutional reviews and the implementation of teaching-learning reforms facilitated by the IQAC are as discussed below:

The IQAC has taken several initiatives for the overall growth and development of the college. Firstly, the commencement of an additional section for M. Com in 2016 was largely due to the initiative of the IQAC. Secondly, conducting frequent job fairs for the benefit of students is also a major initiative of the IQAC. The first initiative has helped a greater number of students to complete Post-Graduate education at affordable cost and to improve their economic status by gaining the credential required for the job market. Moreover, Placement Cell is active in providing guidance to students regarding job opportunities and reaches out to students in many ways. Thus, the IQAC through its meeting with the staff members takes decisions in the best interests of students and all good practices are implemented for the well-being of the students.

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

Response: 0

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

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

File Description

Document

Number of quality initiatives by IQAC per year for promoting quality culture

[View Document](#)

6.5.4 Quality assurance initiatives of the institution include:

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

3.Participation in NIRF

4.ISO Certification

5.NBA or any other quality audit

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: C. Any 2 of the above

File Description	Document
Details of Quality assurance initiatives of the institution	View Document

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

Response:

The college completed its First Cycle NAAC Accreditation in the year 2012 with B Grade with a CGPA of 2.22. The quality enhancement initiatives in the academic and administrative domains successfully implemented during the last five years are as follows:

Attainment of 12 B Status of UGC: The College acquired 12 (B) status on 24-08-2015, which makes it eligible to receive UGC grants. The UGC has sanctioned fifty lakh rupees to construct new classrooms and more funds is expected in the coming years.

Enhancement in faculty position: During 2012-13, the faculty strength of the college was 35 full-time teachers that have increased to 40 during the year 2017-18.

Greater focus on research: At present, there are eleven Ph.D.s holders among the faculty members and a few more are pursuing doctoral studies. Post-First Cycle of NAAC Accreditation there has been a greater focus on research work leading to doctoral degree.

Infrastructure augmentation: Over the last five years, the college has acquired a site for constructing PG Block and, in addition, the existing classrooms were renovated.

Role of IQAC: Over the years, all the activities of the College have been systematically documented by the IQAC and the IQAC acts as a liaison between heads of the departments and committees of the college.

Commencement of an additional section for M. Com: In the last few years, there has been an increased demand for the M.Com Program and in keeping with this demand the college commenced an additional

section for M. Com in 2016. Presently, there are two sections of M. Com.

Inclusion of the college under the RUSA Scheme: During the academic year 2014-15, this college was included to receive RUSA Grants from the Central Government. The institution is optimistic of receiving rupees two crore for new construction, renovation of existing infrastructure and enhancement of other facilities.

Growing importance of Career Guidance and Placement Cell: In the last few years, the Placement Cell has taken several initiatives in guiding students regarding job opportunities. Government of Karnataka has introduced workshops and short term programmes for the students to improve their job skills. Job fairs are being organised for the benefit of students.

Use of modern technology: All PG Departments have been provided with laptops and Wi-Fi facility and students are free to use the same after the class hours. In addition, there are five LCD projectors for bringing in an innovative and technological touch to the teaching methods.

Student support measures: In 2015, a photocopying and stationery centre was established for the benefit of students. This facility is available for students at discounted rate. In addition, a canteen was established in the year 2015. The canteen provides nutritious and hygienic snacks and meals to students and staff at reasonable rates.

Hostel Accommodation: All efforts have been made to accommodate students of this college in hostels run by the Department of Social Welfare. Around 500 students are using this hostel facility.

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response: 0

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

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

File Description

Document

List of gender equity promotion programs organized by the institution

[View Document](#)

7.1.2

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

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

Response:

Safety and Security

Being a women's college the institution provides very safe and secure environment for the students. The unique dress code of the college makes it easy to recognize the students anywhere. The college is surrounded by a big compound which restricts the entry of strangers into the campus. The college is surrounded by Government Officials' residential quarters which include the residences of District Commissioner, Superintendent of Police and District Judge. The entire area is under the vigilance of security guards and policemen all through the day and night and that makes it difficult for strangers to unnecessarily loiter around the college campus. These factors make the campus safer for women. The college is under the surveillance of closed-circuit television (CCTV). CCTV Cameras are installed covering all prime areas of the college to ensure security of students. Programmes such as 'Self Defence for Women' have been organized in the college to equip students with self-defence techniques. The District Government Hospital is very near to the college and first aid kits are readily available in the college, in case of need of medical aid. In addition, three units of fire extinguishers have installed in the college as precautionary and safety measure.

Counselling

Mentor system has been introduced in the College and each mentor has been assigned with specific number of students under the mentorship of a full-time faculty. If required, the basic level of counselling to students is given by the mentors themselves. Whenever an advanced level of counselling is required, the students are referred to the 'Student Counselling Cell', headed by the Head of the Department of Psychology. Apart from this, students are free to approach any faculty member regarding the problems they face in the campus and off the campus. The Department of Collegiate Education has provided the opportunity to every faculty member to receive training in student counselling at NIMHANS, Bangalore. Some of the faculty members of the college have already received this training and are actively participating in student counselling.

c) Common Room

Common rooms and ladies rest rooms have been provided to the students in the college. Students use these rooms to take rest and get relaxed. The facilities will be upgraded in the near future, once the construction work of new rooms in the main campus and the PG Block gets finished.

7.1.3 Alternate Energy initiatives such as:

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

Response: 0

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

7.1.3.2 Total annual power requirement (in KWH)

Response: 83

File Description	Document
Details of power requirement of the Institution met by renewable energy sources	View Document

7.1.4 Percentage of annual lighting power requirements met through LED bulbs

Response: 16.67

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

Response: 2

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 12

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

7.1.5 Waste Management steps including:

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

Response:

Solid Waste Management

An effective waste management system has been adopted in the college to ensure hygienic atmosphere in the campus. Students voluntarily clean their class rooms every day on rotational basis. Biodegradable and non-degradable solid wastes are collected separately. Other areas of the campus are cleaned by a sub-staff appointed by the College Development Committee. Every Saturday students participate in campus cleaning. The solid wastes from every class room and the campus are collected in a container. The solid waste will be taken away by the municipal waste collecting trucks on daily basis. For hygienic disposal of used sanitary napkins two units of incinerators are installed in the campus.

Liquid Waste Management

The waste water resulting from hand wash is used for gardening. Wash basins are kept at different locations to ensure maximum utilization of waste water in gardening. The waste water lines from the toilets are connected to the municipal drainage system. Effluents from the laboratories are sent to a septic tank whose discharge is connected to the municipal drainage system.

E-waste Management

E-wastes like unserviceable electronic devices/parts, computer accessories are collected in safe places. Disposal of e-wastes is done periodically as per the guidelines of the Government.

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

The college is situated on the west coast of the country and the region receives torrential rainfall from the month of June to October. Rainwater runoffs, added with the soil erosion are the basic problems of this area. Water conservation programmes and artificial recharge schemes are slowly being implemented in Udupi District. Ground water level is depleting every year and sometimes there is scarcity of water even for drinking during the summer. Rainwater harvesting is done by some of the departments like Chemistry, Physics for their laboratory use, maintenance of batteries and so on.

To create awareness among the students and the community about conservation of water, college provides practical demonstrations of rain water harvesting within the limited area of its campus by constructing a few recharge pits against the running water. All the new construction sites are equipped with rain water harvesting facilities. The college strives to create awareness among the community about water conservation in general, and rain water harvesting in particular, during Annual Special Camp of the NSS.

7.1.7 Green Practices

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

Response:

Students residing in the vicinities of the college come on foot. Most of the students and staff make use of the public transport to commute to the college. The roads leading to the college are wide and pedestrian friendly.

The college has been committed to plastic free campus and has been doing away with the use of plastic water bottles, plastic cups, and vinyl banners in the campus. Students are advised to strictly avoid plastic and use eco-friendly material in the campus and outside as well. The college canteen is instructed to use compostable material for serving and packing the food.

Initiative has been taken to make the office paperless. Official correspondence is largely electronic. For information sharing among staff, the IQAC has formed a WhatsApp Group which also minimizes the use of paper. In addition, as a paperless initiative, general instructions to students are given orally in the weekly assembly.

The Department of Botany has initiated “Plant-a-Week” to grow flowering and medicinal plants in the campus. In addition the institution takes pro-active role in go-green projects initiated by the Government and other voluntary organizations, such as *Vanamahotsava*, *KotiVruksha*(One Crore Trees), *NeerigaagiAranya* (Forest for Water), etc.

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

Response: 0

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

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

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

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

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

A. 7 and more of the above

B. At least 6 of the above

C. At least 4 of the above

D. At least 2 of the above

Response: C. At least 4 of the above

File Description	Document
Resources available in the institution for Divyangjan	View Document

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

Response: 15

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

2016-17	2015-16	2014-15	2013-14	2012-13
04	03	03	03	02

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

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

Response: 27

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

2016-17	2015-16	2014-15	2013-14	2012-13
06	010	07	02	02

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

7.1.12

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

Response: Yes

File Description	Document
Any additional information	View Document

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

Response: Yes

File Description	Document
Any additional information	View Document

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

Response: Yes

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

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

Response: Yes

File Description	Document
Any additional information	View Document

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

Response: Yes

File Description	Document
Any additional information	View Document

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

Response: 6

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

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

Response:

Yes, the institution organizes national festivals and birth/death anniversaries of the great Indian personalities.

Independence Day and Republic Day are the two most important national festivals organized by the college annually. The main celebration of Independence Day/Republic Day is organized by the Udupi District Administration in the District Stadium. As the college is adjacent to the District Stadium, the college plays a central role in the celebration of national festivals. More often than not, the college jointly organizes these events along with the District Administration. Parade, guard of honour, flag hoisting, Chief Guest address, tableaux and sweet distribution are the major elements of this celebration.

Gandhi Jayanthi is observed in the college every year. Cleanliness drives, blood donation camps etc. are arranged on the occasion. In addition, on Martyr's Day (death anniversary of Mahatma Gandhi) a one-minute silence is observed in the college as a mark of homage to the Father of the Nation.

The college also organizes birth/death anniversaries of great Indian personalities. For instance, every year, Vivekananda Jayanthi is celebrated in the college. The students also celebrate Teacher's Day which is also the Birth Anniversary of Dr. S. Radhakrishnan. Teachers' Day Stamps are distributed to students on the occasion. In addition, the college has also taken initiatives to commemorate the contributions of great Indian personalities. For example, the college organized Vishwa Manava Day as a mark of respect to the ideals of the great Kannada poet and Jnanapeeth Awardee Kuvempu. Occasions like Tiranga Jagruthi Abhiyan (Awareness on National Tri-Colour) have been celebrated by the college.

The focus of all these celebrations is instilling a sense of patriotism, a feeling of respect for the great Indian personalities and a sense of pride for the country's rich national heritage.

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

Response:

The college strictly adheres to the Karnataka Civil Service Rules, Karnataka Financial Code, Karnataka Transparency in Public Procurements and other codes of conduct in its financial functioning. All purchases go through the purchase committee including senior staff members, headed by the Principal. The process of purchase involves indentation, inviting quotations or e-tendering, comparative statement and approval by the purchase committee, followed by placing the purchase order.

The information regarding the courses offered by the college is published in local newspapers, and notice boards in the college. The college follows the roster system in allocating seats to the eligible candidates. Being a Government institution, best efforts are made to accommodate each and every candidate to the Bachelor's Degree course by getting affiliation for additional sections. Admission process for the Post Graduate degree courses and seat matrix is done as per the University guidelines.

The administrative functioning is done by the Principal with assistance from the teaching and non-teaching staff. The administrative activities are completely transparent and are regulated by periodic Government Orders, circulars and guidelines from the Department of Collegiate Education. .

Auxiliary functioning like organizing functions, cultural events and minor infrastructural augmentations is supported by the College Development Committee, College Development Fund and philanthropists.

7.2 Best Practices

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

Response:

Best Practice 1

1. Title of the Practice

Personality development of the students through assignment of leadership and responsibilities.

2. Objectives of the Practice

- To inculcate and enhance leadership qualities.
- To enable the smooth functioning of various co-curricular and extracurricular activities of the college throughout the year.
- To identify the smart students who are active and at the same time are good at studies and help them to develop their personality.
- To assist the students to use their free time productively and positively.
- To create a friendly atmosphere in the campus with mutual trust and cooperation amongst the student community.

3. The Context

There is great interference of political parties in student union activities of colleges in many parts of the country. Therefore, if election is to be held for the position of office bearers of students union, it not only gives scope for entry of politics into the process, but also creates tension in the college in the form of rifts, quarrels etc. and result is unrest in the college campus. On the other hand, if class representatives are selected by the teachers in consultation with students, it gives a very good result as these students do not waste their time and energy in unnecessary activities and will work efficiently for the common good. This facilitates the selection (election, if required) of various college level leaders in a very smooth way and also gives open opportunity for the selected leaders to become an office bearer.

4. The Practice

Three students from each class are selected on the basis of merit and are assigned the responsibility of becoming the class representative, cultural representative and sports representative. The Principal and the committee headed by the Student Welfare Officer and other staff members, form the Student Forum consisting of final year students. The Student Forum functions under the directions of the Student Welfare Officer (A teaching Staff), and is headed by the Chief Student Representative, Chief Cultural Representative and Chief Sports Representative. Apart from this, office bearers of various associations like, NSS Unit, Youth Red Cross Unit, Rangers Unit, Science Association, Commerce and Management Association, Sports Association, Human Rights Association, Arts Forum, Literary Association, etc. are also nominated based on academic efficiency, interest and inclination of the students. These representatives help the teacher conveners of various associations in organizing and conducting programs and various activities in and outside the college. The class leaders have to coordinate academic activities, discipline and cleanliness of the class. They communicate all information from the Principal and staff to the students and

also voice their requirements and grievances to the Principal. They lead the class in inter-class competitions, college assembly, etc. This practice helps the students not only to gain knowledge of conducting various programs but also to develop leadership qualities.

5. Evidence of Success

The practice has shown very good impact on overall leadership qualities of students. Students who used to be shy and low in confidence during early days in the college have grown into bold and confident leaders. Students who were feeling inferior and insecure once, feared to address a gathering, have shown remarkable changes in their attitude due to the opportunities they get to interact with their peers and the staff.

The additional responsibility brings out the best from most of the students. They strive hard to perform well in all the spheres of learning with a definite purpose. Most of them have shown good progress in their academic performance. The cultural and sports representatives have developed a passion for specific art form or sport. Many of the students have taken keen interest in Yakshagana, Classical Dance, and perceive the art as a hobby. Some of the sports representatives have gone onto represent the University and last year the University Cricket Team captain was from this college.

Tables in the [Annexure](#) justify that the leadership responsibilities enhance the performance and general abilities of students.

6. Problems Encountered and Resources Required

There are no noticeable problems associated with this practice. Even though some students are reluctant to be a leader in the first year, eventually, they embrace and enjoy the opportunity. No extra or special resources is required for this practice.

Best Practice 2

1. Title of the Practice

Self-reliance in cleanliness, housekeeping and importance of physical work and social service in life.

2. Objectives of the Practice

- **Cleanliness is Godliness:** To imbibe the importance of cleanliness in workplace.
- **Clean Campus Drive:** To keep the campus happy and healthy by voluntary participation of all the stake holders.
- **Healthy Campus:** To maintain an attractive atmosphere in and around the class rooms and the campus.
- **Green Initiative:** To grow useful (flowering as well as medicinal) plants around the campus.

3. The Context

The college started in the year 2003-04 with student strength of 93 and a handful of teaching and non-teaching staff members. During those days, there were hardly any support staff available for doing the housekeeping works. As an initiative in this regard, from the inception of the college, the students were

given the responsibility of keeping the class rooms and the college campus clean. Later this practice was continued in a view to inculcate the qualities of self-reliance and simple living.

There is no appointment of sweepers and scavengers by the government for a long period of time. The college is managing the housekeeping activities through a single person appointed by the College Development Committee. The college has grown in stature to the tune of student strength of above 2000, staff strength of above 100, but is still managing all housekeeping activity with the help of single sweeper.

4. The Practice

In most of the higher education institutions, housekeeping activities are taken care by the staff appointed for the same. The college has a distinct and self-reliant practice of keeping our campus healthy and clean by mobilizing and motivating our student folk. The practice begins with the academic advisor of each class elaborating the students about the housekeeping responsibilities in the class level orientation. The senior students will look after and guide the new entrants in learning the intricacies of the practice. Necessary equipment and cleaning liquid, dust bin, etc. are supplied to every class room at the beginning of each semester. Additional requirement of the class, if any, will be met after verification. The students are made into teams which will take care of cleaning the class room daily on a round robin basis. The regularity and efficiency of the operations are monitored by the class representatives and class teachers. As the students are groomed well into the practice, there is hardly any scope for disputes.

The solid waste collected from the class rooms will be put in a collection bin by the students. The areas excluding the class rooms will also be cleaned regularly by students. The municipal workers will collect the solid waste from the college every morning. On Saturdays there will be a **Swachchatha (Cleanliness) Activity** to clean the surroundings of the college. The NSS, Youth Red Cross, Rangers wings of the college also join hands with the staff and students in strengthening the practice. Annually the college organize a competition and award a prize for the class that puts in best efforts for housekeeping activities. **SwachchBharathAbhiyaan** has added flavour and boosted the morale of students to participate in the practice.

5. Evidence of Success

It is hardly possible to quantify every quality in this world. Likewise, there is no quantitative tool available to measure the success of this practice. But there are many positive outcomes from the practice. The attitudinal change that has taken place in students' mindset by this practice is commendable. Even the students coming from well to do families, who initially show some hesitation, have enjoyed the positive effects of the practice later. The practice teaches the students the self-reliance and the importance of physical work.

The practice also saves the exchequer a lot of money which would have been expended if labourers were to be hired for housekeeping related activities. To specify, there is only one lady employed through College Development Committee for housekeeping activities of the college. This gives the students a satisfaction of service and contribution to the institution in particular, and to the society in large, as a return to the education they are getting from the institution. Over and above, many of the parents have expressed their happiness during their interactions with the mentors about the changes that they are observing in their wards towards housekeeping and allied responsibilities at home.

6. Problems Encountered and Resources Required

There are no noticeable problems associated with this practice. Even though a very small percentage of students hesitate to be a part of this practice initially, they have accepted it and realized the qualitative growth in their attitude later. No extra or special resources are required for this practice.

7.3 Institutional Distinctiveness

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

Response:

Vision Statement of the College

“To empower women so as to achieve excellence and imbibe virtues of discipline, commitment to social values and willingness to contribute to the well-being of society”.

Empowerment of women means enhancement of the overall position, status and condition of women in every sphere of life. When women contribute equally along with men for the benefit of the family, and in turn the society, the world would surely become a better place to live. Today more and more girls are studying in schools and colleges and also go away from home, even to foreign countries for higher studies. Women are getting higher education and gaining better positions in society. Higher education is the primary requirement in women empowerment and creating a safe and secure environment for their study is very essential step in this direction.

As a reflection to the above facts, the enrolment to this college is increasing every year. Students are coming from faraway places ranging from nearby taluks to neighbouring districts. Majority of the students are opting this college because it's a women's college equipped with a good team of efficient and dedicated teachers. Most of the students are coming from rural background, conservative families where even today female education is discouraged. Many of the students are the first generation learners in their family to enter into higher education. They get the chance to study because it is a Women's College run by government where students need not pay any tuition fee. But for this college, many of them would not have received higher education. Besides, there are many financial assistance schemes provided by the Government in the form of scholarships. The college is offering post-graduation degrees in various subjects such as History, Political Science, Commerce, and Mathematics. So students need not go to private institutions or to Universities to get a Master's degree. Opportunities are provided to the students to participate in self-employment programmes, leadership training programmes, competitive examinations training, personality development programmes, etc. This will help them to settle down in their life in a better way. A large number of former students are working in private companies, banks and government sector and contributing to their family income.

By educating rural women, rural economy of the country improves. It has been seen from the last few years that involvement of educated women in various activities helps the country to move towards economic and social balance in development. Female education also contributes towards health and wellbeing of the family. By getting education, women also contribute to the nation building process and contribute to the gross domestic product. An educated woman can look after herself better during pregnancy. She can provide her children with good food and better education. Hence it is said **“educating a**

girl child is equivalent to starting a school”. Educated women are considered active in knowing political matters as well. They know their rights and are able to defend themselves better in the male dominated competitive world.

NAAC

5. CONCLUSION

Additional Information :

No additional information

Concluding Remarks :

The College which was started on 06-09-2003 has completed fourteen meaningful years in the service of the students. The institution offers under-graduate and post-graduate courses. The college provides fair access to higher education to girls without any discrimination. There are 121 qualified lecturers to carry out the process of teaching, learning and evaluation. The teachers adopt innovative teaching techniques for creating a vibrant learning culture. Ample importance has been given to co-curricular and extracurricular activities. The institution has bagged 26 ranks at the University level during the last five years. There are 11 faculty members with Ph.D. and three teachers who have been recognized as Ph.D. guides. Many teachers are pursuing doctoral studies. Extension activities of the college are carried out by the NSS Units, Scouts and Guides, Youth Red Cross Wing and NCC Wings. The college has adequate infrastructure in terms of land and built-up areas, well-furnished classrooms, laboratories, fields for sports/games, library, ICT facilities etc. Students are supported through several measures like orientation course, mentoring, scholarships, canteen and placement activities. The college is committed to promotion of gender equity and women empowerment, safety of students, counselling for needy students, eco-sensitive attitude towards waste management and an eco-friendly campus. The growth of the institution could be assessed from the fact that the college that started in 2003-04 with a meagre strength of 93 has risen to 2088 students in 2016-17. Truly, the institution is a forerunner of female education.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.2	<p>Number of certificate/diploma program introduced during the last five years</p> <p>1.1.2.1. Number of certificate/diploma programs introduced year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>3</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>2</td> </tr> </tbody> </table>	2016-17	2015-16	2014-15	2013-14	2012-13	0	0	0	0	3	2016-17	2015-16	2014-15	2013-14	2012-13	0	0	0	0	2
2016-17	2015-16	2014-15	2013-14	2012-13																	
0	0	0	0	3																	
2016-17	2015-16	2014-15	2013-14	2012-13																	
0	0	0	0	2																	
1.1.3	<p>Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years</p> <p>1.1.3.1. Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>7</td> <td>8</td> <td>4</td> <td>6</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>3</td> <td>1</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	2016-17	2015-16	2014-15	2013-14	2012-13	6	7	8	4	6	2016-17	2015-16	2014-15	2013-14	2012-13	2	3	1	0	0
2016-17	2015-16	2014-15	2013-14	2012-13																	
6	7	8	4	6																	
2016-17	2015-16	2014-15	2013-14	2012-13																	
2	3	1	0	0																	
1.2.1	<p>Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years</p> <p>1.2.1.1. How many new courses are introduced within the last five years</p> <p>Answer before DVV Verification : 1</p> <p>Answer after DVV Verification: 1</p> <p>Remark : Documents uploaded.</p>																				
1.2.2	<p>Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented</p> <p>1.2.2.1. Number of programs in which CBCS/ Elective course system implemented.</p>																				

	<p>Answer before DVV Verification : 13 Answer after DVV Verification: 13</p> <p>Remark : Documents provided.</p>																				
1.2.3	<p>Average percentage of students enrolled in subject related Certificate/ Diploma programs/Add-on programs as against the total number of students during the last five years</p> <p>1.2.3.1. Number of students enrolled in subject related Certificate or Diploma or Add-on programs year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 589 1048 723"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>90</td> <td>0</td> <td>40</td> <td>830</td> <td>292</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 801 1048 936"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>90</td> <td>0</td> <td>40</td> <td>830</td> <td>292</td> </tr> </tbody> </table> <p>Remark : Documents provided.</p>	2016-17	2015-16	2014-15	2013-14	2012-13	90	0	40	830	292	2016-17	2015-16	2014-15	2013-14	2012-13	90	0	40	830	292
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90	0	40	830	292																	
2016-17	2015-16	2014-15	2013-14	2012-13																	
90	0	40	830	292																	
1.3.2	<p>Number of value added courses imparting transferable and life skills offered during the last five years</p> <p>1.3.2.1. Number of value-added courses imparting transferable and life skills offered during the last five years</p> <p>Answer before DVV Verification : 6 Answer after DVV Verification: 6</p> <p>Remark : Documents provided.</p>																				
1.3.3	<p>Percentage of students undertaking field projects / internships</p> <p>1.3.3.1. Number of students undertaking field projects or internships</p> <p>Answer before DVV Verification : 1194 Answer after DVV Verification: 1194</p> <p>Remark : Documents uploaded.</p>																				
1.4.1	<p>Structured feedback received from</p> <p>1) Students, 2)Teachers, 3)Employers, 4)Alumni and 5)Parents for design and review of syllabus-Semester wise/ year-wise</p> <p>Answer before DVV Verification : C. Any 2 of the above Answer After DVV Verification: E.None of the above</p>																				
1.4.2	<p>Feedback processes of the institution may be classified as follows:</p>																				

	<p>Answer before DVV Verification : B. Feedback collected, analysed and action has been taken Answer After DVV Verification: E. Feedback not collected</p>																				
2.1.1	<p>Average percentage of students from other States and Countries during the last five years</p> <p>2.1.1.1. Number of students from other states and countries year-wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>1</td> <td>2</td> <td>1</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>1</td> <td>2</td> <td>1</td> <td>0</td> </tr> </tbody> </table> <p>Remark : Documents uploaded.</p>	2016-17	2015-16	2014-15	2013-14	2012-13	2	1	2	1	0	2016-17	2015-16	2014-15	2013-14	2012-13	2	1	2	1	0
2016-17	2015-16	2014-15	2013-14	2012-13																	
2	1	2	1	0																	
2016-17	2015-16	2014-15	2013-14	2012-13																	
2	1	2	1	0																	
2.3.3	<p>Ratio of students to mentor for academic and stress related issues</p> <p>2.3.3.1. Number of mentors Answer before DVV Verification : 39 Answer after DVV Verification: 39</p> <p>Remark : Documents uploaded.</p>																				
2.4.2	<p>Average percentage of full time teachers with Ph.D. during the last five years</p> <p>2.4.2.1. Number of full time teachers with Ph.D. year-wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>9</td> <td>8</td> <td>7</td> <td>8</td> <td>6</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>9</td> <td>8</td> <td>7</td> <td>8</td> <td>6</td> </tr> </tbody> </table> <p>Remark : Documents uploaded.</p>	2016-17	2015-16	2014-15	2013-14	2012-13	9	8	7	8	6	2016-17	2015-16	2014-15	2013-14	2012-13	9	8	7	8	6
2016-17	2015-16	2014-15	2013-14	2012-13																	
9	8	7	8	6																	
2016-17	2015-16	2014-15	2013-14	2012-13																	
9	8	7	8	6																	
3.1.2	<p>Percentage of teachers recognised as research guides at present</p> <p>3.1.2.1. Number of teachers recognised as research guides Answer before DVV Verification : 3 Answer after DVV Verification: 3</p> <p>Remark : Documents uploaded.</p>																				

3.1.3	<p>Number of research projects per teacher funded, by government and non-government agencies, during the last five year</p> <p>3.1.3.1. Number of research projects funded by government and non-government agencies during the last five years Answer before DVV Verification : 3 Answer after DVV Verification: 2</p>																				
3.2.2	<p>Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the last five years</p> <p>3.2.2.1. Total number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years Answer before DVV Verification:</p> <table border="1" data-bbox="306 707 1046 842"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>0</td> <td>1</td> <td>1</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 920 1046 1055"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>00</td> <td>00</td> <td>00</td> <td>00</td> <td>00</td> </tr> </tbody> </table> <p>Remark : Provided information not come under IPR and IAI</p>	2016-17	2015-16	2014-15	2013-14	2012-13	3	0	1	1	0	2016-17	2015-16	2014-15	2013-14	2012-13	00	00	00	00	00
2016-17	2015-16	2014-15	2013-14	2012-13																	
3	0	1	1	0																	
2016-17	2015-16	2014-15	2013-14	2012-13																	
00	00	00	00	00																	
3.3.4	<p>Number of research papers per teacher in the Journals notified on UGC website during the last five years</p> <p>3.3.4.1. Number of research papers in the Journals notified on UGC website during the last five years Answer before DVV Verification:</p> <table border="1" data-bbox="306 1413 1046 1547"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>12</td> <td>9</td> <td>8</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1626 1046 1760"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>4</td> <td>3</td> <td>3</td> <td>2</td> </tr> </tbody> </table> <p>Remark : Given input according to provided documents.</p>	2016-17	2015-16	2014-15	2013-14	2012-13	5	12	9	8	0	2016-17	2015-16	2014-15	2013-14	2012-13	3	4	3	3	2
2016-17	2015-16	2014-15	2013-14	2012-13																	
5	12	9	8	0																	
2016-17	2015-16	2014-15	2013-14	2012-13																	
3	4	3	3	2																	
3.4.2	<p>Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years</p> <p>3.4.2.1. Total number of awards and recognition received for extension activities from Government /recognised bodies year-wise during the last five years</p>																				

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
1	3	1	1	0

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
1	3	1	1	0

Remark : Documents uploaded.

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

3.4.4.1. Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
220	173	511	20	300

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
220	173	511	20	300

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

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

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
2	3	2	0	1

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
2	3	2	0	1

Remark : Documents uploaded

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : Documents uploaded

4.2.3 Does the institution have the following:

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

Answer before DVV Verification : B. Any 3 of the above
 Answer After DVV Verification: C. Any 2 of the above

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

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

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
65.25	112.18	24.75	222.48	188.54

Answer After DVV Verification :

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

0	0	0	0	0
---	---	---	---	---

Remark : Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component not duly sign by CA.

5.1.3 Number of capability enhancement and development schemes –

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

Answer before DVV Verification : D. Any 4 of the above

Answer After DVV Verification: E. 3 or less of the above

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

Answer before DVV Verification : Yes

Answer After DVV Verification: Yes

Remark : Documents Uploaded.

5.2.1 Average percentage of placement of outgoing students during the last five years

5.2.1.1. Number of outgoing students placed year-wise during the last five years

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
7	46	6	0	0

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
7	46	6	0	0

Remark : Documents provided.

5.2.2	<p>Percentage of student progression to higher education (previous graduating batch)</p> <p>5.2.2.1. Number of outgoing students progressing to higher education Answer before DVV Verification : 240 Answer after DVV Verification: 240</p> <p>Remark : According to provided documents, but required documents are not provided.</p>																				
5.3.1	<p>Number of awards/medals for outstanding performance in sports/cultural activities at national / international level (award for a team event should be counted as one) during the last five years.</p> <p>5.3.1.1. Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 748 1046 882"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>4</td> <td>2</td> <td>8</td> <td>6</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 960 1046 1095"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>1</td> <td>2</td> </tr> </tbody> </table>	2016-17	2015-16	2014-15	2013-14	2012-13	6	4	2	8	6	2016-17	2015-16	2014-15	2013-14	2012-13	0	0	0	1	2
2016-17	2015-16	2014-15	2013-14	2012-13																	
6	4	2	8	6																	
2016-17	2015-16	2014-15	2013-14	2012-13																	
0	0	0	1	2																	
6.2.3	<p>Implementation of e-governance in areas of operation</p> <ol style="list-style-type: none"> 1. Planning and Development 2. Administration 3. Finance and Accounts 4. Student Admission and Support 5. Examination <p>Answer before DVV Verification : A. All 5 of the above Answer After DVV Verification: E. Any 1 of the above</p>																				
6.5.3	<p>Average number of quality initiatives by IQAC for promoting quality culture per year</p> <p>6.5.3.1. Number of quality initiatives by IQAC for promoting quality year-wise for the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 1731 1046 1865"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>3</td> <td>3</td> <td>3</td> <td>3</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1944 1046 2078"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>00</td> <td>00</td> <td>00</td> <td>00</td> <td>00</td> </tr> </tbody> </table>	2016-17	2015-16	2014-15	2013-14	2012-13	3	3	3	3	3	2016-17	2015-16	2014-15	2013-14	2012-13	00	00	00	00	00
2016-17	2015-16	2014-15	2013-14	2012-13																	
3	3	3	3	3																	
2016-17	2015-16	2014-15	2013-14	2012-13																	
00	00	00	00	00																	

Remark : Provided documents in regional language , Provide only quality initiatives by IQAC.

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

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

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
1	3	3	0	0

Answer After DVV Verification :

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

Remark : Not provided activity report and photos of each activity year wise. Provided document not consider

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

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

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
0.465	0.304	0.65	1.64	0.50

Answer After DVV Verification :

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

Remark : Provide the budget extract of audited statement specifically towards expenditure on green initiatives and waste management not duly certified by chartered accountant .

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

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
9	6	4	3	3

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
04	03	03	03	02

Remark : NSS and NCC activity not consider here.

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

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

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
6	10	9	3	4

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
06	010	07	02	02

Remark : NSS and NCC activity not consider here

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

Answer before DVV Verification : Yes

Answer After DVV Verification: Yes

Remark : Provide code of conduct in English language.

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

Answer before DVV Verification : Yes

Answer After DVV Verification: Yes

Remark : Link provided along with core values.

2.Extended Profile Deviations

ID	Extended Questions
1.4	Unit cost of education including the salary component(INR in Lakhs) Answer before DVV Verification : 29204.65 Answer after DVV Verification : 0
1.5	Unit cost of education excluding the salary component(INR in Lakhs)

Answer before DVV Verification : 3124.83

Answer after DVV Verification : 0

NAAC