



**SHRI DHARMASTHALA
MANJUNATHESHWARA COLLEGE, (AUTONOMOUS)
UJIRE - 574 240, KARNATAKA**

Re-accreditation Report
Part II
Evaluative Report

**Submitted to
National Assessment and Accreditation Council
P.O. Box, No. 1075, Nagarbhavi, Bangalore - 560072**

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Part II Evaluative Report

Index

A. Executive Summary	04
B. Criterion-wise Evaluative Report	
1. Criterion I: Curricular Aspects	15
2. Criterion II: Teaching-Learning and Evaluation	47
3. Criterion III: Research, Consultancy and Extension	73
4. Criterion IV: Infrastructure and Learning Resources	113
5. Criterion V: Student Support and Progression	140
6. Criterion VI: Governance and Leadership	161
7. Criterion VII: Innovative Practices	188

Enclosures

C. Evaluative Reports of the Departments

D. Declaration by the Head of the Institution



Executive Summary

The self-study report is the reflection of the institutional practices evolved from the organizational vision and mission and the efforts adopted to translate goals into programmes for achieving desired objective.

SDME Society which manages **40 educational institutions** of diverse nature is headed by the **Padmabhushana awardee, Dr. D. Veerendra Heggade**, Dharmadhikari of Sri Kshethra Dharmasthala. Under his visionary leadership, the governing council consisting of Vice-President, Secretaries and members, formulates and implements schemes and policies and provides necessary facilities for imparting quality education. The unique mode of governance of SDM Institutions is based on the **mutual trust, transparency and decentralization with accountability**, at every level. During the planning of various developmental activities there is free flow of ideas and sharing of thoughts ensuring involvement, functional efficiency and qualitative growth.

The College assessed with ‘A’ grade by the National Assessment and Accreditation Council was granted **College with Potential for Excellence** and **Autonomous Status** by UGC. It is also the recipient of the **Best College Award** by FJEI and **Bio-Diversity Award** by the Government of Karnataka.

The College was established in 1966 by late Sri D. Rathnavarma Heggade, the then Dharmadhikari of Sri Kshetra Dharmasthala, with the motto “**Samyak Dharshana Jnana Charithrani**” meaning “**integration of right perception, right knowledge and right conduct**”. Since then the institution has successfully created awareness about the need for higher education in Belthangadi taluk, the otherwise educationally backward region of the state.



The college started with 165 students and 13 teachers has grown multi-fold over a period of 43 years.

The institution redefines its vision from time to time to be in tune with the changing regional and national needs without compromising on the founders perspectives as reflected in its motto. The redefined vision of the institution is **Empowerment through competency building with ethical foundation.**

The smooth functioning and the vision orientation of the institution are ensured through the **Internal Quality Assurance Cell** which has **10 committees and 28 sub-committees**. In accordance with the guidelines of the autonomous scheme, statutory bodies like **Governing Body, Finance Committee, Academic Council and Board of Studies** have been constituted. The positive and constructive suggestions made by the members of these bodies truly complemented the institutional academic initiatives such as the introduction of **new PG and UG programmes, Interdisciplinary short term courses, on-line test, continuous evaluation and establishment of study centers.**

The College currently offers 5 UG, 6 PG, M.Phil and Ph.D programmes with a wide range of combinations and **32** subject options. With a view to provide opportunity for skill development and horizontal mobility, **64 choice based interdisciplinary** short term courses have been designed and offered. Keeping in mind the interest of the learners and the contemporary needs **2 UG and 4 PG** courses and **M.Phil and Ph.D programmes** were introduced in **the last 5 years**. The students have option for parallel learning and vertical growth as the college is the partnering institute of **IGNOU** (Indira Gandhi National Open University) and has **KSOU Study Centre** (Karnataka State

Open University). Students are encouraged to take-up on the job training, summer internship programme and block placements for the practical exposure of the working environment. Value education component is integrated in the curricular and extra curricular activities of the institution. **Social equity, national development and ICT** are the major considerations while designing the curriculum and conduct of various activities. The College follows **credit based semester pattern** of examinations with **70 % marks for the term end exam and 30% for internal assessment**. The **continuous evaluation system** is adopted to keep the students academically focussed.

The institution has developed **automated feedback system** to ensures the academic excellence in tune with its vision. The information about the institution is made known to the stakeholders through the prospectus, college website **www.sdmcejire.in**, e-Journal, bulletin board and advertisements. The admission procedure of the college is very transparent. The reservation policy of the government is strictly adhered to. The economically and socially backward and the physically challenged are given special incentives and greater weightage during admission.

ICT is optimally used in the whole process of teaching, learning and evaluation. Some of the ICT enabled facilities include well furnished **audio-visual rooms, smart board, media centre, language lab, browsing center and the EDUSAT interactive terminal**. The contribution of the trained faculty in the creation of the repository of digital learning resources like **CAL packages** and **e-content** is considerable. The **TV news bulletin** produced in-house by the students every week gives them the required practical experience. The EDUSAT interactive terminal is a great opportunity for the institution to

get the expertise of eminent scholars and is a unique learning experience for the students.

The additional teaching support is provided through **bridge course, remedial drill and mentorship**. Advanced learners are given the recognition of **student faculty** and opportunities to organize the co-curricular activities. Students are given maximum opportunity to participate in the academic process through the student seminars, projects, quizzes, field visits, group discussions and other curricular activities. The various participatory teaching methods of the institution are documented in the form of **SDMC Teaching Manual**. The teachers are encouraged to participate in the **faculty development programmes** to keep abreast of the latest developments in the subject.

Though research was encouraged and appreciated in the institution right from its inception, during the last five years greater thrust is given to it by providing additional facilities. Research and development has been integrated in the institutional academic system. It is gratifying to note that **65%** of the faculty have either completed or registered for M.Phil. / Ph.D. **Five departments are recognized as research centers and eight staff members as research guides by the Hampi and Mangalore Universities**. In addition, some of the teachers are the recognized Ph.D guides of other Universities. In the last 5 years 14 minor research projects have been completed and 11 projects are ongoing. 21 research articles and 59 books have been published by the various faculties.

The teachers are given maximum opportunity to participate in the university, state and national level academic seminars and conferences. It is the institutional practice to organize academic events regularly with external and

internal funding. In **the last five years 85 seminars/ conferences/ workshops** have been organized.

To make the students inquisitive and develop self learning skills, compulsory **student research project** is introduced through which **473 projects have been completed in the last 4 years.** The students are provided with necessary facilities for research through the establishment of various learning centers like Basic Research and Instrumentation Centre (BRIC), Center for Rural Studies (CRS), Technical Resource Centre (TRC), Centre for Political Empowerment (CPE), Prakrutha Adyayana Centre (PAC) and Centre for Studies on Ancient Wisdom. The visible impact of this initiative is that our students get selected every year for the summer research projects in the reputed research organizations like Indian Institute of Science (IISc), Central Food Research and Training Institute (CFTRI), Defence Food Research Lab (DFRL) and Central Plantation Crop Research Institute (CPCRI). An arboretum, (ex-situ conservation of plants) is developed in 10 acres of land wherein the rare and endangered plants of Western Ghats are conserved. It is a place students and general public often visit for both scientific reasons and aesthetic beauty.

The teachers provide **honorary consultancy** in their area of specialization. The department of Psychology provides consultancy service to the Integrated School at Mangalore. Through the department of History **17 stone inscriptions have been deciphered** at the behest of local people. The Technical Resource Centre acts as a link between the scientists and the agriculturists. The department of Physical Education provides consultancy service to the schools of Belthangady taluk. It also arranges **special vocational**

coaching camps to nurture young talents. The Institution has established a very good rapport with the neighbouring colleges and keeps sharing its best practices with them.

Community service is considered as the **institutional social responsibility**. Besides NSS, NCC, Rovers and Rangers, and Youth Red Cross, all the departments undertake extension activities in their areas of expertise. The institution maintains a very close and healthy linkage with government, non-government and other service organizations, through which useful programmes are being undertaken within and outside campus. Through **Swasthaya Sankalpa, a distinctive programme of NSS to create awareness on drug abuse, 30,000 students of the district have been covered in one year.** It is an ongoing programme of the institution. Necessary planning is being made to extend it to the state through the NSS units of the various colleges and universities.

The majestic college building is located in a lush green campus in the back drop of Western Ghats. Incremental additions are made to its infrastructure to cater to the increasing needs. There are **48 well ventilated classrooms, 22 staff rooms and 25 laboratories.** Sports facilities include **the state - of - the art geodesic model indoor stadium, outdoor stadium, 400 meters track,** separate warm up grounds, **multi-gym, weight lifting room** and facilities for outdoor games. Twenty four hour power supply is ensured **by 2 generators and 6 UPS systems. Two rest rooms for girls and one for boys** are provided within the campus. Drinking water facility is provided at the important corners through **7 water coolers.** All the basic amenities like **canteen, co-operative stores, bank, post office, printing facilities and ATM**

are available within the campus. The entire infrastructure is **maintained spic and span** through a team of maintenance staff. The optimal utilization of the infrastructure is ensured.

To meet the ICT needs of the students, the college has established **5 computer labs (180 computers), a language lab (36 Computers) and a browsing centre (44 computers)** having broadband connectivity with **Wi-Fi facility**. The necessary support for developing e-Content is provided by the media centre established for training the students for electronic media. **All the departments are provided with computers, inter-com, internet and intranet facilities.** In total there are **340 computers in the campus** catering to the diverse needs.

The spacious and well designed **library is housed in an independent block.** Four reading halls, a reference section and a research wing provide ample reading space. Library has a rich collection of **78,779 books** with **51,456 titles** which includes **1,800 books of archival value. 93 journals** and **103 magazines** are subscribed. In addition, the library has access to British Library, American Library and Mangalore University Library through the annual membership. The digital learning resources include CD's, CAL packages, e-Content and the classified resource in D-space. The library is **fully computerized, and the books are bar coded.** Open access system is adopted for reference books. User-orientation Training in the beginning of the academic year and the service minded approach of the library staff make the library a preferred learning resource centre. **Library is kept open between 8.30 a.m. and 5.30 p.m.** on all the working days. The facility of the library is extended to the employees of the sister institutions and also

general public and reference books are issued to the students for overnight reference to ensure optimal use. **Twenty different services** are extended by the library for the benefit of the library users.

Outstation students are provided with accommodation in **2 hostels, one for boys and another for girls. The boys' hostel imparts life education in gurukul model** where the students are given moral and philosophical education. Students are given training in maintaining a dairy and exposed to agricultural farming along with their studies. Both the hostels have **generator, boiler and recreation facilities.** In addition to the medical service, two vehicles are made available to attend to the emergency needs. The counsellor pays periodic visit to the hostels to attend to the needs of the students.

The institution has taken all the care to provide a **learning ambience. The academic performance of the college has been consistently above the university average with several departments securing 100% results.** During the last 43 years the institution has bagged **115 ranks** with **22 ranks** in the last five years. To make the students competent and employable, the institution has established a **Human Resource Development Cell, Language Lab, Basic Computer Training Centre, Women Development Centre, Career Guidance and Placement Cell and Counselling Centre** through which training programmes are arranged to all the students at no cost. The career guidance centre of the college is the recipient of the **Best Career Guidance Centre Award** in Rotary International District 3,180 **for 6 years.** Entrepreneurship development training (EDP), visit to the production units of

SHGs and skill development training are some of the competency building activities of the above centers.

The annual calendar of events of the institution is meticulously planned, well in advance and it is made available to the students through the college calendar. The college website www.sdmcujiire.in also provides necessary information to the students. The results of term end examinations are announced through the website. The students are given timely information about the various scholarships and other facilities.

The college has a strong alumni association. The institution has developed a healthy rapport with the alumni by networking through a fortnightly e-journal. Interactions are arranged with the successful alumni to motivate and orient the students about career planning. The **mid-day meal scheme** which is initiated with the generous donation from the old students and the philanthropists benefits 300 students.

Ample opportunities for extra-curricular activities are provided through various student associations. **Yakshagana** (a folk art form) **team of the college has won awards at the university level for the last 11 years consecutively**. More than 90% of the students involve in one or the other activities of the college. **Sports Club** is established through the financial support of the management in order to nurture the sports talents. **The outstanding sportsmen are provided with free education, boarding and lodging, coaching facilities and other incentives which have enabled them to excel at the state and national levels.** In the last 5 years **23 national and 29 state level prizes** have been bagged by the students. The women's team of the college has secured **Outstanding Performance Award** consecutively for



the last 3 years at the university level. Opportunities for sharpening the art of expression are provided through **24 wall magazines** and the **college magazine**. The college magazine has won **The Best Magazine Award** consecutively for **the last 9 years at the university level**.

The progress of the institution and the stakeholders satisfaction could be achieved through strategic planning, clearly defined short term and long term goals and free and open sharing of thoughts and ideas. A very cordial relationship exists among the students, the staff and the management. The institution is an ever growing organizational entity, of which, the future developmental agenda has been clearly chalked out. **The important phases of growth planned for the next 5 years include – construction of 2 hostels, construction of an exclusive P.G. block and research centre, introduction of two P.G. programmes - one in basic science and one in humanities and restructuring of UG programmes to meet the contemporary needs.**

The institution, with the supportive management having progressive vision, highly committed and enthusiastic faculty and the students with a definite focus, is making sincere efforts to be positioned at a higher level of excellence.

Realizing Our Vision

Empowerment through competency building with ethical foundation.

Through Our Mission

1. Providing infrastructural facilities to meet the contemporary needs.
2. Inculcating the spirit of inquiry.
3. Adopting learner centred approach.
4. Improving the quality of teaching learning and evaluation through ICT for effectiveness.
5. Practising fair and just methods of assessment and evaluation.

6. Enhancing growth opportunities for employability.
7. Nurturing research culture.
8. Sustaining transparency in institutional governance.
9. Fostering value practices and social responsibility.
10. Focusing on continuous improvement through comprehensive feedback.

Our Stakeholders



CRITERION I

CURRICULAR ASPECTS

Criterion I: Curricular Aspects:

1.1 Curricular Design and Development

1.1.1 State the vision and mission of the institution



Vision:

Empowerment through competency building with ethical foundation.

Mission:

- Providing infrastructural facilities to meet the contemporary needs.
- Inculcating the spirit of inquiry.
- Adopting learner centred approach.
- Improving the quality of teaching, learning and evaluation through ICT for effectiveness.
- Practising fair and just methods of assessment and evaluation.
- Enhancing growth opportunities for employability.
- Nurturing research culture.
- Sustaining transparency in institutional governance.
- Fostering value practices and social responsibility.
- Focusing on continuous improvement through comprehensive feedback.

1.1.2 What are the goals and objectives of the institution? How are they made known to the various stakeholders?

A) Goals and objectives

- To reach the unreached.
- To promote national development.
- To contribute to the knowledge pool.
- To inculcate civic sense.
- To enable all-round development

B) Goals and objectives are made known to the stakeholders by the various programmes of the institution

To the staff – The goals and the objectives of the institution are shared with the faculty in the staff orientation programmes, monthly staff meetings, regular HOD's and IQAC meetings, and also through the appointment letters issued to the newly recruited staff.

To the students – The students get to know about the goals and objectives through the student interactions, induction programmes, college prospectus and calendar, parent – teacher interactions, value education programmes, display of vision, mission and values at the entrance and other prominent places.

To the parents – The parents come to know about the goals and objectives during the PTA meetings and through the college **active website**, e-Journal and college magazine.

To the public – The public become familiar with the goals and objectives through their participation in the college public functions

like college Day celebrations, NSS Camps, Tournaments, Meets and other outreach programmes.

1.1.3 How the institutional goals are translated into the academic programme, research and extension activities of the institution?

The Curriculum design and development is in tune with the goals and objectives of the institution

- **Five new UG and Six PG programmes, M.Phil and Ph.D. programme** introduced not only provide wide options but also enable the academically underprivileged to pursue their higher studies.
- Subjects such as **Computer Science, Bio-Technology, Insurance and Banking, Rural Development, Business Management and topics such as Micro-finance, Intellectual property Rights, e-Journalism** are introduced to ensure wide employment options to the students in view of national development.
- While designing and developing the curriculum the major guiding portals are **employment, self-employment, competency building, skill development, human resource development and the empowerment of the underprivileged.**
- **Mandatory Student Research Projects (473 projects** have been completed during the last three years), **4 departments** actively involved in research activity (**26 Ph.D. scholars, 06 M.Phil scholars**), **11 ongoing** minor research projects and **14 completed, 21 research publications** and staff participation in seminars and

workshops and subscription to **93 journals** are the research initiatives of the institution.

- **Free computer literacy programme, free communicative skill training programme**, extra – curricular activities through 2 NCC Units, 2 NSS Units, Rovers and Rangers, Youth Red Cross Society, Hobby Circle, Dramatics, Literary association and subject associations are integrated in the academics as they equip the students better for contributing to regional and national development.

1.1.4 What are the major considerations addressed by the goals and objectives of the institution? (Intellectual, Academic, Training, access to the Disadvantaged, Equity, Self Development, Community/ National Development, Ecology and environment, value orientation, Employment, ICT introduction, Global demands, etc.)

The goals and objectives of the institution focus on -

Intellectual: Spacious and well stacked library with **78,779 collections**. Research centres and Learning centres promote research culture and competency development.

Academic: Developing the curricula, conducting academic conferences, participating in refresher/ orientation courses and introducing innovative courses. **64 interdisciplinary short term certificate courses** are introduced.

Training (skill development): Programmes on global skills, soft skills, language skills and research methodology impart the skills required.

Access to the Disadvantaged: Free boys' hostel for economically backward and meritorious students and free accommodation at ladies hostel for students from backward regions. Other facilities available are Counselling services through trained counsellors and Mentors, Midday Meals Scheme, Special Training Programmes for the disadvantaged.

Equity: Co-education, celebration of all national festivals, adhering to reservation policy of the Government, practising dress code and establishment of Women Development Cell to address the gender equity.

Self Development: Personality development programmes, student research projects; participation in competitions at collegiate and inter collegiate levels, student faculty and student seminars ensure self development of the students.

Community/National Development: Two NCC Units, two NSS Units, Rovers and Rangers and Youth Red Cross Society train the students about community and national development. Students' representation at state and national level events like Republic Day parade, National Integration camps and extension activities provide greater exposure.

Ecology and Environment: Green campus, Arboretum, a project for conservation of rare and endangered species in 10 acres of land, Rain

water harvesting in hostels and campus, Conducting environment related programmes and subscription to journals/ magazines related to ecology and environment.

Value orientation: Value speak – Presentation by the students in the beginning of the 1st hour everyday; **Value write-ups** – Display of students' articles on values; **Morning prayer**; **Swasthya Sankalpa** – a programme to create awareness about drug abuse [30,000 students covered under this project]; Lecture series; promotion of local folk-art like **Harikatha** and **Yakshagana**; arranging drama and movie shows; Display of placards on values; Guest lectures on values and propagating SDMC value concepts.

Employment: Campus interviews, Career Orientation through Career Guidance Cell are arranged. Skill Enhancement Programmes and Placement Training are also conducted.

Information and Communication Technology: Fully furnished 6 AV rooms, use of smart boards, media centre with multimedia studio for e-Content development, EDUSAT centre, language lab with 35 computers, Community radio, Intranet/internet facility, Digital library, Library computerization, Online tests, Subscription to e-Journals, Online attendance and office automation.

Global Demands: Language lab for enhancing communicative skills and **Computer centre** for computer literacy. Placement assistance, Syllabus redesigning, Career awareness and monitoring progress (CAMP) and Finishing School address global needs.

1.1.5 Does the curricula developed / adopted address the needs of the society and have relevance to the regional/national developmental needs?

Yes. In order to meet the regional and national developmental needs, the institution has taken initiatives to introduce free training programmes in **basic computer skills, communicative skills in English and human resources development**. Topics like Medicinal Chemistry Micro-finance, Bio-technology are introduced at UG and PG levels to equip the students for higher studies and research.

1.1.6 What percentage of the courses focus on experiential learning, including practical and work experience for overall development of students and what measures have been taken in the curriculum design?

All the courses emphasize on experiential learning and components of experiential learning in the various subjects vary from 30% to 80%.

The curriculum is redesigned regularly based on the consultations with practitioners, industrialists, academicians and feedback from the alumni. The innovative teaching practices of the institution are compiled in the form of **SDMC Teaching manual**.

1.1.7 How is employability ensured through curriculum design? Does the institution focus on multi skill development of students, in its programmes?

Autonomous status helped the departments to redesign the curriculum to enhance the employability of the students. Curriculum design is

based on inputs from experts, industrialists and professionals. Introduction of multidisciplinary certificate courses is an innovative academic initiative of the institution - **sixty four choice based interdisciplinary certificate courses** have been designed and offered.

1.1.8 Is there a provision for computer skills to be incorporated in the curriculum for all students?

Yes. All the students are offered **free basic computer training** through Computer Centre. The college established **5 computer labs having 180 computers**.

Institution has a multi-facility centre having **46 computers with 5 MBPS broadband internet connectivity**.

Departments such as Bio-Technology, Social Work, Journalism, Medicinal Chemistry, Statistics and Commerce have incorporated the computer application component in the curriculum.

1.1.9 List the twinning/ collaborative arrangements within and outside the country for various programme offerings?

The departments in association with universities and other institutions expand the study domain of students.

Study centers like **IGNOU, KSOU** are setup in the campus.

EDUSAT interactive terminal is established.

Department of Economics has **collaboration with SKDRDP, a leading NGO**. Department of Computer Science has **collaboration with RUDSETI** (Rural Development and Self Employment Training Institute).

PG. Department of Psychology has collaboration with integrated special school and hospital for the learning needs of the students

Department of English has **MOU with five other First Grade Colleges** for peer group study interactions.

Two Research Centers established are affiliated to Hampi University and Mangalore University.

The institution has British library, American Library and Mangalore University Library (INFLIBNET) membership.

Department of Commerce has collaboration with Commerce Alumni Association.

Department of Kannada has **collaboration with NINASAM** of Heggodu (an institution focusing on innovations in performing arts and literary criticisms) and **Murugharajendra Mutt of Chithradurga** for Sharana Sahithya related activities.

1.1.10 How are the global trends in higher education reflected in the curriculum? How do they help in developing global competencies among students?

- A The curriculum of the institution bears thrust on global trends. The institution provides exposure to global trends through the training, on **foreign languages like German and Chinese**. The institution also provides access to technology, scope for interactions with professionals, opportunity for field visits, on the Job Training (OJT) and summer internship/block placements.

Introduction of topics on emerging areas such as nanotechnology, Intellectual Property Rights, Micro Finance, Banking and Insurance, and e-Journalism is based on global trends.

- B. The global trends reflected in the curriculum prepare the students with global competencies. The indication is observed in the extensive use of ICT by Students, enhanced level of students' participation in academic activities and enhanced ability of self learning.

1.1.11 What thrust is given to 'Information and Communication Technology' in the curriculum for equipping the students for global competition?

The institution has given greater thrust to ICT in its curricula.

To equip the students for global competition, the college has established **6 AV rooms, EDUSAT Center, Media Centre, Language lab and Smart Boards. Online tests are also introduced** for student assessment.

Institution has a Multi- facility centre which offers Internet/ Intranet facility, online and offline computer facility. The campus is networked with Wi-Fi connectivity.

Institution encourages the **faculty to develop CAL Packages and adopt AV mode of teaching** (more than **1000 CAL packages** have been developed).

Institution has membership to Online Journals and other resources of British, American, ICFAI and Mangalore university Libraries (INFLIBNET).

1.1.12 What are the courses aiming to promote value education/social citizenship roles?

The institution is making all the efforts to promote value education through **morning prayer and value speak** (a student speaks on a value for 3 minutes) in all classes during the first hour.

The language and literature papers which are mandatory include stories, dramas and poems to promote values.

The mandatory papers on **Indian Constitution and Human Rights** and **Environment promote values and social responsibility**.

Short term courses such as **Home Management for Happy Living** and **Mental Health Management** aim at promoting family values.

1.1.13 How does the institution involve internal and external academics and experts from industry (employees) / service sector, in the curriculum development process?

Statutory Bodies such as Academic Council, Board of Studies are constituted involving both internal and external academicians, experts from industry and service sectors.

- a) The **Academic Council** of the college consists of the Principal as the Chairperson, Heads of the Departments as members, four senior teachers representing different faculties as members, four outside experts representing Industry, Commerce, Law, Education, Management nominee of the Governing Body, three nominees of the University as university nominee and a faculty member nominated by the principal as the member secretary.

b) **The Board of Studies** is the basic constituent of the academic system of the autonomous college. Every department in the college has a Board of Studies which includes Head of the Department concerned as the chairperson, all the teachers as members, two experts in the subject from outside the College/Institution nominated by the Academic Council as members, one expert is nominated by the Vice-chancellor from a panel recommended by the Principal or on his own as member, one representative from industry/corporate sector/allied area relating to placement as member and one Post-graduate meritorious alumnus nominated by the principal as member.

The members of BOS discuss and finalise the draft syllabus and forward it to the academic council for approval.

1.1.14 Specify the steps undertaken by the institution in the curriculum development process.(Need assessment, development of information database from faculty, students, alumni, employees and academic experts, and formalizing the decisions in statutory academic bodies)

- The institution has mechanism to assess the need by **collecting the feedback/inputs from faculty, students, alumni, industry and academic experts** through both formal and informal modes. **Active Website** of the institution has separate sections for feedbacks and suggestions.
- The institution also arranges from time to time, **Industry - institution interactions** to know the industry requirement.

- The members of these statutory bodies study model syllabus of UGC, syllabi of other universities and give suggestions for modifications in the syllabi.

1.1.15 How do Boards of Studies ensure the currency and relevance of the programme offerings?

Board of Studies ensures the currency and relevance of the syllabus by studying the current trends in entry of graduates to higher education, job opportunities and competitive exams.

BOS also analyses the feedback from recruiting agencies and employers.

1.1.16 Are women's issues incorporated in the curricula? If yes, what are the initiatives taken to introduce women- related issues/topics in the curriculum?

Wherever possible the women issues are incorporated in the curriculum. For example a paper titled **Women and Gender Equity** is introduced in MSW syllabus. A paper on Gender Equity is compulsory for 1st degree students. Topics on Women Counselling and Projects on Girl Child are included in the PG Psychology course. Topics on Women writers are included in the literature study.

1.2 Academic Flexibility

1.2.1 What is the range of programme options available to learners in terms of Degrees, Certificates and Diplomas? Give the cut off percentages for admission at the entry level.

The institution offers the following range of programme options to the students

UG courses

- 5 UG Courses- B.A., B.Sc., B.Com., BCA, BBM

18 Subjects are offered in B.A. and B.Sc.

PG courses

- 6 P.G. Courses – Master in Social Works, M.Sc. in Psychology, M.Sc. in Medicinal Chemistry, M.Sc. in Biotechnology, M.A. in Mass Communication and Journalism and M.Com in Insurance and Banking.

Cut off percentage

- 35% as per the university guidelines is the cut off marks for admission to UG courses.
- 45% as per the university guidelines is the cut off marks for admission to PG courses (35% for SC/ST).

Research programmes

- Research Programmes in the Department of Kannada, PG Psychology, Economics, Sanskrit, English and History. Admission is in accordance with university guidelines.

Certificate courses

- 64 Interdisciplinary Certificate courses are designed and offered.

1.2.2 Does the institution offer any self-financing programmes in the institution? List them.

Yes.

UG Courses

In the UG Programme the following subjects and courses are self financing:

- 1) Optional English in B.A.
- 2) Bio Technology in B.Sc.
- 3) Computer Application in B.Sc.
- 4) BCA Course
- 5) BBM Course

PG Courses

The following PG courses are self financing:

- 1) M.Sc. in Psychology
- 2) Master in Social Works
- 3) M.Sc. in Medicinal Chemistry
- 4) M.A. in Mass Communication and Journalism
- 5) M.Com in Insurance and Banking
- 6) M.Sc. in Biotechnology

The College also offers **free 64 interdisciplinary certificate courses out of which 25 courses are offered every semester.** Details are given below:

Department of English offers:

- Basic Communication Skills - I
- A Basic Course in Grammar -Part I

- A Basic Course in Grammar -Part II
- Advanced Course in Communication skills and Media Awareness
- A Course in Communication through Correspondence
- A Basic Course in Language Games
- A Basic Course in English Phonetics
- A Basic Course in Dictionary Use.

Department of Home science offers:

- Certificate course in Nutrition and Dietetics
- Certificate course in Interior Decoration
- Certificate course in Food Science and Nutrition

Department of Psychology (UG) offers:

- Certificate course in Study Skill Enhancement
- Certificate course in Mental Health Management
- Certificate course in Personality Development

Department of Statistics offers:

- Statistics for Arts students - I
- Certificate course in Probability
- Certificate course in Operation Research
- Certificate course in Demography
- Certificate course in Bivariate Data Analysis

Department of Computer science offers:

- Certificate course in Photoshop Elements

Department of Economics offers:



- Certificate course in SHG Mechanisms
- Certificate course in SHG Management
- Certificate course in Share Market

Department of Chemistry offers:

- Certificate course in Pharmaceutical Chemistry
- Certificate course in Biochemical Lab Technology

Department of Biotechnology offers:

- Certificate course in Vermi-Compost

Department of Journalism offers:

- Certificate course in Media Writing
- Certificate course in Photography and Videography (in association with the department of Kannada)
- Certificate course in Anchoring

Computer (Multi-Facility) Centre offers:

- Certificate course in Computer Fundamentals - I
- Certificate course in Computer Fundamentals - II

Department of Physics offers:

- Certificate course in Trends and Techniques of Digital Technology
- Certificate course in Basic Electronics
- Certificate course in Basic Astronomy

Department of Physical Education offers:

- Keep Fit
- Certificate course in Yoga Foundation

Department of Mathematics offers:

- Maths for Competitive exams-I
- Maths for Competitive exams-II
- Maths for Competitive exams-III

Department of Hindi offers:

- Certificate course in Hindi Communication
- Certificate course in Vyavaharika Hindi
- Certificate course in Karyalayi Hindi

Department of commerce offers:

- Certificate course in Basic Managerial skills-I
- Certificate course in Basic Managerial skills-II
- Certificate course in Basic Research Methods-I

Department of Botany offers:

- Certificate course in Mushroom Culture
- Certificate course in Grafting Technology
- Certificate course in Home Aquarium Building and Maintenance
- Certificate course in Bee - keeping

Department of Sanskrit offers:

- Certificate course in Astrology
- Gamaka Vahini

Department of History offers:

- Certificate course in Prakritha Studies
- Study of Rare Scripts-Brhmi, Kharosti and Urdu

Department of Kannada offers:

- Certificate course in Spardha Kannada
- Certificate course in Folklore – Its Culture and Preservation

Department of Political Science offers:

- Political Science for Competitive Examinations
- Local Administration
- Youth and Community Empowerment
- Youth and Women Empowerment

Department of PG Psychology offers:

- Certificate course in School Psychology
- Counselling for Substance Abuse
- Industrial Relations and Labour Law
- Principles of Management
- Academic Stress Management

1.2.3 How does the institution provide for flexibility in the use of a) Core options b) Elective options c) Supportive courses d) Allied courses e) Any other

Core options:

- Thirty six core options are available in B.A
- Six core options are available in B.Sc.
- B.Com., B.B.M., B.C.A. have mandatory subjects

Elective Options:

- In subjects like Mathematics, PG Psychology, M.S.W. and Commerce elective options are available.
- In language papers students are required to opt. English and any one language among Kannada, Hindi, Sanskrit and Additional English.

Supportive courses:

Students are required to study any **FOUR** certificate courses during their degree programme.

1.2.4 Does the institution provide flexibility for combining the conventional and distance mode of education for students, seek the combination of courses they are interested in.

Yes. Students are provided opportunities to enrol themselves for courses offered by IGNOU and KSOU. These study centers are established to enable students to take up distance education degrees/certificate courses.

1.2.5 Does the institution provide flexibility to students to move from one discipline to the other? Give details.

Maximum flexibility is provided in the choice of certificate courses.

1.2.6 Does the institution provide flexibility to pursue the programme with reference to the time frame (Flexible time for completion)

The regulations do not permit flexibility to enable the students to pursue the programme with reference to the time frame.

1.2.7 Does the institution have any provision for slow and disadvantaged learners? Give details.

Yes. The slow learners are provided with **additional library facilities, remedial coaching** in all the departments. The disadvantaged learners are provided with facility like classrooms in the ground floor and scribes for the blind.

1.2.8 How does the institution identify slow and advanced learners? Explain how additional help is provided to the slow learners to cope with the programme? How are the advanced learners facilitated to meet the challenges?

- Slow and advanced learners are identified through evaluation, class performance and class presentations.
- **Slow learners** are counselled initially by the mentors and later by professional counsellors if needed. They are given assignments remedial coaching and exercise to enhance their self esteem.
- **Advanced learners** are motivated by recognitions, student faculty programmes, extending additional book facility, providing opportunities to represent the college in the inter-collegiate contests and providing fee concession.

1.2.9 What are the options available for students to take additional/ supplementary / enrichment courses along with their regular curricula (Eg: Degree+ a Certificate, P.G. Degree+ a diploma)

- Options for additional /supplementary/enrichment courses along with their regular programmes are available. 64 Interdisciplinary Choice Based Certificate courses and the courses of **IGNOU** and

KSOU are available.(4 certificate courses are mandatory to all UG students)

- Indian Constitution Human Rights, Gender Equity and Environmental studies are also taught.

1.2.10 What value added courses are introduced which would develop skills, offer career training and promote community orientation?

Wherever possible, components that add value are being incorporated in the syllabi. 64 interdisciplinary short term certificate courses are introduced to enhance the employability, develop skills and promote community orientation.

1.2.11 Does the institution provide facilities for credit transfer, if the students migrate from one institution to another within or out side the country?

Yes. The institution provides facility of credit transfer to students who migrate from one institution to another within or outside the country.

1.2.12 State the curricular design and model adopted by the college in the organization of its curricula. Does the institution follow Annual system, Trimester System, Choice Based Credit System (CBCS) or semester system? Give details

- Curriculum focuses on knowledge input, skill component and flexibility
- Institution follows **credit based semester system**

1.3 Feedback Mechanism

1.3.1 How does the college obtain feedback from Students, Alumni, Employers/ Industries, Community, Academic peers?

The college has a well established mechanism to obtain feedback through both formal and informal mode. The details are given below:

Source	Area and Mode
Students	Students' appraisal of the staff, syllabus, infrastructure – Formal mode
Alumni	Alumni feedback through email, annual get-together, interactions – Informal mode
Employers/ industries	Feedback from the employers/industries- Informal Institution- industry interface- MSW - Formal mode
Community	Visitors diary – Formal mode PTA meetings – Informal mode
Academic peers	Members of BOS – Subject experts etc – Informal mode

- Software developed in-house is used to obtain and analyse the feedback.

1.3.2 How are the feedbacks segregated, analyzed and suggestions incorporated for improvement of the academic and administrative activities?

- The institution has developed software for easy and quick collection and analysis of feedback.
- Feedbacks are segregated and analyzed by the evaluation committee.
- The results of the students' feedback are given to the concerned staff for further improvement and the same is forwarded to BOS of the respective departments.

1.3.3 What are the initiatives taken by the faculty in the curriculum revision based on the feedback from the stakeholders?

- Introduction of new schemes of evaluation with the formal approval in BOS.
- PG psychology introduced **dissertation for 100 marks.**
- In language subjects topics on communicative skills are introduced.
- Introduction of 64 inter disciplinary certificate courses

1.4 Curriculum update

1.4.1 What is the frequency of syllabus revision?

After the grant of autonomy the college has revised syllabus **every year** .

1.4.2 How long does it take to introduce a new programme of study after it has been conceptualized?

New programme of study is introduced within **one year** of its conceptualisation.

1.4.3 What is the composition of the Board of Studies? Specify PG and UG representation in the BOS, if there is only one BOS for both?

BOS Comprises of internal faculty as members, HOD as the chairman, subject expert, university nominee and representative from industry and an alumni as members.

BOS's for UG and PG Programmes are separate.

1.4.4 Does the institution use the UGC guidelines for developing or restructuring the curricula?

Yes. The guidelines are referred to while restructuring the curricula.

1.4.5 Does the institution refer national and international models for curriculum update?

Yes. The syllabus of other institutions/Universities of national/international repute and UGC is referred to while updating the curriculum.

1.4.6 What are the interdisciplinary courses introduced during the last five years?

The Curriculum was redesigned during **2008-09** academic year after the institution became autonomous. Limited interdisciplinary options are available to students in regulation. To complement this, 64 interdisciplinary certificate courses are introduced.

1.4.7 How does the institution ensure that the curriculum bears some thrust on national development?

All the departments have considered the national development as an important aspect in curricular design. For example Environmental Studies, Rural Development, Pollution and Energy Conservation, Human Rights, Gender Equity and Indian Constitution are the part of curriculum.

1.4.8 How are the existing courses modified to meet the emerging needs?

The focus of the curriculum is based on the emerging needs. The modified curriculum includes the following:

- Communicative skills in language subjects
- Electronic media in Journalism
- Websites are suggested as reference sources in the majority of the subjects.
- Practical components are included in most of the subjects
- Stress on computer literacy
- Project planning & management is introduced as a common paper in MSW course.
- Dissertation has been made compulsory in M.Sc. Psychology, M.Com and M.S.W. courses.
- Separate papers on Education Psychology, Community Psychology, and Counselling Children and Adolescents are introduced in P.G. Psychology Syllabus.
- Two units on Micro Biology and Biotech are introduced for the sixth semester of Botany syllabus of UG course.
- Mandatory student research projects
- Mandatory certificate courses in UG programme.

1.4.9 Which courses have major syllabus revision during the last five years? (with change in title and of content)

Major syllabus revision exercise was carried out in all subjects during 2008-09 after the institution got autonomous status.

1.5 Best Practices

1.5.1 What are the quality sustenance and quality enhancement measures undertaken by the institution during the last five years in curricular aspects with reference to curricular design and development /academic flexibility/feedback from stakeholders/ curriculum update?

- Curriculum of all the department updated during 2007-08 and 2008-09
- Modified the syllabus as per the emerging trends and needs
- **Introduced compulsory interdisciplinary certificate courses for greater academic flexibility**
- **Introduced student research projects for all the three years (473 projects in three years).**
- Established five research centres
- **Given greater thrust on the use of audio- visual aids in teaching and learning.**
- Introduction of Online test and development of more than 1000 CAL packages and 75 e-Content.
- Well established feedback mechanism and introduction of computerized appraisal system.
- **Introduction of new 2 UG and 4 PG programmes**

1.5.2 What innovations/ best practices in ‘Curricular Aspects’ have been planned/implemented by the institution?

- Computer aided teaching and learning
- Student faculty scheme to advanced learners
- Lectures on demand through EDUSAT interactive terminal
- Continuous evaluation of students
- Guest lectures, seminars and workshops on relevant topics
- Student Research Projects
- Establishment of study centre of **KSOU** and partnering with **IGNOU** to enable the students to take up parallel programmes.
- Online examination software developed in-house.
- Finishing school concept introduced in PG departments.
- Value education programmes.
- Interdisciplinary certificate courses introduced.
- Innovative learner focused teaching practised.
- Experiential learning component is introduced.
- Adequate modern infrastructural facilities are provided.

1.5.3 What are the initiatives taken to introduce gender related courses/topics in the curriculum?

- Wherever possible gender related topics are incorporated
- As a first step to sensitize the gender issues, a **women development cell** was established and many programmes are conducted through the cell.

- Works of Women writers are included in the English, Kannada and Hindi Syllabi and the contribution of women scientists/administrators are highlighted.
- Postgraduate Department of Psychology has introduced topics on counselling women

1.5.4 What programmes are developed for differently-abled students and how is the same implemented?

- PG Psychology and MSW departments conduct special programmes for differently-abled.
- The counseling centre also organizes need-based programmes for differently-abled.

1.5.5 What programmes are available for international students?

Additional English is offered in place of regional language papers for international students and they are given special training.

1.5.6 What programmes are developed for adult and continuing education and distance education?

- Study centers of **IGNOU, KSOU** and **Research Centers** affiliated to Hampi and Mangalore University promote continuing education.
- The faculty members are involved as academic counsellors to the students' enrolled at KSOU and IGNOU study centers.

For re-accreditation:**1. What are evaluative observations made under Curricular Aspects in the previous assessment report and how they been acted upon?**

The evaluative observations made under Curricular Aspects in the previous assessment report are

- a) Undergraduate departments with potential may be developed into centers of postgraduate studies based on the existing norms in the University. Areas like Pharmacognosy, Chemistry and Rural technology may be considered in this regard.
- b) The College may expedite efforts for securing funding from the U.G.C for innovative programmes and remedial programmes for underprivileged sections.

Actions Taken:

- a) The institution has introduced postgraduate studies in Medicinal Chemistry, Bio -Technology, Commerce and Journalism on the basis of its relevance and regional need.
- b) The College secured U.G.C funds to introduce innovative U.G programme titled as Medicinal Plant Bio-technology. The College has also secured funds in the merged scheme of UGC XI Plan Developmental Grants for remedial programmes to the underprivileged.

2. What are the other quality sustenance and enhancement measures under taken by the institution since the previous Assessment and Accreditation with regard to Curricular Aspects?

The other quality sustenance and enhancement measures are:-

- Syllabi of all subjects redesigned & restructured.
- e- Contents developed
- Added CAL Packages
- Sixty four Interdisciplinary certificate courses introduced.
- EDUSAT Centre established
- Multimedia centre established
- Student Faculty Programme initiated
- Research centres established
- Few departments recognized as research centres for MPhil and Ph.D programmes
- Student Research Projects at the UG level introduced.
- Language Lab established
- Learning centres established
- Finishing school concept introduced.
- Computerization of library

CRITERION II:

Teaching Learning and Evaluation

Criterion II: Teaching Learning and Evaluation

2.1 Admission Process and Student Profile

2.1.1 How does the institution ensure wide publicity and transparency in the admission process?

Wide publicity is ensured through -

- The college prospectus
- The active college Website - **www.sdmcejire.in**
- Advertisements in regional/national dailies, state level fairs and local cable network
- e-Journal,

Transparency in admission is ensured by displaying the list of selected candidates on the notice board.



2.1.2 How are the students selected for admission to the following courses?

Students are selected based on merit and reservation as per the norms prescribed by the Government.

- Admission is done by the admission committee
- Admission to Master of Social Work is based on entrance test
- Selection for Ph.D. programme is based on screening test and interview.

2.1.3 What strategies are adopted to create equity and access to

- a) Disadvantaged- Community (SC/ST/OBC) b) Women
c) Differently-abled d) Economically-weaker sections of the society
e) Athletes and sports persons?

Following strategies are adopted to create equity and access to

a) Disadvantaged- Community (SC/ST/OBC)

- An exclusive free hostel (Siddavana) is established for the benefit of socially and economically disadvantaged. In addition more than 300 students are provided midday meals. Management provides free-ships and scholarships to a considerable number of students in addition to the endowment and Govt. scholarships.

- Guidance is given to the students to avail scholarships

b) Women

- Free education, and free hostel facilities for selected group of women students from weaker sections.

- Women Development Centre, Committee for prevention of atrocity against women, Grievance Redressal Cell and counselling centre cater to the needs of the girl students.

c) Differently-abled

- Establishment of counselling centre to provide counselling service.
- Need based facilities are extended.

d) Economically-weaker sections of the society

- **750 Scholarships / free-ships worth Rs. 12 lakhs, Free hostel facility to 250 students**, Midday meals to more than 300 students, book bank and fee concessions are other facilities.

e) Athletes and sports persons

- Establishment of exclusive **sports club** to promote sports and games.
- Preference in admission
- **Free hostel facility and free education**
- Free Coaching camps
- **Sports kits**, allowance for special diet
- T.A and D.A for participation in sports meets.
- Cash incentives

2.1.4 What is the ratio of applications received to admission granted?

(Demand ratio)

B Com, BCA, BBM, M.Sc. Biotechnology	- 2:1
MSW, M.Sc. in Medicinal Chemistry,	- 3:1
BSc, B A, MCJ, M.Sc. in Psychology	- 1:1

2.2 Catering to Diverse Needs

2.2.1 Is there a provision for assessing students' knowledge/needs and skills before the commencement of the teaching programme?

Yes. Entry level assessment is made.

2.2.2 What remedial measures are available for students hailing from the disadvantaged communities?

- Free course on communicative English and computer literacy are offered to help the disadvantaged students. **Separate computer labs and language lab** have been established for this purpose.
- Learning materials, remedial drill and guidance through mentorship are provided for the students hailing from the disadvantaged communities.

2.2.3 Does the institution provide bridge courses to the educationally-disadvantaged students?

Yes. **Bridge courses are offered** by all the departments to the educationally disadvantaged students.

2.2.4 What specific strategies are adopted for facilitating slow and advanced learners?

For Slow Learners:

- | | |
|----------------------------------|-----------------|
| • Remedial drill | • Extra classes |
| • Periodic tests and assignments | • Counselling |
| • Parent teacher interaction | |

For Advanced Learners:

- Recognition as **Student Faculty**
- Additional books
- Encouragement to participate in co-curricular activities - Paper presentation, conducting quiz, writing articles
- Encouragement to avail summer research projects
- Responsibility to organize programmes

2.2.5 Is there a practice of having tutorial classes for the students? If yes, for what courses?

- Yes. For all courses.
- Need based extra classes/special coaching is provided.

2.2.6 Give details of the course by sessions of work assigned and implemented in the tutorial session?

- On need basis tutorial /additional classes are conducted.
- Teachers' leisure hours are notified for facilitating students for interaction

2.2.7 Is there a provision for counsellors/ mentors / advisors for each class or group of students for academic and personal guidance? If yes, specify.

Yes. The college has a **full fledged counselling centre** with a full time qualified counsellor to provide personal counselling to the students. Each staff member acts as a **mentor to a group of 20 – 25 students** and provides academic as well as personal guidance. Mentors maintain a diary and progress report of the students.

2.2.8 How is the academic progress of each student monitored by the teacher in charge?

Academic progress of each student is assessed through class tests (one online test), individual performance evaluation by subject teacher and it is monitored through mentorship and parent teacher interaction.

2.2.9 What are the measures taken by the institution to cater to the needs of differently-abled students?

Need based facilities like providing class rooms in the convenient location, scribe help and extra time for writing the examination.

2.3 Teaching Learning Process

2.3.1 How does the institution plan and organize the teaching and learning evaluation schedule into the total institutional scheme? Do you have an academic calendar? How is it prepared?

- **Annual academic calendar** is prepared well in advance by the **Academic Planning and Assessment Committee** of the college in consultation with the HODs and Chairmen of various committees and the same is published after getting approval by the **IQAC**.
- The Academic Calendar includes schedule of examinations (internal and term-end), extracurricular activities, parent teacher interaction meetings and meetings of the statutory bodies.
- **Teacher's Diary** – Each teacher maintain a work diary. The diary includes semester-wise syllabus planning, daily lesson plan, review

of the syllabus covered. The diary is reviewed regularly by the HOD's and Deans.

- In P.G. Department of Social Work and Psychology, **day-wise schedule** is prepared.

2.3.2 What are the courses, which use predominantly the lecture method? Apart from classroom interactions, what are the other methods of learning experiences provided to students?

- The college adopts experiential learning method.
- All the teaching methods adopted in the institution are compiled in the **SDMC teaching manual**. Some of the important initiatives are **student faculty**, project based learning, role play, field visits, reporting, group discussion, brain storming, student seminars, quiz, **student projects**, book review, sample surveys, **EDUSAT**, literary/film appreciations, industry visits, on the job training (OJT), student research, student exchange programmes and school adoption.
- Student centric teaching approach is adopted in all the departments.

2.3.3 How 'learning' is made student-centric? Give a list of the participatory learning activities adopted by the institution, which contribute to self- management of knowledge development and skill formation?

- Learning is made student centric by providing adequate opportunity to express and access to learning resource.

- Some of the participatory learning activities adopted in the institution are- **group discussions, quizzes,**



seminars, field visits, projects, on the job trainings, case study, student faculty, student research projects enable the students to develop self learning skills and make them globally competent.

2.3.4 What are the modern teaching aids used in classroom instructions as well as other student learning experience? How are these used to facilitate modern information/knowledge flow to students?

- The institutional focus is to provide technology supported teaching learning experience. The technological support includes **six well equipped AV rooms**. One of the AV rooms is provided with **smart board and internet facility**.
- Media centre with multimedia recording and editing facility provides hands on experience.
- Learning resources include **more than 1000** computer aided learning packages, 75 e-Content, internet access, digital library and lecture on demand at **EDUSAT interactive terminal**.
- Students make use of internet facility for projects and seminars. Media centre is used for producing documentaries, weekly **TV news bulletin**, e-Contents.
- Faculty and students get the benefit of the best lectures on contemporary topics by attending EDUSAT programmes.

2.3.5 How do the students and faculty keep pace with the recent development in the subjects?

- Teachers and students upgrade their knowledge through organizing as well as attending seminars, workshops, symposia and conferences.
- Though the institution is located in the rural area, it has access to knowledge to keep pace with the recent developments in the subjects. Some of the facilities available are internet/intranet, EDUSAT interactive terminal, e-Journals, digital resources and a well stacked, regularly upgraded library.
- Book exhibitions are arranged.
- Syllabus revision exercise is another initiative to keep pace with the development in the subject.

2.3.6 Are there departmental libraries for the use of faculty and students? Give details?

Yes. All the departments have departmental libraries. There are about **4600 books** in the department libraries.

2.3.7 Does the library have INFLIBNET/DELNET facility? What percentage of the faculty uses these facilities?

The institution is making persistent effort to get the INFLIBNET facility. As an alternative, college has subscribed for institutional membership of Mangalore University library through which faculty members avail INFLIBNET facility. Staff members who have registered for M.Phil / Ph.D. make use of this facility.

2.3.8 Does the library have a Comprehensive collection of books and journals for all departments?

Yes. Library has a very good collection of books relating to diverse areas. It has **78779 books, 93 Journals, 103 Magazines and 12 e-Journals**. Library has a separate section for **archival collections**.

2.3.9 What are the various teaching- learning methods (lecture method interactive method, project- based learning, computer-assisted learning, experiential learning, seminars and others,), used by the teachers for various subjects?

In addition to the lecture method the teachers practise alternative teaching learning methods such as group discussions, role plays , quizzes, workshops, student research projects, sample survey, lectures on demand through EDUSAT, teaching through CAL packages, e-Content and smart board, on the job training, demonstration of experiments, industrial visits, summer internship programmes and SDM teaching manual.

2.4 Teacher Quality

2.4.1 What is the faculty strength of the college? How many positions are filled against the sanctioned strength? How many of them are from outside the state?

- **The total faculty strength of the college is 96**
- All the positions are filled either by the government or by the management.
- Number of staff members from **outside Karnataka is 02.**

2.4.2 How are the members of the faculty selected?

The faculty selection is done through a very systematic selection procedure. The vacancy position is published in prominent news papers. Interviews are conducted by a panel consisting of management representative, subject experts, head of the department and senior staff members. Due weight is given to merit, experience and higher qualifications.

2.4.3 Does the college have the required number of qualified and competent teachers to handle all the courses for all departments?

If not, how do you cope with the requirements?

Yes. The College has sufficient number of competent teachers in all the departments.

2.4.4 Do you appoint substitutes/additional faculty to teach existing and new programmes? How many such appointments were made during the last year?

Yes. Substitutes are appointed as and when teachers are on leave for higher studies, on maternity/health grounds. During 2008-09 two such appointments were made.

2.4.5 What percentage of the teachers have completed UGC, CSIR, NET and SLET exams?

12% of the staff members completed NET and SLET exams.

2.4.6 What efforts are made by the management to promote teacher development? (eg: research grants, study leave, deputation to national/ international conference/seminars, in-service training, organizing national/international conference etc.)

The institution gives greater emphasis to teacher development and research culture.

- The college conducts orientation programme, workshops on research methodology, offers research fellowship and free internet access, grants study leave, deposes staff to seminars and conferences.
- **65% of the faculty either have Ph.D./M.Phil degree or pursuing.**
- The faculty are encouraged to undertake research project and pursuing M.Phil/Ph.D. programmes **(11 MRP are ongoing and 14 completed)**
- Some of the departments offered Ph.D. programmes.

2.4.7 What are the teaching innovations made during the last five years?

How are innovations rewarded?

Development of about 75 e-Content, language games, workbooks, more than 1000 CAL packages are few of the teaching innovations. The innovations are rewarded in appropriate forums

2.4.8 Does the institution have representation of women among the staff? What percentage?

Yes. **32.29%** of the faculty members are women.

2.4.9 List the faculty who have been recognized for excellence in teaching during the last five years?

The institution has the best practice of recognising the teachers for their excellence in teaching during the college day celebration. During the last 5 years around **60 teachers** have been recognised for their achievements.

2.4.10 List the faculty who have undergone staff development programmes during the last five years(refresher courses,

orientation programmes and staff training conducted by the university and other institutions)

Sl. No	Name of the staff	Course/ University
1	G.R. Bhat	RC - Mysore University
2	Bojamma	RC – Mysore University
3	Prakash Prabhu	RC - Bangalore University
4	Bhaskar Hegde	RC - Bangalore University
5	Sridhar Bhat	RC - 1) Nagapur Kalidas University 2) R.S. Vidyapeeta, Deemed University, Thirupathi
6	Umanath Shenoy	RC – Assam University
7	Nanda Kumari	RC - Kuvempu University
8	Bhaskar Hegde	OP- Algar University Asam
9	Bojamma	OP- Mysore University
10	Savitha Kumari	OP- Academic Staff College Mysore
11	G.R. Bhat	OP- Mysore University
12	Sooryanarayana	Staff training : Training on Global enhancement communication skill – Leadership Institute, Infosys, Mysore
13	Savitha Kumari	
14	Shruthakeerthi Raj	

2.4.11 What percentage of the faculty has served as resource persons in Workshops/Seminars/Conferences during the last five years?

15% of the staff members participated as resource persons in workshops/Seminars/Conferences during the last five years.

2.4.12 What percentage of teaching staff have participated in workshops/Seminars/Conference and presented papers during the last five years?

All the staff members have participated in seminar, workshops conferences. **43.75% of the faculty members have presented papers.**

2.4.13 Has the faculty been introduced and trained in the use of a) Computers (b) Internet (c) Audio-visual Aids (d) Computer aided teaching packages?

Yes. Faculty are encouraged to use ICT in their regular teaching. Workshops are conducted on MS Office tools, Internet usage, e-Content development. All the teaching and administrative staff are computer literate.

2.5 Evaluation process and Reforms

2.5.1 Does the college evaluate teachers on teaching and research performance? How does the evaluation help in the improvement of Teaching and Research?

Yes. The college has **developed a unique software for the teachers appraisal**. The feedback is analysed and the result is shared with the concerned staff. The assessment is based on the following:

- The feedback by the HOD
- Feedback by the Principal
- Self assessment report
- Staff appraisal by students
- Research publications

- Paper presentations and projects.

The evaluation ensures quality in teaching and research.

2.5.2. Has the institution introduced evaluation of teachers by the students? How is the feedback analyzed and implemented for the improvement of Teaching and Learning?

Yes.

- College has developed computerized system for evaluation through **software developed in-house.**
- Evaluation is done through a set of questions covering the following 5 aspects with differential weightage - **teaching, learning and evaluation, time management, motivation and guidance and flexibility.**
- The performance of the staff is graded in relation to the departmental and institutional average.
- Students, academic peers, heads of the department and principal are involved in the process of evaluation.
- The outcome of the evaluation is shared with the concerned teacher.

2.5.3 Does the institution promote self-appraisal of teachers? If yes, how often?

Yes. Annually.

2.5.4 Is the appraisal by the teachers reviewed by the head of the institution and used to improve the quality of teaching?

Yes. The appraisal by the teachers is reviewed by the HOD and Principal and it is utilised for the overall performance assessment of the teaching staff. This comprehensive assessment indicator is used for improvement of teacher performance in all the spheres.

2.5.5 Does the institution have an academic audit of departments?

Illustrate.

Yes. Academic audit of all the departments are done periodically by the **academic audit committee** based on the students' performance, participation of students in various activities and performance of the teachers. The analysis of the examination result is made subject-wise and class-wise, based on which the **educational assessment index** is derived. Based on this index each department makes introspection and tries to bring in improvements at departmental level.

2.5.6 Based on the recommendations of the academic audit what specific measures have been taken by the institution to improve the teaching, learning and evaluation?

Based on the recommendations of the academic audit committee, the following measures are taken

- Additional facilities for ICT enabled teaching are provided.
- Workshops were conducted on e-Content development, research methodology, innovative teaching methods and use of smart boards.
- Collection of attendance on hourly basis and online tests are other innovative measures.

- The internet speed is enhanced with broadband connectivity to all the departments
- Intranet facility is provided to all the departments for speedier communication
- Technical staff assistance is provided
- Upgraded the library and laboratory facilities

2.5.7 How does the institution monitor the performance of the students? (Annual/Semester Exam, Trimester Exam, Mid-Term Exam, Continuous Assessment, Final Exam, etc.)

- **Continuous internal assessment** through seminars, quizzes, participation in curricular activities, class room performance and attendance.
- Two internal assessment tests and one term end examination.
- **One of the internal exams is conducted online.**

2.5.8 How are the evaluation methods communicated to students at the beginning of the year?

The evaluation methods are communicated to students through Orientation programmes, academic calendar, notice board, mentors and subject teachers.

2.5.9 What is the method of evaluation followed? (Central, Door, Double evaluation, etc.,)

Central Valuation by internal or external valuers and review by external valuers.

2.5.10 What is the mechanism for redressal of grievances regarding evaluation?

Provision for re-totalling, personal seeing and photo-copy of answer scripts.

2.5.11 When are the examination results declared? Give the time frame?

Within fifteen days from the date of completion of the examination.

2.5.12 Does the institution communicate to the parents regarding the evaluation outcome? Describe the weightages given to assignments/seminars/ dissertation/field work and written exams?

- Yes. The outcome of the evaluation is communicated to the parents through the progress report and college website. The mentors interact with the parents twice a year regarding the overall performance of the students.
- Weightage given to the internal assessment is **30% out of which 20%** is based on two internal tests and **10%** for classroom participation.

2.5.13 Explain the functioning of the office of the controller of examinations.

- Registrar (Evaluation) appointed by the Principal, is presently assisted by three computer operators and two clerical staff.
- Functions: Conducting internal tests and term end exams, selection of external question paper setters, preparation of examination timetable, calculation of internal assessment marks, selection of question paper sets, printing of question papers, conducting

examinations with the Chief Superintendent, Office Superintendent, and Central Observer.

- Valuation and declaration of results: central valuation, appointment of camp-custodian and coordinator, review of answer scripts, tabulation, scrutiny of consolidated marks lists, moderation, declaration of results, issue of provisional marks card, revaluation process and declaration of results after revaluation.
- Designing and getting the necessary number of stationery items, preparation of examination related bills and payment through the accounts section.

2.5.14 How long has the current system of evaluation been in practice?

Two years.

2.5.15 Has the institution carried out any evaluation reforms? If yes, what are the reforms made with reference to evaluation? (Peer evaluation, Double evaluation, Open book examination, Question Bank, Moderation, Internal assessment etc.)

Yes. After the grant of autonomous status in 2007-08, following reforms were made in the evaluation process.

- **One of the major reforms in the evaluation is the introduction of online test through software developed in-house.**
- Double evaluation at U G level (**10%** of the papers by the external evaluators)
- Three sets of question papers are prepared of which two are by external paper setters
- Question bank is developed by all the departments.
- **70%** for term end examination and **30%** for internal assessment.

2.5.16 How the evaluation process is made transparent? Illustrate the different stages of evaluation till the declaration of results?

- Panel of eligible examiners is prepared and approved by the Board of Studies.
- **Question papers set one by internal and two by external examiners.** One is randomly selected by the Principal.
- **Central Observer is appointed to ensure the transparency in the examination.**
- **Central valuation camp supervised by the Principal.**

2.5.17 Mention the number of malpractice cases reported and how they are dealt with (average per year)

One case was reported. Detailed enquiry conducted by a special committee comprising of senior faculty members, seeking information from the invigilator, office superintendent and the candidate.

2.5.18 Does the college provide the photocopy of answer scripts to students? Give details of the practice.

Yes. Candidates seeking the facility shall have to submit an application to the Office of the Registrar (Evaluation) within the stipulated period along with prescribed fee.

2.5.19 Give the details regarding the computerisation of the examination system.

The examination system is totally computerised. Registration, timetable, room allotment, marks card, progress report are done through the software.

2.5.20 What are the measures taken by the institution to ensure security and confidentiality of the evaluation system

Exclusive examination section with multi colour printer, photocopier and high speed printer having adequate security and storage facilities.

2.6. Best Practices in teaching learning and evaluation

2.6.1 What innovations/ best practices are followed by the college with regard to Teaching, Learning and Evaluation, with reference to admission process, student profile/ catering to diverse needs/ teaching-learning process/ teacher quality/ evaluation process and reforms or any other quality initiatives?

Admission process

- Help desk service
- Transparency in admission procedure
- Publicity through print and electronic media

Student profile

- Maintenance of Cumulative Academic Record by the mentors

Catering to diverse needs

- Free training in Communicative English and Basic Computer skills.
- Bridge course, orientation programmes for new entrants
- Diagnostic Survey and Remedial drill for slow learners
- Student faculty, book facility for advanced learners
- Career Counselling,, personal counselling and skill development trainings

- Free hostel facility for the disadvantaged

Teaching learning process

- Student Centred teaching and experiential learning methods
- Adoption of innovation teaching methods (**SDMC Teaching Manual**)
- ICT enabled teaching (More than **1000 CAL Packages** and e-Content)
- Lecture on demand at EDSAT Interaction Terminal
- Regular enhancement library resources. (**D-Space, Subscription to e-Journals**)
- **6 AV rooms, use of smart board**
- Establishment of arboretum and a botanical garden.

Teacher Quality

- Orientation to new teachers
- Promotion of research culture through research centres, student research projects, Minor Research Projects.
- Organising seminars and workshops
- Elaborate and Comprehensive **Staff Appraisal System** using the software developed in-house
- **65%** of the faculty are either Ph.D's /M.Phil's or pursuing.

Evaluation process and Reforms

- **Online evaluation**
- Two sets of question papers by an external examiner.
- Random double evaluation

- **Announcement of the result in 15 days**

Other quality initiatives

- Introduction of **64 Choice Based Certificate Courses**
- Student Research Projects – **(473 projects during last three years)**
- **24 Wall Magazines** to promote creative writing
- Online examination
- Derivation of **Annual Institutional Education Assessment Index**
- Exclusive software development in-house for staff appraisal
- Computerisation of attendance
- Online publication of results.



For re-accreditation:**1. What were the evaluative observations made under Teaching, Learning and Evaluation in the previous assessment report and how they been acted upon?**

The evaluative observation made under Teaching, Learning and Evaluation in the previous assessment report are-

- a) In the appointment of teachers, permanent as well as unaided, NET qualification may be insisted upon as far as possible.
- b) Programme for faculty development and training of administrative staff on a short-term basis may be prepared and implemented as often as required.

Actions Taken:

- The institution is making all its efforts to recruit staff members with NET and SLET. However, due to the paucity of NET/SLET holders, the institution is encouraging such staff members to pursue NET/JRF/ MPhil / Ph.D.
- The institution encourages and allows the staff members to participate in the faculty development Programmes organized by universities and organizes training programmes for the administrative staff.

2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Teaching, Learning and Evaluation?

The other quality sustenance and enhancement measures are:

- **Need based under graduate and post graduate** programmes to facilitate students progression in a rural set up are introduced
- Establishment of **distance education study centres**
- Establishment of **research centres and guideship** for the eligible staff.
- **Greater emphasis** is given on the use of **ICT in the field of Teaching Learning Evaluation.**
- Introduction of **Online test** and assessment.

CRITERION III:
RESEARCH, CONSULTANCY AND
EXTENSION

Criterion III: Research, Consultancy and Extension

3.1 Promotion of Research

3.1.1 Describe various steps taken to encourage research by the faculty (by providing seed money, grants, and other facilities)?

Research and development are integral part of higher learning. The college is actively involved in research and development. The institution has taken the following steps to encourage research.

- **Three research fellowships** have been instituted for pursuing research.
- Established **research centres**
- **Weightage is given to internal faculty** while selecting candidates for MPhil/PhD
- The faculty are **motivated to avail FIP of UGC**
- Staff are **encouraged to apply for minor and major research projects**
- Information about funding agencies is given by the research committee
- Facilities like library, laboratory, internet, secretarial help are extended to the staff
- Guest lectures, seminars and workshops on research methodology are organized
- Ph.D. and M.Phil. awardees are felicitated every year
- Provision for special leaves is made available

- M.Phil/Ph.D. scholars are exempted from examination related works

3.1.2 Is research a significant activity of the college? How does the institution promote faculty participation in research and recognize faculty for guiding research?

Yes. Research is a significant activity of the college. In this regard the institutional initiatives are -

- To enable the staff to takeup research, **3 Research centers** are established
- To undertake M.Phil and Ph.D. Programmes **7 Departments** are recognised as research centers
- **8 faculty members are recognised as research guides for Ph.D. programmes**
- Institution has facilitated all the eligible staff members to avail the benefits of FIP of UGC.
- A staff research committee is constituted to motivate, facilitate and monitor the research activities.
- The college permits the faculty members to be the recognised guides for other universities in the distance mode like: Priest University, Annamalai University, Sri Venkateswara University, Mother Theresa University, Maduri Kamaraj University, Periyar University, Dravidan University. **12 faculty members are recognised as guides for the above mentioned universities.**

3.1.3 What provision is made in the budget for research and development?

The provision is made for the following heads in the budget for research and development.

- Up gradation of research centres
- Management/ maintenance of research centres
- Fellowship/scholarship for research scholars
- Funds for organising research related programmes
- Purchase of research journals and books
- Purchase of special Lab equipments for research
- Deputation of faculty members for participation in research seminars and workshops
- **On an average 7 to 9 lakhs is spent every year for research and development under above heads.**

3.1.4 Does the college promote participation of the students' research through the academic programme?

Yes. College promotes participation of the students' in research through the academic programme. Student research is an innovative and mandatory curricular component of the college.

- Student Research is made a compulsory component of teaching and learning. All the students are involved in research. **473 Student projects have been completed during the last four years.**
- Research Methodology is made compulsory paper in the curriculum of P.G programmes

- Interaction with research scholars is arranged.
- Research related Seminars, workshops and guest lectures are arranged in all PG departments.
- Students are deputed to participate in research seminars and workshops.
- Visit to research institutes is arranged.
- The institution encourages/ facilitates students to take up summer research projects in reputed research organisations.

Details of student participation in **summer fellowships** are given below.

Research organisation	Student Participation
IISc- Indian Institute of science, Bangalore	01
CFTRI - Central Food Research & Training Institute, Mysore	09
DFRL – Defence Food and Research Lab, Mysore	03
CPCRI- Central Plantation Crops Research Institute, Kasargod	04

3.1.5 What are the major research facilities developed and made available on the campus?

Major research facilities developed and made available in the campus are:

- Study centres like, Basic Research and Instrumentation Centre and Centre for Rural Studies.
- Dr. Ha. Ma. Na. Research Centre (to promote research in literature and humanities)

- Periodical up-gradation of departments recognised for undertaking M.Phil and Ph.D. programmes. Currently **5 departments** are recognised for research programmes by various universities.
- Library has facilities like collection of rare books, an exclusive research section with cubicles for staff , internet facility, D-Space, membership to Mangalore University Library, British Council Library, American Library, subscription to print and e-journals and Inter Institutional linkages for library facilities with the sister institutions.
- Laboratory with sophisticated equipments to conduct basic research.
- Multi facility centre with DTP, binding/lamination, reprography, colour printing.
- Botanical garden in the campus.
- **An arboretum-** established in an area of **10acres** of land provided by the management has about **4000 plants belonging to 475 species.**
- EDUSAT Interactive Terminal.
- Departments are provided with internet and intranet connectivity.

3.1.6 Does the college subscribe to research journals for reference as per the departmental requirements?

Yes. The college subscribes the research journals as per the departmental requirements. The library has **65 research journals**. In addition, the college has access to Mangalore University Library, British Council Library and American Library.

3.1.7 What are the initiatives taken by the institution for collaboration with other research organizations and industry?

The institution has taken initiatives in establishing an **exclusive research centre** for research in yoga, stress management and improving cognitive ability in collaboration with SDM College of Naturopathy and Yogic Sciences, Ujire. The application has already been forwarded to Mangalore University for approval.

3.1.8. Is there a research committee to facilitate and monitor research? Give details.

Yes. The college has constituted **staff and student research committee** to facilitate and monitor research activities. The committee

- Monitors the research activities of staff and students.
- Inculcates research culture among the staff and students
- Motivates staff to pursue M.Phil/ Ph.D. Programmes.
- Encourages the faculty members to undertake minor & major research projects
- Organises research related seminars and workshops.

3.2 Research and publication Output

3.2.1 Give details of the ongoing minor and major projects?

Details of Minor Research Projects are given in the table below:

Department	Grant Amount in Rs.	Project Title	Principal Investigator	Status
P.G. Psychology	30,000/-	Psychological problems and attitude of parents of mentally challenged	Dr. Y. T. Balakrishana Acharaya	Ongoing
Sanskrit	40,000/-	The place of Women and their employment in the society as depicted in Koutilya's Arthashastra	Dr. E. Mahabala Bhat	Ongoing
Statistics	85,000/-	A study of school dropouts in Belthangady taluk	Mrs. Savitha Kumary	Ongoing
P.G. Department of Social Work	50,000/-	A Study on quality and competency expectation from professional social workers	Dr. K. G. Parashurama	On going
Political Science	65,000/-	Leadership in Panchayati Raj Institutions – post 73 rd Amendment	Prof. K.S. Mohannarayan	Ongoing

Sanskrit	1,00,000/-	A Study on Customs and Traditions of Temples in Belthangady taluk and its relevance to modern society	Dr. Shreedhar Bhatta	Ongoing
Journalism	25,000/-	Role of Small News Papers in Rural Development	Sri Bhaskar Hegde	Ongoing
Economics	70,000/-	Role of Information and Communication technologies in Agriculture	Dr.Ramesh Salian	Ongoing
Chemistry	60,000/-	Studies on the quality of water of Belthangady taluk- special reference to health	Dr.P.Viswanath	Ongoing
Economics	70,000/-	Group Entrepreneurship with Rural Poor	Dr. A.J. Shetty	Ongoing
Kannada	35,000/-	Contribution of coastal Yakshagana to enrich Kannada language	Dr. Shubha Das	Ongoing

3.2.2 Does the college have research funding from the Government, Industry, NGO or International agencies/ Give details.

One research proposal is forwarded to NTPC – National Thermal Power Corporation for conducting socio economic survey of nine villages in Bijapur Dist.

3.2.3 Does the college have research students currently registered for M.Phil & Ph.D? Give details of number of M.Phil / Ph.Ds awarded during the last five years?

The college has research students registered for M.Phil and Ph.D. programmes. The details are given below:

Department	MPhil		PhD	
	Awarded	Ongoing	Awarded	Ongoing
Science Department Psychology, Biotechnology	-	-	-	07
Language departments Kannada, English, Sanskrit	08	03	-	13
Social Science departments History, Economics	02	03	-	06
Total	10	06	-	26

3.2.4 Does the college provide fellowship / scholarship to research scholars?

Yes. The college has instituted **three research fellowships**.

3.2.5 Does the college have post – doctoral fellows currently working in the institution?

The college is yet to initiate post doctoral programme. However, one of the faculty members from the department of Bio-Technology got post doctoral fellowship.

3.2.6 Give highlights of the collaborative research conducted by the faculty

The P.G. Dept. of Psychology in collaboration with S D M College of Naturopathy and Yogic Sciences, Ujire conducted a research on the “*Effect of Yoga are Cognitive Abilities and Personality*”.

3.2.7 What research awards and patents were received by the faculty during the last five years?

One faculty of History department has received Samshodaka Praveen Award by Dhavalathraya Trust, Moodabidri.

3.2.8 Are there Research papers published by the faculty in refereed journals periodically, by the faculty? If yes, specify.

Yes, The total number of publications made by the faculty in various research journals are **21 for the last 5 years**

Details of the Research Paper Published are given below:

Sl. No.	Title of Research Articles	Author / Co-author	Details of Publications			
			Name of the Journal	Level N/I	Date of Publication	Volume No.
1.	Inscription of Jaina Matt of Karkala	Dr. Y.Umanath Shenoy	The Quarterly Journal of Mythic society	I	Sept. 2004	XIV XC
2.	Senaboyathiya Kanchina Shasana	Dr. Y. Umanath Shenoy	Ithihasa Dharsana	N	Sept. 2005	20
3.	Deru Settithiya Moodabidire Thamre Shasana	Dr. Y. Umanath Shenoy	Ithihasa Darshana	N	Sept. 2006	21
4.	“Jainachara”dalli Kandubaruva Aithihasika Vicharagalu	Dr. Y. Umanath Shenoy	Ithihasa Darshana	N	Sept. 2007	22
5.	Shringararnava Chandrika Karnataka Ithihasakkondu Akaragrantha	Dr. Y. Umanath Shenoy	Ithihasa Darshana	N.	Sept. 2008	23
6.	Sri Kshetra Dharnasthala Ugama Mattu Belavanige	Dr. Y. Umanath Shenoy	Ithihasa Darshana	N	Oct.2009	24

7.	Food Problem in India	Dr. Ramesh Salian	Aathmashakthi	N	April-June 2009	05
8.	Studies on limnological characteristics of Guruyanakere pond water near Belthangady	B.A. Kumar Hegde et al.	Indian Journal Environ. & Ecoplan.	N	2005	10 (1):2005
9	<i>In-situ & Ex-situ</i> conservation of medicinal plants in Western Ghats: Lessons of end - use driven participatory approach	Keshava H. Korse & Dr. B. Yshovarma	Ecol. Env.& Enviromedia	N	2006	12 (3)
10	Cultivation of medicinal plants as mixed crops in Upland region in south India: A Study.	Keshava H. Korse	LEISA Jornal Ab Leusden, The Netherlands.	I	2000	2. no.3, P.B.
11	River linking Project: Case specific approach needed.	Keshava H. Korse	Current Science	I	2004	Vol.7
12	<i>Syzygium travancoricum</i> Gamble (Myrtaceae)- A new record to Karnataka	Krishna Kumar G and H.S.Shenoy	J. Econ. Taxon.Bot.	N	2006	30
13	<i>Helminthostachys zeylanca</i> (L)Hook. (Ophioglossaceae)A new record to Karnataka.	H.S.Shenoy and Krishna Kumar G.	Indian Fern J.	N	2007	24
4.	Social Case Work- Helps in Problem Solving	Mr. Lokesh M.U	HRD Times, Chennai	N	April 08	10,No.4
15.	Training and Facilitation Practices	Mr. Lokesh M.U.	HRD Times Chennai	N	Feb 2009	11,No.2
16.	Social maturity profile of persons with multiple disabilities- A comparative Analysis	Ms. Tissy Mariam Thomas	Disabilities and Impairments	N	2006	20

17.	Adjustment problems of Stutterers	Dr. Y.T. Balakrishna Acharya	Disabilities and Impairments	N	2008	22
18.	Regeneration of rice via somatic embryogenesis and variant analysis using RAPD	K.R. Maruthi (Co-author)	J. Biotechnology	N	2009	2(1)
19.	Role of foliar spray in the infection biology and management of fungal diseases of watermelon [<i>Citrullus Lanatus</i> (Thumb) Matsum and Nakai]	Dr. Y.B. Yashovarma	World Journal of Agricultural Sciences	I	2005	1(2):105-108
20.	Seed borne nature of <i>Myrothecium roridum</i> in Watermelon seeds	Dr. B. Yashovarma	Research Journal of Botany –ISSN	I	2006	
21.	A case study on impact of Vasantha Road Slaughter house waste in Davanagere City, Karnataka	G. Suresha K. Ramdas	Indian Journal of Environ & Icoplan	N	2005	10(1):219-221

3.2.9 Give the list of publications by the faculties

a) Books b) Research Papers c) Abstracts d) Proceedings e) Thesis f) Any other

1. List of publications by the faculty is given below:

a) Books

Sl. No.	Titles	Author / Co-author	Details of Publication	Year of Publication
1	Trans-Tales	Department of English	SDM College, Ujire	2005
2.	Padmabhushana Dr. D. Veerendra Heggade	Dr. B.P. Sampath Kumar	Kantavara Kannada Sangha, Karkala Manjunatheshwara Pusthaka Prakashana Male, Ujire	1 st Edition-2007 2 nd Edition-2008
3	Srikshetra Dharmasthala Samskrutika Mukhamuki	Dr. B.P. Sampath Kumar	Vidyanidi Prakashana Gadag	2007
4	Atmanushasana (Translated book)	Dr. B.P. Sampath Kumar	Manjunatheshwara Pustaka Prakashana Male, Ujire	2007



5	Ingadiru – Text Book	Dr. B.P. Sampath Kumar	Prasaranga, Mangalore University, Mangalore	2007
6	Kadiru – Poetry Anthology	K. Divakara	Kannada Sangha	2004
7	Kavyagange- Poetry Anthology	Dr. Shripathi	Kannada Sangha	2006
8	Kannada Sahitya Parampare Mattu Abhivyakti	Editor Dr. S.D. Shetty	Kannada Sangha	2006
9	Chumbaka – Poetry collection	Radhakrishna Kedilaya	Kannada Sangha	2007
10	200 Muktakagalu	Prof. N.G. Patawardhan	Kannada Sangha	2008
11	Mugilamale	Editor: Dr. B.P. Sampath Kumar	Kannada Sangha	2008
12	Amavasyege Huttidava	Editor: Divakara K.	Kannada Sangha	2009
13	Kannadada SamskruthikaSavalugalu mattu Sadhyategalu	Editor: Dr. B.P. Sampath Kumar	Kannada Sangha	2009
14	Gadyashevadhih-1 Text book	Editors:		
15	Gadyashevadhih-2 ”	Dr. E. Mahabala Bhatta	Mangalore University	2004

16	Rathnavathi ”	Dr. Shridhara N. Bhatta	Sanskrit Teachers Association	2005
17	Charudattam ”			
18	Pratijnayaugandharaganam ”			
19	Sanskriti Vijnanam	Co-author Dr. Shridhar N. Bhata	Mangalore University Sanskrit Teachers Association	2006
20	Charumudi -2009	Editor: Dr. Shridhara N. Bhatta	Belthangady Taluk Kannada Sahitya Parishat	2009
21	Snehakirana	Editorial Member: Dr. Shridhar N. Bhat	Snehakiran Kinder garton	2006
22	Srimad Vadeendra Theertha Kruthi Manjari	Vidwan Ramachandra Purohit	Sri Raghavendraswamy Mutta, Manthralaya	2004
23	Stothra Mukthavali	Vidwan Ramachandra Purohit	Nanjanagudu Ragavendra Mutt	2006
24	Gurugunastavanam	Vidwan Ramachandra Purohit	Sri Ramachandra Sahitya Parishat	2008

25	Shrisheshagirivasa	Vidwan Ramachandra Purohit	Shri Raghavendra Kruthi Manjusha Prathisthana	2008
26	Sukthi Mallika	Vidwan Ramachandra Purohit	Shri Raghavendra Kruthi Manjusha Prathisthana	2009
27	Central Message Karmasiddhantha	Vidwan Ramachandra Purohit	Shri Raghavendra Kruthi Manjusha Prathisthana	2009
28	Sri Raghavendra Stothra Vivruthi	Vidwan Ramachandra Purohit	Shri Raghavendra Kruthi Manjusha Prathisthana Vani Press, Mysore	2009
29	Ithihasadalli Marethuhoda Kannada Puttagalu	Dr. Y. Umanath Shenoy	State Kannada Sahitya Parishath, Bangalore	2004
30	Chaturvimshathi Theerthankara Purana	Dr. Y. Umanath Shenoy	Self Publication	2005
31	Moodubidreya Shree Chandranatha Swamiya Savira Kambada Basadi	Dr. Y. Umanath Shenoy	Dhavalatraya Trust, Moodabidre	2008
32	Hoysala Rajavamshada Ugamastan:	Dr. Y. Umanath Shenoy	Department of History	2009

	Shashakapura: Ondu Adhyayana	Prof. B Pramod Kumar	SDM College, Ujire	
33	Shri Somanatha Smarana	Dr. Y. Umanatha Shenoy	Shri Somanatha Temple, Belthangady	2006
34	Economics of Development	Dr. A. Jaya Kumar Shetty	2008, Mangala publications	2008
35	Micro-finance in India A Tool for Empowerment	Co-author Dr. Shriprasad H.	2009 Serials Publications New Delhi	2009
36	Theory and Practice of Management	Prof. K.S. MohanNarayana (Co- author)	Jai Bharath Prakashana, Mangalore, 2008	2008
37	I B.Sc. Physics – Text Book	Prof. Shiva Rao & Prof. B. Ganapayya	APT Mangalore University	2006-07 Ist edition 2007-08 IInd edition 2008-09 IIIrd edition
38	II B.Sc. Physics – Text Book	Prof. Shiva Rao (Co-author)	APT Mangalore University	2007-08 Ist edition 2008-09 IInd edition

39	I PUC Text Book of Physics – Text Book	Prof. B. Ganapayya (Co-author)	Vinyas Publishers	2005-06 II edition 2007-08 III edition
40	A Text book of Chemistry Vol.1	Dr. Vishwanath (Co-author)	Vinyas Publishers, Mangalore	2004
41	A Text book of Chemistry Vol.2	Dr. Vishwanath (Co-author)	Vinyas Publishers, Mangalore	2005
42	A Classic text book of Mathematics for II PUC	T. Prakash Prabhu K.M.R. Mayya	SDM Excellent Publication	May 2005
43	A Classic text book of Mathematics for I PUC	T. Prakash Prabhu K.M.R. Mayya	SDM Excellent Publication	March 2006
44	Unique Solution of Mathematics for I PUC	T. Prakash Prabhu K.M.R. Mayya	SDM Excellent Publication	October 2005
45	Assignments and Projects for I PUC	T. Prakash Prabhu K.M.R. Mayya	SDM Excellent Publication	May 2005
46	Assignments and Projects for II PUC	T. Prakash Prabhu K.M.R. Mayya	SDM Excellent Publication	March 2006
47	Unique book of Mathematics for	T. Prakash Prabhu	SDM Excellent Publication	2006

	CET/AIEEE	K.M.R. Mayya		
48	Text book of Biology Vol-1	Prof. Kumara Hegde	Vinyas Publishers Mangalore	2005
49	Text book of Biology Vol-II	Prof. Kumara Hegde	Vinyas Publishers Mangalore	2005
50	A Classic Text Book of Statistics for II PUC	Prof. K. Nagabhushan	SDM Excellent Publications, Ujire	2007
51	A Classic Text Book of Statistics for I PUC	Prof. K. Nagabhushan Prof. Shanthi Prakash Prof. Savitha Rao	SDM Excellent Publications, Ujire	2008
52	Human Resource Management IV Sem. BBM	Dr. P.N. Udayachandra	United Publishers, Mangalore	2007
53	Human Resource Development Studies IV Sem. BA/B.Sc.	Dr. P.N. Udayachandra	United Publishers, Mangalore	2007
54	Organisational Behaviour V Sem	Dr. P.N. Udayachandra	United Publishers, Mangalore	2008
55	Human Resource Management V Sem. BBM	Dr. P.N. Udayachandra	United Publishers, Mangalore	2008

56	Learning Disability Manual for parents and teachers (in Kannada)	Dr. Y.T. Balakrishna Acharya	Sri Manjunatheshwara Pustaka Prakashana Male	2008
57	Mental retardation-causes and treatment (Kannada book)	Dr. Y.T. Balakrishna Acharya	Karnataka State Open University, Mysore	2008
58	Stuttering (Kannada Book)	Dr. Y.T. Balakrishna Acharya	Souvenir of Sneha Kirana Shishu Vihar, Ujire	2005

b) Research Book

Sl.No	Title	Author/Co-author	Details of Publication	Year of Publication
1.	Naativaidya Umesh Poojariyavara Maddugalu	Mr. Nonappa and Mr. Keshava H. Korse	SDM College, Mangalore University	2008

c) Abstracts

1.	Psycho-Social problems of contract labour	Dr. K.G. Parashurama	Souvenir –Role of Clinical Psychology	2005
2.	Change Management & Lab	Dr. K.G. Parashurama	Souvenir- Emerging Trends in Management	2005



3.	Corporate Social Responsibility	Dr. K.G. Parashurama	Souvenir – Business Challenges in 21 st century	2009
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d) Souvenir

1.	Souvenir of UGC sponsored National conference	Dr. B. Yashovarma Dr. Maruthi K.R. Dr. Harish B.G.	SDM College	2009
2.	Recent Trend in Medicinal Chemistry and Web Designing –Souvenir	Prof. Dinesh Chouta Dr. Chandrashekar	SDM College	2009

e) Thesis

1.	Shree Kshetra Dharmasthala Samskrithika Mukhamuki	Dr. B.P. Sampath Kumar	Sr. Vidyanidhi Publisher Gadaga	2007
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a. List of Research Publication

Sl. No.	Title of Research Articles	Author / Co-author	Details of Publications			
			Name of the Journal	Level N/I	Date of Publication	Volume No.
1.	Inscription of Jaina Matt of Karkala	Dr. Y.Umanath Shenoy	The Quarterly Journal of Mythic society	I	Sept. 2004	XIV XC
2.	Senaboyathiya Kanchina Shasana	Dr. Y. Umanath Shenoy	Ithihasa Dharsana	N	Sept. 2005	20
3.	Deru Settithiya Moodabidire Thamre Shasana	Dr. Y. Umanath Shenoy	Ithihasa Darshana	N	Sept. 2006	21
4.	“Jainachara”dalli Kandubaruva Aithihasika Vicharagalu	Dr. Y. Umanath Shenoy	Ithihasa Darshana	N	Sept. 2007	22
5.	Shringararnava Chandrika Karnataka Ithihasakkondu Akaragrantha	Dr. Y. Umanath Shenoy	Ithihasa Darshana	N.	Sept. 2008	23
6.	Sri Kshetra Dharnasthala Ugama Mattu Belavanige	Dr. Y. Umanath Shenoy	Ithihasa Darshana	N	Oct.2009	24

7.	Food Problem in India	Dr. Ramesh Salian	Aathmashakthi	N	April-June -09	05
8.	Studies on limnological characteristics of Guruyanakere pond water near Belthangady	B.A. Kumar Hegde et al.	Indian Journal Environ. & Ecoplan.	N	2005	10 (1):200 5
9	<i>In-situ & Ex-situ</i> conservation of medicinal plants in Western Ghats: Lessons of end - use driven participatory approach	Keshava H. Korse & Dr. B. Yshovarma	Ecol. Env.& Enviromedia	N	2006	12 (3)
10	Cultivation of medicinal plants as mixed crops in Upland region in south India: A Study.	Keshava H. Korse	LEISA Jornal Ab Leusden, The Netherlands.	I	2000	2. no.3, P.B.
11	River linking Project: Case specific approach needed.	Keshava H. Korse	Current Science	I	2004	Vol.7
12	<i>Syzygium travancoricum</i> Gamble (Myrtaceae)- A new record to Karnataka	Krishna Kumar G and H.S.Shenoy	J. Econ. Taxon.Bot.	N	2006	30
13	<i>Helminthostachys zeylanca</i> (L)Hook. (Ophioglossaceae)A new record to Karnataka.	H.S.Shenoy and Krishna Kumar G.	Indian Fern J.	N	2007	24

14.	Social Case Work- Helps in Problem Solving	Mr. Lokesh M.U	HRD Times, Chennai	N	April 08	10,No.4
15.	Training and Facilitation Practices	Mr. Lokesh M.U.	HRD Times Chennai	N	Feb 2009	11,No.2
16.	Social maturity profile of persons with multiple disabilities- A comparative Analysis	Ms. Tissy Mariam Thomas	Disabilities and Impairments	N	2006	20
17.	Adjustment problems of Stutterers	Dr. Y.T. Balakrishna Acharya	Disabilities and Impairments	N	2008	22
18.	Regeneration of rice via somatic embryogenesis and variant analysis using RAPD	K.R. Maruthi (Co-author)	J. Biotechnology	N	2009	2(1)
19.	Role of Foliar spray in the Infection Biology and Management of fungal diseases of watermelon [Citrullus Lanatus (Thumb) Matsum and Nakai]	Dr. Y.B. Yashovarma	World Journal of Agricultural Sciences	I	2005	1(2):10 5-108
20.	Seed borne Nature of Myrothecium roridum in Watermelon seeds	Dr. B. Yashovarma	Research Journal of Botany –ISSN	I	2006	
21.	A case study on impact of Vasantha Road Slaughter house waste in Davanagere City, Karnataka	G. Suresha K. Ramdas	Indian Journal of Environ & Icoplan	N	2005	10(1):2 19-221

3.2.10 Furnish details about citation index / impact factor of publication by the faculty?

3.3 Consultancy

3.3.1 List the broad areas of consultancy services provided by the Institution during the last 5 years (Industries, Government, NGO / Community / Public)

- Department of psychology extends **consultancy services to an integrated school – Mangalajyothi Integrated School Mangalore, Nature Cure Centre Dharmasthala and for the public.**
- Department of History provides **consultancy services in deciphering the inscriptions.**
- Technical Resource Centre established by the Botany Department provides **consultancy services in medicinal plant, environment related matters**
- All the other departments also offered informal consultancy services.

3.3.2 Does the institution publish the expertise available for consultancy services?

The expertise available is made known to the public in various community oriented activities of the institution and through the website- **www.sdmcejire.in**

3.3.3 Give details regarding the nature of consultancy services and revenue generated/ What are the mutual benefits accrued due to consultancy?

The consultancy service is treated as an opportunity for enhancing learning experience and also institutional social responsibility.

Consultancy service is done on honorary basis.

3.4 Extension Activities

3.4.1 What outreach programmes are organized by the institution? How are they integrated with the academic curricula?

The outreach programmes are the strong areas of the institution. Institution interacts with the society through wide variety of community – oriented activities. **Outreach programmes have been organised by NSS, NCC, Rovers and Rangers, Youth Red Cross, Subject Associations and Departments.** Extension Activities are mostly related to curricular and community need. The programmes include:

- **Swasthya Sankalpa**, a unique health awareness programme on drug abuse and addiction in which **30,000 students of this region are covered.**
- Blood Donation Campus - **545 units of blood donated during the last five years.**
- Programme for adolescent girls and boys -129 programmes are conducted. Covering 8876 students in five years.
- General Health Camps, Dental Camps, Rural / Urban Tribal Camp
- Speech and Hearing camp - 328 are beneficiaries.

- Internet world (Antharjala)- Through this programme **13302 Students of 117 Schools are given internet training during the last five years.**
- Teachers' Training Programmes – In 35 programmes 720 teachers of the neighbouring schools and colleges are trained during the last five years.
- Free Communicative English Training to the students of the college
- Gender sensitization Women Empowerment programmes in which 3500 People are benefited,
- NSS programmes- **489 programmes have been conducted during the last five years**
- Political Empowerment Programme for SHG's 7015 people are benefited
- Lab-in-cab (demonstration of experiments in neighbouring schools) 1500 programmes are conducted
- Technical Resource Centre conducted 27 programmes in which 1400 local farmers are benefited.
- **Weekly News TV Bulletin produced by the students** is telecasted through local cable network of Belthangady Taluk. More than 50 news bulletins have been produced during the last one year.

3.4.2 How does the college promote institution – neighbourhood network in which students acquire service training, which contribute to sustained community development?

All the departments of the college based on the need assessment, plan the community oriented programmes and develop network with

neighbourhood organisations. Staff members play the role of facilitators and the students organise the activities and in the process they acquire service training. The sustenance of the programme is ensured till the end result is obtained.

3.4.3 How does the institution promote the participation of the students and faculty in extension activities of NSS, NCC, YRC and other NGOs? How often and in what roles are they involved?

In the beginning of the academic year students are oriented on the need for community service and various opportunities available in the institution. Because of their voluntary participation, their involvement in all the activities is of high level. **Nearly 80% of the students are involved in one or other activities.** The college has two NSS, two NCC, one Rovers and Rangers Unit and one unit of Youth Red Cross which meet on weekends and conduct programmes on community and individual development.

3.4.4 Is there any research or extension work to ensure social justice and to empower under-privileged sections in particular, women and children?

Several student research projects/surveys undertaken under Centre for Rural Studies (CRS) and Women Development Cell and the departments are focussed on social justice, women, children and underprivileged. The findings of these projects are used as the basis for the planning of institutional extension programmes. Women development cell of the college organizes gender sensitizing

programmes. The **two opinion surveys conducted by the Women Development Cell indicated higher preference for girl child in case of having single child and Primacy of Husbands in Highly Educated class.**

3.4.5 What is the impact of extension on the community? Specify

- The institution – community bond is strengthened by various extension activities.
- Asset creation like construction of play grounds, approach roads, a forestation and rain water harvesting.
- Empowerment like self employment, enabling to avail facilities from government and NGOs.
- Awareness on the issues like health, legal issues, civic rights, genders equity and environmental education etc.

The overall impact of these programmes is reflected in the increased invitation from the rural public for the institutional participation in their community development activities.

- Greater participation of people in Grama Sabha because of Grama Swaraj programme.

3.4.6 Does the college receive awards / recognition for extension activities?

Yes, College has received **08 State awards and 04 University awards** for community activity in the last five years.

Details are given below:

Sl. No.	Award	Year	Status
1	Best NSS Student	2004-05	State Award
2	Best NSS Unit	2005-06	State Award
3.	Best NSS Officer	2005-06	State Award
4.	Best NSS Unit	2006-07	State Award
5	Best NSS Officer	2006-07	State Award
6.	Best NSS Student	2007-08	State Award
7.	Parisara Shree Prasasti	2006-07	State Award
8.	Bio-diversity Award	2008-09	State Award

★ Vocational Excellency Award by Rotary Club Mangalore North

★ Shikshana Premi and Shikshana Rathna -2004

★ Award for oneness of Mahaveer and Mahatma- by Times of India

3.5 Collaborations

3.5.1 How many linkages does the institution have, for research and extension?

Institution has **24 linkages**, **01collaboration** and **09 MOU** for research and extension activities

3.5.2 List the organizations and the nature of linkage and expected outcomes.

The details of the nature of linkages and expected outcomes are given below:

Sl. No.	Department	Organisation	Nature	Outcome
1	English	Five First Grade Colleges	MOU	Conducted 6 Seminars/ Workshops
2	Kannada	Ninasam, Heggodu	MOU	11 Literary workshops conducted
3	”	Dr. HaMaNayak Research Center, Ujire	Linkage	Two Workshops conducted
4	”	SDM Higher Primary School, Ujire	Linkage	Conducted 5 training classes
5	”	Murugarajendra Mutt, Chitradurga	Linkage	Conducting Exam every year – State level
6	Hindi	Karnataka Mahila Hindi Seva Samithi	Linkage	Conducting Examination every year – State level
7	History	Bahubali Prakrith Vidya Peetha, Shravanabelagola	MOU	Faculty Exchange Programmes
8	”	Rani Abbakka Tulu Adhyayana Kendra, Bantwal	MOU	Seminars are conducted
9	”	Rama Rani Jaina Research Centre, Moodabidri	MOU	Research Workshop organised
10	”	Karnataka Ithihasa Academy, Bangalore	MOU	8 Articles published 1 Conference was held
11	Economics	Vijaya Rural Development Foundation – Mangalore	MOU	Programme organised
12	”	Forum of Free Enterprises,	Linkage	Leadership Training

		Mumbai		camp and Debate conducted
13	”	SKDRDP	Linkage	Students/Public enriched
14	”	Vimukti	Linkage	SHG leaders enriched
15	Political Science	Ujire Panchayat	Linkage	Awareness created amongst public about Grama Sabha
16	”	Civil Judge Court, Belthangady	Linkage	Arranged court visits for practical knowledge of Judicial Procedures.
17	Journalism	Namma Ujire Local cable TV	Linkage	Telecasting Weekly News Bulletin
18	”	Manjuvani State level Monthly Megazine of Sri Dharmasthala, Belthangady Taluk	Linkage	Practical Training
19		Journalists Association	Linkage	“
20	Home Science	Dayalbag Gramabhivridhi Yojane, Vimukthi Center, Ujire	Linkage	200 Teachers, 150 Children and 350 Women are benefited by the training programme
21	Botany	Department of Forest & Horticulture, Govt. of Karnataka	Linkage	More than 6000 ecologically & economically significant plants, belonging to more than 500 species are raised & conserved
22	”	Department of Forest, Govt. of Karnataka	Linkage	6 Major trainings/ workshops are organised

23	”	Department of Forest & Horticulture, Govt. of Karnataka	Linkage	4 Major workshops & trainings conducted
24	”	Karnataka State Pollution Control Board Govt. of Karnataka, Mangalore	Linkage	One major training conducted
25	”	Biodiversity Board, Govt. of Karnataka	Linkage	One Awareness training programme is organised
26	”	District Committee for Science & Technology, District Administration Mangalore	Linkage	3 Major trainings are organized
27	”	ATREE, Bangalore	Linkage	DBT's Natural Resource awareness Club (DNA Club) is established at SDM High school, Ujire
28	”	Western Ghats Task Force, Govt. of Karnataka, Bangalore	Linkage	One state level consultation workshop was organised.
29	”	District Training Centre Department of Agriculture, Belthangady	Linkage	Trainees visit Arboretum and the dept. laboratory regularly in batches for orientation
30	Computer Science	Dakshina Kannada District Authority	Linkage	Training programme for High school students of Taluk- 5 Training programme conducted
31	”	RUDSETI, Ujire	MOU	Training programme conducted
32	PG	Sri Dharmasthala	Collabo	A research on effect

	Psychology	Manjunatheshwara College of Naturopathy and Yogic Sciences	ration	of Yoga on Cognitive abilities & personality was conducted.
33	NSS Unit of SDM College, Ujire	KMC Mangalore Wenlock Hospital Mangalore & SKDRDP, Dharmasthala	Linkage	Organised free health camps/Eye test camps/Blood Donation Camps regularly.

3.5.3 How does the linkage promote?

- **Curriculum Development** - The participation in the community level activities has given an insight on the contemporary issues which was used in curriculum development.
- **Internship and On the Job Training**- The contact established has enabled the institution in getting internship and OJT facilities for the students.
- **Faculty exchange and development** – Faculty members are invited as resource persons in the areas such as student training, finance and taxation, SHG management.
- **Research** – Institutional linkage has resulted in **2 Ph.D, 1 M.Phil** and **473 Student Research Projects**.
- **Extension**- Conduct of extension activities has become hassle free. To quote one example **30,000 students** are covered in one year under Swasthya Sankalpa, a programme to create awareness on abuse of drug and alcohol.
- **Publication** –Book on caring mentally challenged children was brought out because of the linkage with the Integrated School.
- **Student placement** – Few students are absorbed in linkage institutes in the areas of marketing, training and supervision.

3.5.4 What measures has the institution adopted, to enhance the quality of research, Consultancy and Extension during the last five years?

Extension and up-gradation of infrastructural facilities, training and orientation, providing internet facilities to the departments, improving the library facilities, establishment of HRD and Placement Cell, introduction of new PG programmes, and year-end review have enhanced the quality of extension, consultancy and research activities.

3.6 Best Practices

3.6.1 Describe the best practices in research, consultancy and extension with reference to promotion of research / publication output / consultancy and extension activities/ collaborations?

Promotion of research

- Introduction of mandatory student research projects
- Establishment of research centers
- Institution of fellowships
- Providing greater opportunities for staff participation in Seminars, Conferences and Workshops
- Funding for conducting State/National level seminars
- Promoting research culture among staff and students
- Yearly up-gradation of infrastructure facilities, learning resources.
- Providing internet and intranet connectivity to the departments.
- Motivation to faculty to undertake research
- Subscription to research journals

- Membership of Mangalore university, British council and American library
- Eight staff members are recognized as research guides
- Constitution of staff and students committee to promote research and provide information on schemes of funding agencies
- Conducting Research Methodology Workshops.
- **More than 65% of the staff** either completed or pursuing M.Phil/Ph.D.
- **14** Minor Research projects completed and **11** ongoing
- **26** students registered for M.Phil/Ph.D. under research centers

Publication output

- 21 Research articles, 03 Abstracts, 01 Research book are published

Consultancy

- All the departments offer consultancy services on honorary basis
- Departments and faculty provide consultancy services to NGO's

Extension Activities

- All the departments undertake extension activities by involving all the students
- Two units of NSS, two units of NCC, Youth Red Cross, Rovers and Rangers units in addition to Departmental Associations.
- **Eight state awards** in five years for community oriented activities

Collaborations



- Collaboration with local NGO's, Govt. Departments for research and extension
- Collaboration with Naturopathy Institute

For re-accreditation:

1. What were the evaluative observations made under Research, Consultancy and Extension in the previous assessment report and how have they been acted upon?

The evaluative observations made under Research and Consultancy in the previous assessment report are-

- a) The College may try to secure 'Research Centre' status for at least some of its Departments and 'Research Guide' status to at least some teachers with Ph.D. and the University may be approached for this purpose.
- b) Teachers may be encouraged to undertake doctoral research and also short- term research projects. The Research Cell already constituted in the college may take necessary steps.

Action Taken:

- a) Institution has established Dr. Ha.Ma.Na. Research Centre (offers M.Phil/Ph.D. in Economics, Kannada, Sanskrit and History) affiliated to Hampi Kannada University and the Research Centres of P.G. Dept. of Psychology, Dept. of Biotechnology and MSW affiliated to Mangalore University. Eight staff members are guiding research students in these centers. The institutions are also

established a research centre on Yogic Sciences in collaboration with BNYS college.

- b) Institution has encouraged the staff members to pursue M.Phil/Ph.D. Research projects through Staff and Student Research committee. 65% of the staff has either completed or pursuing M.Phil/Ph.D. It also organizes Research methodology workshops and Information Sharing workshops. College provides study leave facility to the researchers. In the last 5 years, **14 Minor Research Projects and 473 Student Research Projects** were completed. Presently **11 Minor Research Projects** are ongoing.

2. What are the other quality sustenance and enhancement measures under taken by the institution since the previous Assessment and Accreditation with regard to Curricular Aspects?

The other quality sustenance and enhancement measures are:

- Introduction of student research
- Addition of learning resources
- Deputation of staff for research
- Research fellowships
- Up-grading the laboratories
- Establishment of Research Centers



CRITERION IV
Infrastructure and
Learning resources

Criterion IV: Infrastructure and Learning Resources

4.1 Physical Facilities:

4.1.1 How well endowed is the college in terms of physical infrastructure (classroom, administrative buildings, staffroom, transport, water, power supply, etc., to run the academic programme)? Enclose the master plan of the college campus indicating the existing buildings and the projected expansion in the future.

- The college has adequate infrastructural facilities to provide quality education. The lecture halls, administrative buildings, staff- rooms, laboratories and library are well equipped with latest and well designed furniture and gadgets.
- Classrooms: **48 well ventilated and furnished class rooms.**
- Staff Rooms: **22 well furnished staff rooms with internet, intranet and intercom facilities.**
- Laboratories : **25 laboratories equipped with modern equipments.**
- Transport: For conveyance **two vehicles** are made available in the campus. During the emergency situations the inmates of the hostels can avail the transport facilities.
- Water and Power Supply: **24 hour water supply** - two Borewells and one open well. **Seven water coolers with purifying units** at important corners for drinking water. Uninterrupted power supply through **02 Generators (125 KVA & 82 KVA) 12 online UPS with two hours backup** (one 15KV, 02 UPS of 10 KVA, 09 UPS of 5 KVA).
- **Inverter facility: two units of 02 KVA**

- Retiring rooms: **Two retiring rooms for girls, one for boys and one for staff.**
 - Parking Sheds: Separate parking areas for two- wheelers and four-wheelers.
 - Institution has adequate materials to organise programmes (chairs, utensils, beds and bedsheets, pickup van etc.
- ★ **The master plan of the college campus is enclosed.**

4.1.2 What are the infrastructure facilities available for a) Academic Activities b) Co-curricular activities (Auditorium, Open air theatre etc.) c) Sports (Swimming pool, indoor, facilities, Gymnasium etc) d) Laboratories e) General computer education f) Other activities

a) Academic Activities: Infrastructure facilities available for academic activities are

- | | | | |
|---|------|---------------------------|------|
| • Class rooms | - 48 | • Laboratories | - 25 |
| • A.V. rooms | - 06 | • Arboretum (in 10 Acres) | - 01 |
| • Library | - 01 | • Botanical garden | - 01 |
| • Departmental libraries | - 25 | • Studio | - 01 |
| • Edusat Centre | - 01 | • Multi-facility centre | -01 |
| • Study Centers | - 05 | | |
| • Distance Education Centers of KSOU and IGNOU -02 | | | |

b) Co-curricular activities:

- **Auditorium:** An excellent geo-desic model, an architectural marvel
- **A mini auditorium** with seating capacity for 300 persons.

c) Sports:

- **Indoor Facility:** Two indoor shuttle badminton courts (with 800 seating capacity) and facilities for **Table Tennis, Multi Gym** and **Weight Lifting room**.
- **Outdoor Facility:** Separate courts for Volley ball, Foot ball, Basket ball, Soft ball Tennis, Ball badminton, Kabaddi, Cricket, 400 mts. track and a couple of warm up grounds.
- **One AV room** to get an exposure to National & International sports events.



Computer Lab

d) Laboratories:

Subject	No. of Labs	Area
Chemistry	- 04	5,100 sq ft
Physics	- 02	3,500 sq ft
Botany	- 02	3,600 sq ft
Computer Science	- 05	4,900 sq ft
Psychology	- 03	2,500 sq ft.
Home Science	- 02	3,200 sq ft.
Journalism	- 01	1,200 sq ft
Bio-Tech	- 03	3,600 sq ft
English	- 01	400 sq ft.
Statistics	- 01	400 sq ft.
PG Psychology	- 01	400 sq ft.
Total : 25 Labs		

e) General Computer Education:

Language Lab with 36 Computers, Computer Lab with 180 Computers, Multi Facility Centre with 46 Computers.



Language Lab

f) Other Activities:

Basic Research & Instrumentation Centre (BRIC), Basic Life Skills and Entrepreneurship Development Centre (BLSED), Technical Resource Centre (TRC), Arboretum (Botanical garden of 10 acres with green house), Studio, Xerox Centre, Post Office, Bank with ATM facility: Canteen, Co-operative Store, Printing Press. Exclusive Centres for NSS, NCC Army, NCC Navy, Rovers and Rangers, Fine Arts and Yakshagana- a folk art.

4.1.3 Has the institution augmented the infrastructure to keep pace with its academic growth? Specify the facilities and the amount spent during the last five years.

Yes. The institution augmented the infrastructure by upgrading and adding facilities like additional rooms, library expansion, additional computers and up-gradation of the laboratories.

Table-1: Management's sanction budget

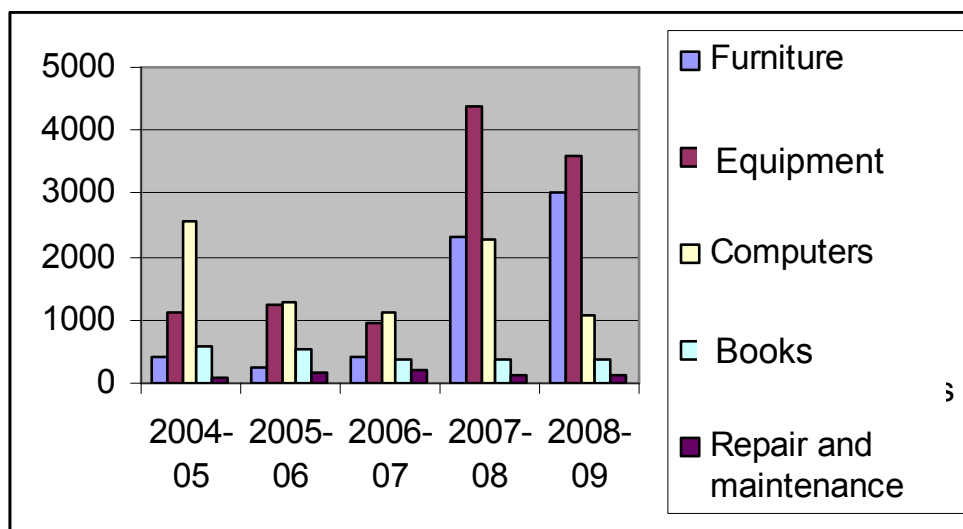
	04-05	05-06	06-07	07-08	08-09
Land★	-	-	-	-	-
Building	-	-	-	-	-
Furniture	250000/-	392000/-	750000/-	945000/-	686500/-
Equipment	315000/-	739415/-	237200/-	1320650/-	1065040/-
Computers	360000/-	75000/-	200000/-	245000/-	450000/-
Transport ★	-	-	-	-	-

★ Maintenance provided by Management

Table-2: Amount actually spent

	04-05	05-06	06-07	07-08	08-09
	Rs.	Rs.	Rs.	Rs.	Rs.
Furniture	4,30,985/-	2,31,863/-	3,94,791/-	23,21,517/-	30,10,146/-
Equipment	11,25,777/-	12,57,054/-	9,43,604/-	43,90,495/-	5,98,457/-
	-				
Computers	25,76,465/-	12,86,808/-	11,26,420/-	22,71,372/-	10,60,400/-
		-	-		
Books	172626/-	5,53,411/-	3,70,856/-	3,86,588/-	3,59,891/-
Repairs	67,409/-	1,47,304/-	1,93,929/-	1,42,030/-	1,19,657/-
Total	4373262/-	34,76,440/-	30,29,600/-	95,12,002/-	81,48,551/-
		-	-		

★ Inclusive of UGC grant over and above management's sanction budget as reflected in the above **Table No. 1**



4.1.4 Has the institution provided facilities like common room, wash/ rest room for women students and staff

Yes. The institution has provided the following facilities.

- Two spacious rest rooms for girls – One of these has the facility of newspaper, TV and a sick room
- One staff retiring room
- One boys retiring room
- Wash rooms - 06

4.1.5 What are the Steps taken for Optimal Utilization of infrastructure facilities?

The following steps are taken for optimal utilization of infrastructure

- Library membership is extended to staff of sister institutions and those who seek the facility, improved service through library computerization, orientation programmes to students for effective utilization of internet and library.
- Academic blocks are used for the contact programmes of **IGNOU & KSOU** on Sundays and other holidays.
- Major athletic meets/tournaments of various institutions/ organizations & Public functions are held in the stadium. (The only college to have **400 mts. track with a spacious stadium among the colleges of Mangalore University.**)
- Multi gym and weight lifting facilities are extended to the public.

- Service of the multi facility centre is extended to the general Public.
- The facilities of the college are extended to various NGO's like Rotary Club, SKDRDP, Jaycee etc., depending on the need.
- The laboratories and **arboretum** are used by the students of local schools.
- **Online examination** is conducted using the computers available in the campus.

4.1.6. What are the facilities available for differently abled students?

Though exclusive facilities are not available for the differently abled students, they are given special assistance depending on the need.

4.2 MAINTENANCE OF INFRASTRUCTURE

4.2.1 What is the budget allocation for the maintenance of a) Land

b) Building c) Furniture d) Equipment e) Computers f) Transport?

The details of the budget allocation are given below -

	04-05	05-06	06-07	07-08	08-09
Land★	-	-	-	-	-
Building	-	-	-	-	-
Furniture	20000/-	40000/-	40000/-	235000/-	30000/-
Machinery & Equipment	30000/-	70000/-	120000/-	77000/-	60000/-
Computers	20000/-	40000/-	40000/-	35000/-	40000/-
Transport ★	-	-	-	-	-
Total	70000/-	150000/-	200000/-	135500/-	130000/-

★ Maintenance provided by Management



4.2.2 How the budget is optimally allocated and utilized?

Finance Committee makes the budgetary planning and recommends to the management. Allocations are made keeping in view the future growth potential. The allocated amounts are optimally utilized. Half yearly review of the budget v/s actuals is done by the management.

4.2.3 Are there staff appointed for maintenance and repair? If not, how are the infrastructure facilities, services and equipment maintained?

The college has a **full fledged maintenance unit** which comprises of one maintenance officer, three service engineers, two electricians, six gardeners, six sweepers and three security guards.

4.2.4 How is the infrastructure optimally used?

The infrastructure is being optimally used by the stakeholders, the public, NGO's, local schools and colleges.

- Library membership is extended to the staff of sister institutions and the public.
- Academic blocks are used for the contact programmes of **IGNOU & KSOU** on Sundays and other holidays.
- Major athletic meets/tournaments of various institutions/organizations are held in the stadium.
- Public functions are held in the stadium. It is the only college to have 400 mts. track with a spacious stadium among the colleges of Mangalore University.
- Multi gym, weight lifting facilities are extended to the public.

- Service of the multi facility centre is extended to the general public
- The facilities of the college are extended to various NGO's like Rotary Club, SKDRDP, Jaycee etc., depending on the need.
- The laboratories and **arboretum** facility are used by the students of local schools.
- **Online examination** is conducted using the computers available in the campus.

4.2.5 What is the mechanism for maintenance of computer, other Network facilities, Library and information facilities?

- The maintenance of the computers and network facility is done by an **annual maintenance contract** and a **technical staff**. A **separate staff** is appointed for the maintenance and up-gradation of LAN, intercom, intranet/internet facilities.
- **The maintenance practices at the library** are - yearly book binding, pest control spray, dust removal, routine cleaning and annual stock verification.

4.3 LIBRARY AS A LEARNING RESOURCE



College Library (inside view)

4.3.1 How does the library ensure access, use and security of resource?

- The library ensures access, use and security through the services like **OPAC, open access system, user orientation, overnight and loan facilities, bar coded books & bar coded I.D. cards, book bank, membership to public.**
- Fire extinguishers are installed in the library.

4.3.2 What are the facilities available in the library? (Computer, Internet, Reprographic facilities etc)

The facilities available in the library are - OPAC searching, access to e-journal and digital collection, reprographic facility, internet facility, periodical section, separate reading rooms for staff, boys & girls and reading cubicles.

4.3.3 How does the library collection cater to the needs of the users?

- The library collection has books on varied subjects. While procuring books, the relevance and the need of the books are ensured.
- The suggestions and recommendations of the staff and advanced learners are also taken into consideration while purchasing books.

4.3.4 What is the stock of books in the library? (Titles)

- Total number of books - **78,779**
- Total number of titles in the library – **51,456**

4.3.5 Furnish the information regarding the number of journals subscribed by the institution?

- Total Journals-**93**, e- Journals -**12**
- Membership to British library, American library enables the institution to procure selected articles.

- The college has access to **INFLIBNET** through institutional membership with Mangalore University.

4.3.6 How does the library ensure purchase and use of current titles, important journals and other reading materials?

The library ensures the purchase and use of current titles, important journals and other reading materials by considering the student feedback and recommendation by the faculty. The catalogues are also referred to before the purchase.

4.3.7 If the library has an archives section, to what extent is it used by the readers and researchers?

The college library has an archival section viz. **Siddavana Oriental Library which has 1800 old books** having archival value. The books are related to religion, culture and drawings. It is used by some of the research scholars within and outside the institution.

4.3.8 How are on-line and internet services in the library used by students and faculty? Specify the hours and frequency of use?

- The internet centre is kept **open from 8:00 a.m. to 8:00 p.m** on all working days & **from 8:30 am. to 5:30 p.m.** on holidays.
- The internet facility is used optimally by the students & online journal facility by research scholars.
- Library is inter connected with **13 libraries** for inter library borrowing.

4.3.9 Are the library services computerized? Does the institution make use of INFLIBNET/DELNET/ other facilities? Give details.

Yes. Library is fully automated. The **software developed in-house** is used. The institution has applied for **INFLIBNET**. At present the facility is available through the institutional membership to Mangalore university. **D-space digital library software** is used for digital access.

4.3.10 How many days is the library kept open in an academic year? How long is the library kept open per day during normal working days? During examinations?

Library is kept open in all working days in an academic year between **8.30 a.m. and 5.30 p.m.**

4.3.11 Does the library have an advisory Committee? What are its functions?

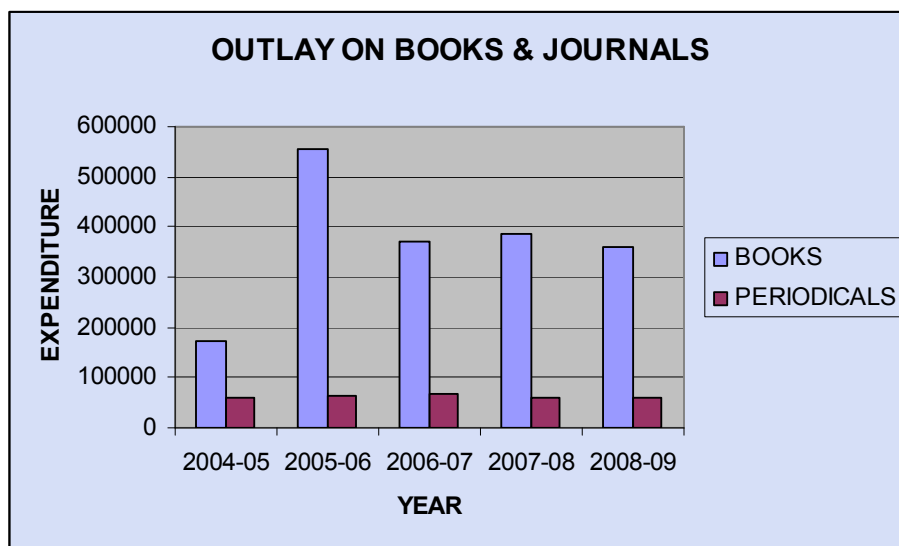
Yes. Library has an advisory committee namely **Learning Resource Committee**. The functions of this committee are:

- It advises on the improvements and the infrastructure needs of the library.
- It monitors the purchase of books & Journals and does stock verification.
- Periodically it takes feed back from the users which are used for further improvement.

4.3.12 Amount of money spent on new books, journals during the last five years?

Details of money spent on new books, journals are given here under

Year	Books	Cost	Periodicals	Cost
2004-05	735	172626/-	172	61749/-
2005-06	1822	553411/-	181	63837/-
2006-07	1072	370856/-	182	67117/-
2007-08	953	386588/-	180	60135/-
2008-09	873	359891/-	191	60111/-



4.3.13 How does the library motivate students/teachers to read existing and new arrivals?

- **Library user education** is given in the beginning of every year for the newcomers.
- **Book exhibitions** are arranged to attract the users.
- The **display of proverbs and quotations** draw the attention of the students.

- **New arrivals** are displayed prominently.
- Separate sections for back volumes, new arrivals.
- Practice of sending interesting articles to the departments through intranet.
- The staff members motivate the students to use the library.
- Exclusive library hours are provided in the regular time table for P.G. students.
- **The Best Library User Award** motivates the students to use the library.
- Software is being developed to record the library usage by every student.

4.3.14 What are the special facilities offered by the library to the visually challenged and physically challenged person? How are they used?

Depending on the need, special arrangement is made and desk service is provided to the physically challenged persons.

4.3.15 List the infrastructural development of the library over the last five years?

- **Addition of carpet area by 3000 sq.ft.** to meet the increased demand of the users.
- **Furnished with modern furniture.**
- Provided cubicles in the staff reading room.
- Separate section is established with attractive furniture for periodicals.
- Noteworthy feature of the library is that the library has a separate section comprising of more than **27,000** rare books donated by late Dr. Ha.Ma.Nayak, renowned writers the former Vice-chancellor of

Gulbarga University. Other great personalities like Ram.Shri.Muguli, Sri Anantha Narayana have also donated books to this section. This section is recognised as **research reference wing**.

- Additional computers for OPAC & D space are provided.

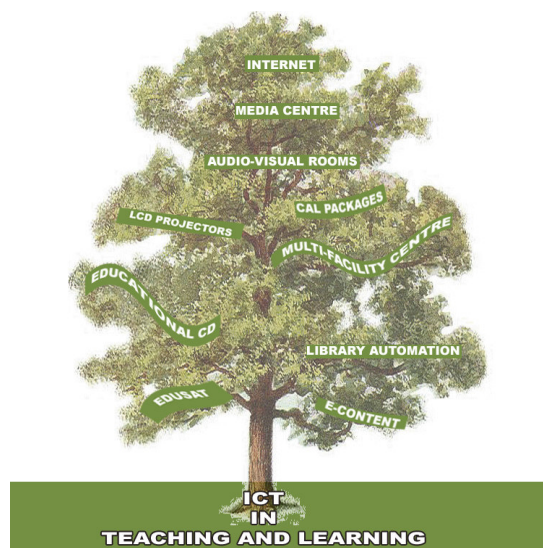
4.3.16 Describe various information services provided by the library

The various information services offered by the library are, tips for research students, display of new arrivals, current awareness service, selective dissemination of information, what is special today? (display of news of the day and news paper clippings).

4.3.17 Describe the steps taken for making the library user friendly

- OPAC searching, User education, Open access, Methodical classification and section wise arrangement are user friendly.
- Timings to suit users' convenience.
- Proper labelling on the racks.
- Service oriented library staff

4.4. ICT AS A LEARNING RESOURCE



4.4.1. How is the computer facility extended to all faculty & students?

- All the departments are provided with a computer with internet/intranet facility, pen drives and printers.
- For students, the on line and off line computer facility is provided.
- Exclusive centre is established for providing basic computer education.
- Adequate number of Laptops & LCD projectors are provided.
- AV Seminar halls with internet connectivity
- Smart board.
- Computerized language lab.

4.4.2 How is the faculty facilitated to prepare computer aided teaching/ learning materials? What are the facilities available in the college for such efforts?

- All the teachers are trained in preparing computer aided materials & internet usage.
- Workshop on e-content development was arranged in collaboration with MMRC Mysore and EDUSAT networking.
- Computers with internet facility and service of two trained technicians are some of the facilities provided to the faculty.
- A full fledged studio is established.

4.4.3 How many computers are there in the college?

336 computers



4.4.4 Is there a central computing facility? How favourable are its timings, access and cost to both students & faculty?

Yes. The college has a **Multi – facility centre** functioning from **8:00 am to 8:00 pm** on regular days and **9:00 am to 5:00 pm** on holidays.

Rs. 10/- per hour for students for internet browsing and **Rs. 5/- per hour** for offline.

4.4.5. How many departments have computers of their own? Specify the numbers?

All the 25 departments have computers of their own.

4.4.6. How are the computers and its accessories maintained in the department?

An Annual Maintenance Contract has been signed with a reputed firm. **Two resident technicians** of the firm are on duty during the working hours.

4.4.7. What is the output of the various departments in developing computer aided packages for their discipline?

- More than **1000 CAL Packages** prepared.
- e-Content Developed by staff.

4.4.8. Describe the nature of internet services available to students and faculty ?

- All departments have broad band internet connectivity
- The centralized computer centre with 46 computers provides 12 hours service per day for both faculty & students.
- 05 MBPS broadband is provided.

4.4.9. How are the institutional website and web-based facilities used and updated for the benefit of teachers, students and other stakeholders?

The college has its own active website **www.sdmcejire.in** . It provides information regarding admission, course details, achievements, consultancy services, faculty profile and alumni. Examination results are declared through website.

One staff is appointed exclusively to maintain website and create e-Content.

4.5 OTHER FACILITIES

4.5.1 Are there hostel facilities available on the campus?

Yes. **Two hostels for girls and one hostel for boys** in the close vicinity. The boys' hostel which accommodates **150 students**, is free and unique. It follows Gandhian concept of education for life and is similar to a Gurukula. The students maintain a dairy, coconut orchard and practice agriculture. Festivals of all religion are celebrated in the hostel. The girls' hostels accommodate **200 students**.

4.5.2 Are there hostels for women students?

Yes. **Two exclusive UG & PG hostels accommodate 200 girls.**

4.5.3 How many students stay in the hostel? How many rooms are there in the hostel? Is the accommodation sufficient to meet the demand?

In all **350 students stay** in the hostels, the break up is as below:

Boys hostel : **150 students**

Ladies hostel: **200 students**



Total number of rooms available:

Boys hostel : **56 rooms**

Ladies hostel : **69 rooms (48 rooms in UG hostel**

& 21 rooms in PG hostel)

To meet the increasing demand, two more hostels have been planned for P.G. students.

4.5.4 What facilities are provided in the hostel?

The following are the facilities provided in the hostel:

Uninterrupted power and water supply, steam boiler for hot water supply, water cooler, sick rooms, regular health check up by the doctor, medical facilities, spacious dining halls, libraries, recreation rooms, laundry, guest rooms for visiting parents/ guardians, telephones, fruit stall, security round the clock, transport facilities, beautician visit, tailoring service, credit facility to the students in the college co-operative society, facility for out door games.

4.5.5 Does the institution have a health centre?

Though exclusive health centre is not provided within the campus, the health requirements of the students are met by the full fledged general hospital run by the management.

4.5.6 What health care facilities are provided by the health centre?

- Medical officers visit
- Maintenance of first aid kit
- Periodical health check up for hostel employees.

4.5.7 Does the institution have canteen facilities?

Yes. The institution has a **full fledged canteen** providing hygienic food at subsidized rate.

4.5.8 Does the institution have a student centre?

Yes. Students are provided with facilities for indoor games, drinking water and news paper in the student centre.

4.5.9 Does the institution have a Placement Centre?

Yes. **One full time faculty** takes care of the students need like personality development, soft skill enhancement, placement training and campus recruitment.

4.5.10 What are the physical and infrastructure facilities available for the sports and physical education centre?

The following are the physical and infrastructure facilities available for the sports and physical education centre

- The college has an excellent architecturally unique geo-desic model auditorium which accommodates two shuttle badminton courts and four table tennis tables
- A well-equipped stadium with two floor galleries
- The out door facilities available for Basket ball, kabaddi, cricket, hand ball, foot ball, hockey, soft ball, kho-kho, ball badminton, **400 mts track**, warm up ground
- The other facilities include Pole vault bed, all sports materials, **multi gym** and weight lifting.

4.5.11 Does the institution have a workshop/instrumentation centre?**What are the physical facilities available in the centre?**

Yes. The basic tools and facilities required for maintenance of electronic gadgets and furniture are provided in the maintenance room.

4.5.12 Has the institution drawn a master plan for campus development?

Yes. Present campus is fully developed and a new campus is planned for P.G. centre.

4.5.13 What other infrastructure facilities like conference rooms, common rooms, staff rooms, auditorium, parking sheds, etc., are available in the College?

The College has: six conference/seminar rooms, one board room, one studio, EDUSAT centre, two rest rooms for girls, one rest room for boys, fifteen staff rooms, one auditorium and three parking sheds.

4.5.14 What are the communication facilities (Telephone, STD, ISD) available on campus?

The College has intercom facility, a sub-post office, telephone booth with local and STD/ISD call facility, three coin phones.

The hostels have STD/ISD call facility and coin phone facilities.

4.5.15 Describe the facilities like transport, electricity and water supply.

For conveyance purpose, **two vehicles** are made available in the campus. The phone numbers of the drivers is readily available at all hostels during emergency situations.

24 hours water supply (Two bore wells and one open well), seven water coolers at important corners for drinking water.

Uninterrupted power supply through **02 Generators** (125 KWA & 82 KWA) **06 UPS** (5KV, 02 UPS of 10 KV, 01 UPS of 10 KV.)

4.5.16 Describe the nature of landscape developed including approach roads, garden etc. to contribute to ambience.

The college has developed a landscape garden in front of the building with ornamental foliage and flower bearing plants. The college has asphalted internal roads providing access to different buildings/ blocks.

4.6 BEST PRACTICES IN THE DEVELOPMENT OF INFRASTRUCTURE

4.6.1. Describe the best practices for the development of infrastructure and learning resource adopted by the college with reference to physical facilities and its maintenance / library as a learning resource/ICT as a learning resource and other facilities to create learning ambience.

Physical facilities

- Adequate number of class rooms and laboratories
- Indoor and outdoor stadium and multigym facility
- Establishment of sports club to nurture sports talents
- Exclusive computer lab for providing free basic computer literacy programme to the needy students
- Language lab to provide free training in communicative English
- Establishment of study centers
- Establishment of Studio for providing free training in electronic media

- Establishment of Arboretum in a area of 10 acres (for conservation of plants of Western Ghat area)
- Administrative office fully computerized with software developed in-house

Library as the Learning Resource

- Independent, spacious library with more than 75,000 books with more than 50,000 titles
- Subscription to – 93 journals
- 100% Computerisation
- D-space facility
- Internet facility
- Networking of library with sister institutions
- 300 Computers available for students use.
- Exclusive computer lab to provide computers education
- Computerised language lab
- 5 MBPS broadband facility
- Networked campus with Wi-Fi
- All faculty rooms with computer and internet/intranet facility
- Active website

Other facilities

- Common rooms for students
- Vehicle parking areas
- Open class room
- Guest house
- Two vehicles

- Annual up-gradation of infrastructure



Indoor Auditorium

For re-accreditation**1. What were the evaluative observations made under Infrastructure and Learning Resources in the previous assessment report and how have they been acted upon?**

No specific observation was made in the previous assessment report.

2. What are the other quality sustenance and enhancement measures under taken by the institution since the previous Assessment and Accreditation with regard to Infrastructure and Learning Resources?

The other quality sustenance and enhancement measures are:

- Addition of new block with 4 class rooms and 8 Laboratories
- Expansion of Library
- Automation of the library with bar coding
- Up-gradation of labs, seminar halls, staff rooms
- Addition of P.G. Block in ladies hostel
- Establishment of IGNOU study centres
- Expansion of play ground.
- Establishment of language lab and Research centres
- Establishment of media centre.
- Expansion of internet centre with 25 computers and broad band
- Provision of internet and intranet facility to all the departments
- Additional seminar halls with LCD
- Steam cooking facility in the canteen provided.
- Expanded parking area for two/four wheelers.
- Renovation of administrative

CRITERION V:

Student Support and Progression

Criterion V: Student Support & Progression

5.1 STUDENT PROGRESSION

5.1.1 How does the institution monitor student progression?

- The institution has adopted **continuous evaluation system** to ensure students' progression with due weightage on attendance, internal examinations (one online exam and one written exam in each semester) and class room performance (Seminars, discussions, assignments, Quiz, and surprise tests) and term end examination.
- The institution maintains **cumulative academic record** of the students which is reviewed during the parent teacher interaction, twice a year.
- **Diagnostic survey** is conducted after the exam and remedial measures are taken for slow learners in all departments.
- On an experimental basis a system called CAMP (Career Assessment and Monitoring Progress) is introduced in the Department of Commerce.

5.1.2 What is the student strength of the institution for the current academic year? Give the data gender- wise, state –wise and nationality – wise

The details of the student strength are given below.

	State			Other States			International			Grand Total		
	UG	PG	Total	UG	PG	Total	UG	PG	Total	UG	PG	Total
Male	528	107	635	06	01	07	-	-	-	534	108	642
Female	740	179	919	09	01	10	01	-	01	750	180	930

Total	1268	286	1554	15	2	17	01	-	01	1284	288	1572
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5.1.3 Details of the last two batches of students and their profile (General, SC, ST, OBC etc.,) prefixing the Socio-economic profiles also.

The detailed profile of the students of the last two batches is given below.

Year	Category										
	General		SC		ST		OBC		Total		Total
	UG	PG	UG	PG	UG	PG	UG	PG	UG	PG	
2006-07	236	36	26	07	28	07	776	105	116	155	1271
2007-08	692	68	26	07	35	10	404	105	257	190	1447

5.1.4 What percentage of the students on an average progress to further studies? (UG to PG and PG to Research) Give details for the five years.

Approximately **65 to 70%** of the UG students after completing their degree prefer to go for higher education. In PG courses the majority of the students go for placement.

Details of the students going for higher studies are as follows:

Year	MSW	MSc Psychology		
	MPhil	MPhil	PhD	Certificate Course
2003-04	-	-	6%	-
2004-05	-	15.38%	-	7.69%
2005-06	3%	4.17%	-	4.17%

2006-07	-	-	14.29%	-
2007-08	-	9.09%	-	-

5.1.5 What is the dropout rate for the different years after admission?

The average dropout rate of all the courses for the last five years is given in the table below-

Year	2003-04		2004-05		2005-06		2006-07		2007-08	
	UG	PG	UG	PG	UG	PG	UG	PG	UG	PG
Dropout Rate	10.35%	10.25%	10.51%	11.47%	10.76%	4.65%	6.97%	3.94%	12.64%	4.70%

Dropout is due to the admission to other professional courses.

5.1.6 What proportions of the graduating students have been employed for the last five years? Provide placement record for the last five years.

Majority of the UG students (65 to 70%) prefer to go for higher education and remaining Students (30 to 35%) go for either employment or self employment. Majority of the PG Students get placements in industries and other institutions.

Details of placements of PG students of last five years are as follows:

Course	2003-04	2004-05	2005-06	2006-07	2007-08
MSW	100%	100%	97%	100%	100%
M.Sc. Psychology	94%	76.93%	91.66%	85.71%	90.91%

5.1.7 How many students appeared/ qualified in UGC-CSIR-NET, SLET, IAS, GATE/CAT/GRE/TOFEL, GMAT/Central/State Service Competitive Examinations. (Last five years)



The table below gives details:

year	UGC	CAT/MAT	CSIR	IAS	NET	GATE
2004-05	-	-	-	-	-	-
2005-06	-	02	-	-	-	-
2006-07	-	04	-	02	-	-
2007-08	12	02	02		02	-
2008-09	02	-	-	-	-	03

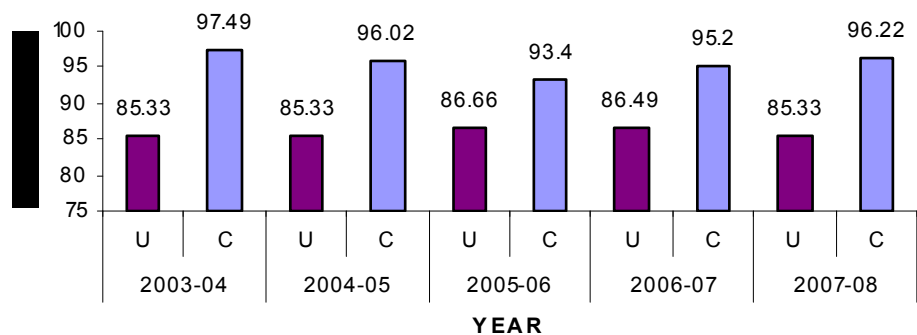
5.1.8 Give comparative picture of institutional academic performance in relation to university average.

Institutional academic performance is above the university average.

The details are given below:

Course	2003-04		2004-05		2005-06		2006-07		2007-08	
	Uni . Avg.	Colleg Avg.	Uni. Avg.	College Avg.	Uni. Avg.	Colleg Avg.	Uni Avg	College Avg.	Uni Avg	College Avg.
B.A	82%	95.24%	82%	96.50%	86.57%	94.16%	86.60%	94.81%	82.33%	93.33%
B.Sc.	71%	94.74%	71%	94.34%	82.09%	89.83%	84.91%	81.25%	77.76%	88.88%
B.Com	63%	95%	63%	85.33%	65.65%	76.39%	64.51%	95.12%	70.91%	95.12%
B.C.A	96%	100%	96%	100%	86.39%	100%	84.03%	100%	81.82%	100%
M.Sc.Psy	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
MSW	100%	100%	100%	100%	99.27%	100%	98.90%	100%	99.18%	100%

ACADEMIC PERFORMANCE OF THE COLLEGE IN RELATION TO THE UNIVERSITY (BOTH UG AND PG)



5.1.9 Describe the efforts made by the institution to facilitate progression to employment.

The college has taken the following steps to facilitate progression to employment-

- **HRD Cell** of the college trains the students in soft skills
- **Language lab** trains the students in communication skills
- **Career guidance and placement cell** guides the students to prepare for employment
- **64 Certificate courses, Career Information Bureau in the library, Manual of different career opportunities and interaction with Alumni** facilitate progression to employment.

5.2. Student Support system

5.2.1 Does the institution publish its updated prospectus and handbooks annually? How is the information content disseminated to students?

Yes. The college prospectus containing profile of the institution, its vision and mission, course details, facilities available in the campus, admission procedure and hostel facilities is published every year.

After the admission students are given updated calendar containing the following information - department faculty, academic programmes, academic regulations and guidelines, infrastructural facilities, code of conduct, scholarships and free-ships, particulars about committees, schedule of extra – curricular activities, examination schedule, attendance format, certificate courses, enrichment courses, library facilities.

In addition to the above, information is disseminated to the students through website, induction and orientation programmes.

5.2.2 Does the institution have a website? Give details on information available for students.

Yes. The institution has an active website **www.sdmcejire.in** . It is being updated regularly. It includes profile of the institution, faculty profile, course details, department profile, alumni profile, photo gallery, academic details, ongoing activities, academic plan, exam results, extra curricular activities and facility for online registration for Alumni and e-Journal.

5.2.3 Does the institution provide financial aid to students? Specify the type and number of scholarship / freeships given to the students last year? What types of insurance covers are available to students?

Yes. The number of the scholarships / free-ships and other financial aids given to the students during 2008-09 is given below.

Sl. No.	Type of the Scholarship /Free-ship	Total Numbers	Total Amount
1	Endowments	90	67,000/-
2	Free-ships	357	3,42,370/-
3	Scholarships (Government)	223	6,84,147/-
4	Scholarships (Institution) Private	16	24,700/-
5	Loan facilities	-	-
6	Management Scheme - fee concession to the children of employees.	63	1,70,250/-
Total		749	12,88,467/-

All the students are covered under group insurance.

5.2.4 What types of support services are available to overseas students?

The institution provides necessary information, guidance and assistance to overseas students in getting the eligibility and migration certificates. It also helps them in fulfilling immigration formalities. Special coaching is arranged in the areas of special papers/ additional papers (Languages).

5.2.5 What support services are available to SC/ST students and differently abled students?

Institution provides free boarding & lodging facilities to deserving students of this category.

The institution provides information and assistance to SC/ST and differently abled students to avail the schemes and facilities offered by the Central and State governments.

5.2.6 Does the institution offer placement and counselling services to students? Is there special counselling for women students?

- Yes. The college has a **career guidance and placement cell**. The cell was established in the year 1997 as a joint project of **SDM College and Rotary Clubs of Jarsvo & Lustdal of Sweeden and Rotary Club of Belthangady**. The major activities of the centre are: career awareness Programmes, arrangement for campus selections, extension programmes for SSLC and PUC Students, higher education information programmes, publication of career manuals, motivation to participate in competitive and entrance examinations, career awareness camps in neighbouring schools & colleges and it also hosts Train the Trainers Programme for high school and college teachers.

The centre won the **Best Career Guidance Centre Award for six consecutive years in Rotary International Dist. 3180**. This longstanding Centre caters to the needs of the students regarding opportunities of employment and higher studies.

- The College has a **counselling centre** with a qualified counsellor. Individual and group counselling is done through the centre. The staff members/mentors also attend to the counselling needs of the students and direct them to the centre for the higher level counselling.
- The college has a **Women Development Cell** which arranges special counselling for women students.

5.2.7 Does the faculty participate in academic and personal counselling?

How many have participated last year?

Yes. There is a cordial relationship between the students and the teachers. **Every teacher plays the role of a counsellor**. Besides, **the college has adopted mentorship concept** in which every mentor acts as a counsellor to a group of students.

5.2.8 Has the employment cell encouraged students to be self- employed during the last five years? What are its activities?

Yes.

- The placement cell of the institution undertakes number of programmes for entrepreneurship development among the students.
- The college is closely associated with the **Rural Development and Self Employment Training Institute**, a leading NGO for conducting EDP activities. In association with **RUDSETI**, leading

NGO, **Vocational Skill Enhancement Training (VSET)** was arranged in which **training was imparted on computer hardware and networking, DTP, beautician course, fabric painting, tally and fashion designing.**

- **Annual field visits are arranged for the final year students to the income generating units of SHGs.**

5.2.9 Does the institution have an alumni association? What are its activities?

Yes.

- The institution has an **alumni association**. There is a good rapport between the institution and the alumni association. **The alumni association contributes to midday meal facility, various sports and cultural activities, scholarships to meritorious students and extends placement help.**
- **“Our Alumni Our Pride”** is a unique system adopted by the institution to recognize the successful alumni by displaying their profile on notice board regularly.
- **The alumni are constantly updated with information on the progress and programmes of the institution through a fortnightly e-Journal.**
- **Annual get-together of the alumni** is another significant event.

5.2.10 List the names of top 10 most renowned Alumni of the college along with their designation?



Following is the list of ten most renowned Alumni of the college.

- Sri Gangadhara Gowda Ex minister for Sports &
Youth Services- Government of
Karnataka
- Sri Vasantha Bengera Ex chief whip of Janata Dal Party
and Present MLA
- Dr. Jayaram Bhat Chairman, Dept. of Economics,
Kuvempu University
- Dr. Samudra Vijaya Scientist, TATA Institute of
Fundamental Research, Mumbai
- Sri Sheikh Lateef Finance officer, PU Board,
Government of Karnataka
- Dr. Yajnanarayana Jois Senior Scientist, Shell Global
Solutions, Houston (Texas) USA
- Prof. Shankar Magician of International repute
- Sri Pratap Simha Sub editor, Vijaya Karnataka
Daily & Freelance journalist
- Sri Nithin Bhide Lt. Colonel , Indian Army
- Smt. Raja Rajeshwari Musician of International repute
- Sri K.A. Tippeswamy State Information Officer,
Bangalore

5.2.11 Are the Alumni contributing to the development of the institution?

Specify how?

Yes. They are contributing to the up-gradation of curricula as the members of all the BOS & Academic Council of the college. Their



knowledge, skill and experience are made available for the students by arranging interactions which help them to achieve academic progression and placement. They also provide financial support by instituting prizes and scholarships, midday meal.

5.2.12 Does the institution have a grievance redressal cell? What are its functions

Yes. The institution has a grievance redressal cell. Students' welfare officer acts as its chairman. He along with the mentors attends to the students' grievances.

5.2.13 List the Number of grievances redressed during the last 2 years.

The institution came across a very few grievances in the last two years. The major grievances pertaining to transportation, peer group conflicts and private mess have been successfully redressed.

5.2.14 Is there a provision for welfare schemes for students? If yes, give details?

Some of the student welfare schemes are - free hostel facility, midday meals, group insurance, fee concession, scholarships, easy instalment schemes, book bank and coaching for sports students.

5.2.15 Is there a cell to prevent sexual harassment? How effective is the cell?

Yes. As per norms, the institution has constituted the cell to look into such problems. Till now the institution has not faced any such problem.

5.2.16 What are the efforts to provide legal literacy to women?

To provide legal literacy to women the institution organises programmes on women rights, legal aid camps in association with taluk free legal aid cell, visits to court and police station.

5.2.17 What are the support services made available for differently abled Students?

Differently abled students are given free hostel facility, scribe and extra time for examination. However, their number is insignificant.

5.2.18 What specific measures has the institution taken to enhance the quality of education with reference to student support and progression?

The institution has taken the following measures for quality enhancement with reference to student support and progression.

- Bridge course
- Remedial drill and additional coaching
- Instalment scheme for payment of fees
- Career guidance and placement support.
- Feedback mechanism
- Student faculty
- Training in Dramatics
- ICT enable teaching
- Continuous evaluation
- Fee concession
- Learning facilities like book bank, Internet and Department library
- Student research projects
- Mentorship to all students
- Skill development programme
- Digital library

5.2.19 What are the health services available to students such as resident doctor, group health insurance scheme etc?

Group Health Insurance Scheme is introduced in the college. The doctor's visits to the hostels cater to the medical needs of the inmates. In addition to this our students get medical aid in the hospitals run by the management. 24 hour vehicle service is available.

5.2.20 Describe the safety measures provided by the institution like security and adequate lighting etc.

The college Campus is well illuminated. 24 hour security is provided in the college & hostels. Fire extinguishers are installed in fire prone areas. Lightening conductors and tripper units are installed as safety measures. First aid boxes in all laboratories. Speed cutters in front of the college.

5.3 Student Activities

5.3.1 What are the various student cultural activities organized?

The Institution conducts a variety of programmes focused on inculcating Indian culture and tradition. In this connection, the institution has centres like -

- **Centre for Yakshagana** to promote regional folk art form
- **Centre for performing arts** to train in dramatics
- **SPICMACAY** unit
- **Movie club** to promote viewer-ship and appreciation of art movies,
- **Cultural association** to organise regular programmes and competitions on dance and music at various levels.

5.3.2 Furnish information regarding the participation of students in extracurricular activities and co-curricular activities.

More than **90% of the students** are involved in one or the other extracurricular and co-curricular activities like NSS, NCC, Rovers and Rangers, Red Cross, Hobby Club, Departmental Associations and Extension Activities of the departments.

5.3.3 What are the incentives given to students who are proficient in sports?

The incentives given to the sports students' are-

- Free boarding and lodging
- Scholarships
- Free sports kit
- TA and DA for participation in different university, state and national level sports events
- Free books
- Special allowance for diet
- Attendance credit

5.3.4 Give details of the participation of students in sports and the outcome, at the state, regional, national and international level, during the last five years?

The detailed list of the students participation and prizes won in various levels of sports is given below

	Participation & Recognition					
Year	State		Zonal		National	
	No. of Participation	No. of Recognition	No. of Participation	No. of Recognition	No. of Participation	No. of Recognition
2004-05	28	23	11	05	11	02
2005-06	35	31	15	02	08	02
2006-07	18	16	13	02	13	01
2007-08	36	35	21	13	23	09
2008-09	30	24	17	08	23	09

• Recognition = Prizes won



5.3.5 Does the institution collect feedback from students? Describe the mechanisms and using it for improvements?

Yes. The **software developed in-house** is utilized for the purpose. The institution collects the feedback from the students regarding the faculty (appraisal is done on 5 key areas of teaching learning evaluation),

library, internet, laboratories, sports facilities, curriculum, hostel facilities, canteen, cooperative store and overall learning experience. The feedback collected is utilized for improvement

5.3.6 Describe the steps taken for encouraging student participation in institutional activities.

Ample opportunities are provided to the students to participate in various activities of the institution through Literary, Cultural, Magazine and Fine arts committees, Sports, NSS, NCC and Subject Associations. Emphasis is given to the participation in extension activities in the autonomous scheme.

The following are the indicators of students participation –

- 24 departmental wall magazines.
- College Magazine **Manisha** secured university level **best magazine award** consecutively for the last **nine** years
- Our college women team has won the overall **sports championship award** of Mangalore University consecutively **for thirteen years**
- Ours is the only college in the state to secure highest number of **14 state/national awards in NSS.**

5.4 Best Practices

5.4.1 Describe the Best practices of the college, in terms of student support/student progression related activities.

The best practices of the college in terms of student support and student progression related activities are -

Students support:

- Encouragement to students of weaker sections by establishing free hostels and providing midday meals schemes and scholarships and free ships.
- Establishment of career guidance cell, women development cell, counselling centre , language lab, computer education centre, media centre, study centers of KSOU and IGNOU, centre for rural studies, research and instrumentation centre, basic information technology and education centre, basic life skill and entrepreneurship development centre, centre for performing arts, craft centre, technical resource centre, civil service examination training centre, centre for political empowerment. Proper safety measures like fire extinguishers, first aid kits, first aid training.
- Sports: Establishment of sports club, incentives to outstanding sports persons, arranging coaching camps, adequate infrastructure facilities, exclusive audio visual facility to learn through watching international events of sports and games.
- Financial Support - Fee concessions, endowment prizes, easy instalment scheme, research fellowships, free hostel facility, free education for deserving students and scholarships
- Extra curricular initiatives – Two NSS units, Two NCC units, Rovers and Rangers unit, Youth Red Cross, SPICMACAY, Movie Club, Literary, Cultural and Subject Associations.

- Learning resource – book bank, internet at subsidised price and off line computer facility.

Student progression

- Performance of the institution is always higher than the university performance.
- Manuals on career options
- Career related books in the library
- Guidance by the mentors regarding opportunities for vertical mobility and employment.
- Departmental level activities to provide training in the requisite skills such as public speaking, research methodology, group discussion.
- Student faculty, Student research project, Free training programmes in communicative skills and basic computer literacy.

For re-accreditation:**1. What were the evaluative observations made under Student Support and Progression in the previous assessment report and how have they been acted upon?**

The evaluative observations made under Student Support and Progression in the previous assessment report are:

- a) More extensive programmes for computer literacy may be devised to optimize the use of the computer centre.
- b) In view of the promotion of Spoken English skills in the College on a large scale, steps may be expedited to establish a language laboratory in the College.
- c) The possibility of creating an Endowment in the College specifically for providing aid to the economically poor students may be explored.
- d) Steps for involving the alumni in the development of the institution may be activated.

Actions Taken:

- a) College has established centre for computer education through which basic computer education is provided to all the students.
- b) Full fledged, language lab with one full time staff organizes and facilitates the needy students in developing skills on communicative English.
- c) The College is providing additional facilities and free education to the poor and meritorious students through college funds. Though specific endowment is not created, welfare scheme is initiated. At present 336 students are availing such benefit.
- d) College actively involves alumni in its B.O.S. and Academic Council Bodies. Alumni contribute to the institutional midday meal scheme and sponsorship of events, Alumni association meets every year.

2. What are the other quality sustenance and enhancement measures under taken by the institution since the previous Assessment and Accreditation with regard to Student Support and Progression?

The other quality sustenance and enhancement measures are:

- Adequate facilities and special incentives to sports and games are provided.
- Four new PG courses introduced.
- Hostel – PG block added
- Partner institution of IGNOU is established.
- Media centre for e-Learning experience is established
- Student research and student faculty initiated.



CRITERION VI:
GOVERNANCE AND LEADERSHIP

Criterion VI: Governance and Leadership

6.1 Institutional Vision and Leadership

6.1.1 Does the institution have a mission statement and goals in tune with the objectives of higher education?

Yes. The institution has clear vision and mission statements which are redefined once in five years to meet the changing needs of higher education and society.

6.1.2 What are the leadership functions of the Head of the Institution? How is the leadership system established in the college?

The Leadership functions of the Head of the Institution are -

- Administrative Functions
- Curricular up-gradation initiatives
- Planning and implementation of co-curricular and extracurricular activities for the overall development of students
- Protecting and maintaining academic ambience in the college campus.
- Planning the overall growth and future expansions of the institution in consultation with academic peers.

6.1.3 What measures are taken by the institution to translate quality to the functioning of its various administrative and academic units?

Following measures are taken to ensure quality in performance

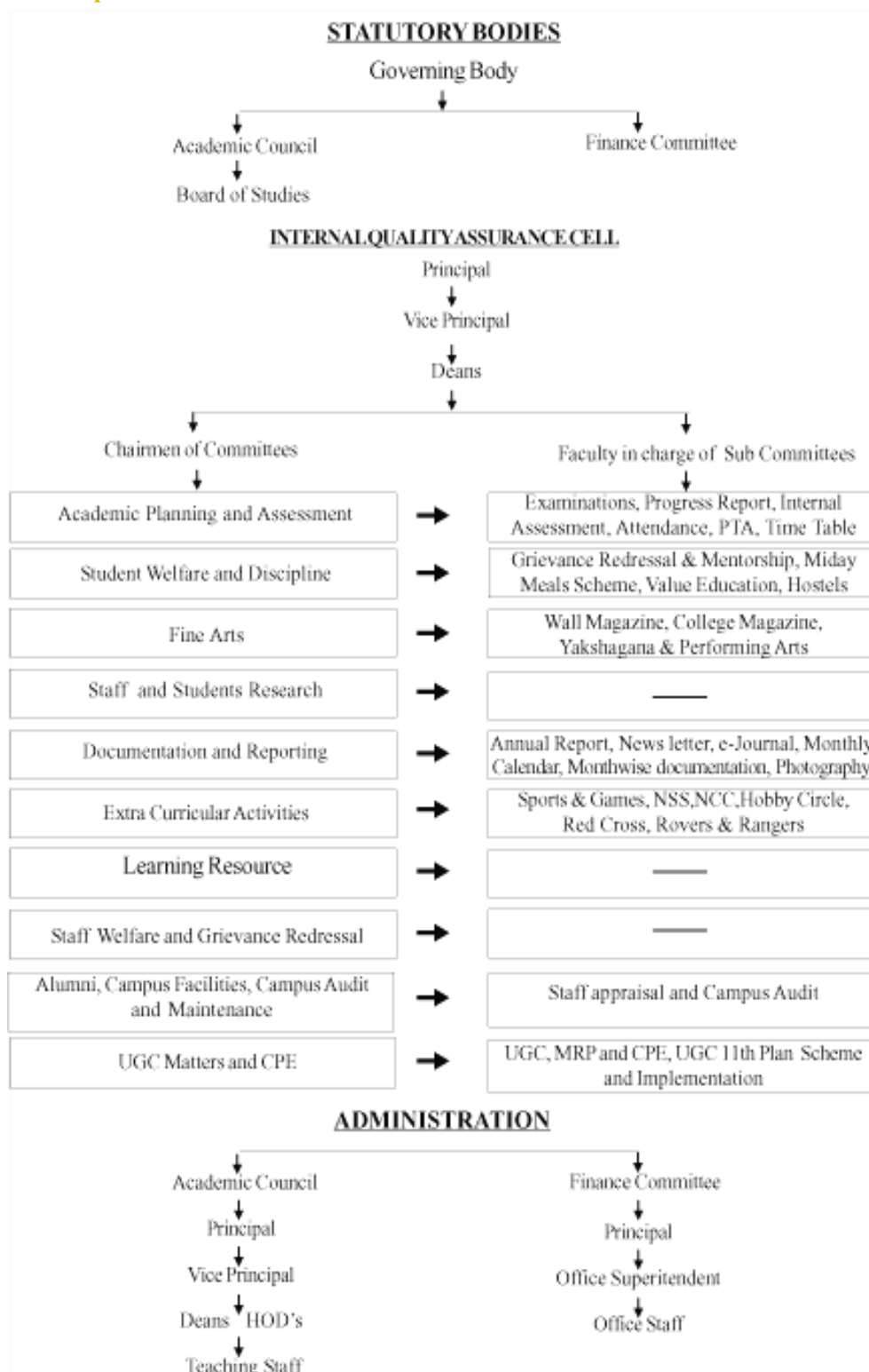
- Decentralized administrative authority with accountability
- Well defined administrative and academic roles and responsibilities

- Systematic monitoring and review mechanism through IQAC, HOD's and Committee meetings
- Constant motivation by the management keeps the whole system dynamic.

6.1.4 How are the faculty involved in decision- making?

- The faculty members assist in the administration by being the members/chairmen of various committees. They have the freedom to take decisions up to certain levels.
- The HOD's and the staff take decisions on the departmental issues.
- Policy decisions are taken at the highest level of the committee structure.
- The administration of the day to day working is shared by Vice Principal , two Registrars and three Deans

6.1.5 Give a flowchart of academic and administrative decision making process.



Additional Committees

- Career Guidance and Placement Cell
- Basic life skills and Entrepreneurship Development Centre .
- Centre for Communicative English and Foreign Languages
- Basic Research Instrumentation Centre
- Basic Information Technology Education Centre
- Counselling Centre
- EDUSAT Centre
- Centre for Rural Studies
- Technical Resource Centre
- Centre for Political Empowerment
- Centre for Prakruth Studies
- DR. HA MA NA Research Centre

6.1.6 Describe reforms in the management techniques employed and efforts to value employees' contribution.

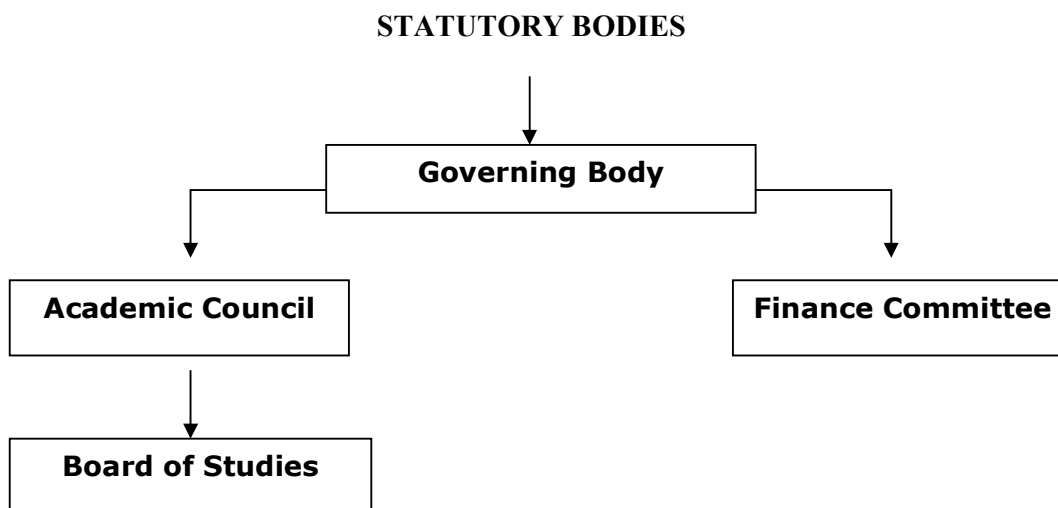
The following reforms have been implemented to ensure smooth functioning of the college and value employees' contribution.

- Decentralized administration
- Feedback from the Chairmen of committees and HOD's about staff in both formal & informal modes.
- Weekly declaration of completion of work in the office [Self declaration]
- Presentation of compliance report and activity report in the monthly HOD/IQAC meeting.

- Appreciation/ honour for the good work during the monthly meeting and annual day celebration
- Birthday wishes as a part of maintaining healthy relationship
- Financial assistance for participation in seminars/workshop
- Arranging need based training programmes and deputation to workshops

6.2 Organizational arrangement

6.2.1 Give the organizational structure and details of the units of the statutory bodies



1. GOVERNING BODY

The Governing body consists of

- The President of S.D.M.E. Society as the Chairperson and five nominated members.
- Two teachers of the College nominated by the Principal on seniority for two years.
- An Educationist or Industrialist nominated by the Management.

- A nominee of the University Grants Commission.
- A nominee of the State Government (an academician not below the rank of a Professor or a State Government official of the Directorate of Collegiate Education/ Higher Education/ State Council of Higher Education).
- A nominee of the University.
- The Principal of the College as the Ex-officio Member.

2. ACADEMIC COUNCIL

The Academic Council of the college consists of

- The Principal as the Chairperson.
- All the Heads of the Departments of the College as members
- Four teachers of the college representing different faculties by rotation on the basis of seniority of service in the college holding clean records.
- Not less than four outside experts representing such areas as Industry, Commerce, Law, Education and Management nominated by the Governing Body.
- Three nominees of the University.
- A faculty member nominated by the Principal as the Member Secretary.

3. BOARD OF STUDIES

The Board of studies consists of

- Head of the Department as the Chairperson.
- All the teachers of the department as the members.

- Two experts in the subject from outside the college nominated by the Academic Council.
- One expert is nominated by the Vice-Chancellor from a panel recommended by the college principal or on his own.
- One representative from industry/corporate sector /allied area relating to placement.
- One post-graduate meritorious alumnus nominated by the principal.

4. FINANCE COMMITTEE:

The Finance Committee consists of

- The Principal as the Chairperson.
- One person nominated by the Governing Body of the College for a period of two years.
- One senior- most teacher of the college nominated in rotation by the principal for two years.

6.2.2. Give the details of the meetings held and decisions made, regarding finance, infrastructure, faculty, academic, research, extension, linkage and examinations held during the last year.

Apart from the routine decisions, the following major decisions were made in the monthly meetings of **IQAC**.

- Up-gradation of laboratories
- Up-gradation of staffrooms
- New block for Dr. Ha. Ma. Na. Research centre.
- Furnishing the staff reading room and reference section of the library

- Reviewing faculty positions and forwarding the vacancy positions to the management
- Establishment of Media Centre
- Bringing out TV news bulletins through the local cable network.
- Recommending for replacement of the computers of one computer lab
- Conducting two internal tests, (one online test, one midterm test) and term-end examination.

Academic Council

Following decisions are made in the annual Academic Council meeting

- Approval of new PG courses
- Approval of the panel of Examiners and the revised syllabus made by the respective Board of Studies.
- Approval of the Academic Calendar

Finance Committee

- Approval of the recommendations made by the IQAC
- Approval of the budget proposals

Governing Body

Approval of the decisions of the Academic Council and Finance Committee

6.2.3 How frequently are the meetings of the different statutory bodies held? Describe coordination among bodies like BOS, AC, FC etc.

Meetings of the statutory bodies –

- Governing Body, Finance Committee, Academic Council, and BOS meetings are held once a year.
- The decisions taken in the BOS are placed in the academic council meeting for approval. After the approval, information is sent to the Finance Committee for further action.
- All other decisions pertaining to infrastructure and having financial implications will be approved in the governing body for further implementation.

6.2.4 What percentage of management council's resolutions was implemented during the last year?

All the resolutions were implemented.

6.2.5 How is the administration decentralized?

Administration of the institution is decentralized to a great extent for different purposes.

The administration is decentralized on the following structure:

- Principal - Overall administration
- Vice Principal - Assisting the principal in overall administration and chairing the meetings in the absence of the principal.
- Registrar (Administration) –Arranging Academic Council meeting, Governing Body meeting and Finance Committee meeting. Proper maintenance of records like the governing rules and regulations of the college, list of the members, meeting notices and proceedings and official communications to affiliated university and UGC.
- Registrar (Evaluation), - Monitoring examination related works up to the announcement of results and issue of marks cards

- Deans - To monitor and review the academic progress, co curricular activities, maintenance of records.
- HOD's – Planning and implementation of curricular and co curricular programmes
- Coordinators – To coordinate the activities of the respective committees
- Superintendents – To implement and monitor the decisions regarding office administration and accounts.

6.2.6 Does the institution have an effective internal coordination and monitoring mechanism? Specify.

Yes. The institution has an effective coordinating and monitoring mechanism.

- All the committees meet regularly during the specified period of the month.
- The progress and the plan of action of all the committees are reviewed in the IQAC meeting
- The activities of different departments are coordinated through the monthly meetings of the heads of the department with the principal.
- In the monthly meeting of the administrative staff with the principal, all the matters related to the office are sorted out.

6.2.7. How many times do the management and staff meet in an academic year?

At least five times the management and staff meet in an academic year.

6.2.8. What are the informal / decentralized organizational arrangements made by the institution for effective governance?

- On special occasions, ad-hoc committees are constituted which hold formal meetings and submit reports after the task is completed.
- The members of the management and the principal visit the departments and interact with the staff and the students during which some decisions on improvement are made.
- The HOD's and staff hold informal meetings with the students and report the observations/ suggestions to the concerned.
- The notable feature of the institutional effective governance is the easy access of any of member of the governing body including the president to its employees.

6.3 Strategy development and deployment

6.3.1 Does the institution have a perspective plan for institutional development? How is it made?

Yes. The institution evolves its perspective plan after a thorough review of its programmes and need analysis in consultation with all the stake holders.

6.3.2 Describe strategic action plan and schedule for future development.

The perspective plan and the strategic action plan with schedule for future development are mentioned below-

Sl.No.	Particulars of the plan	Year of Completion
1	P G block	2011
2	Enhancing the number of certificate courses to 100	2011
3	Two hostels with 600 capacity	2011
4	Establishing research centres in Medicinal Chemistry, Journalism, Commerce, Social Work	2011
5	60% of the teaching learning process will be made technologically enabled	2012
6	Exclusive digital learning centre in the library and networking of libraries of sister institutions	2012
7	Increasing the number of AV rooms to 10	2012
8	Exclusive hostel for international students	2013
9	Establishment of sophisticated research laboratories for researches in basic sciences by	2014
10	100% faculty with MPhil/PhD	2014

6.3.3 Does the institution follow an academic calendar? How is it prepared?

Yes. The college calendar committee prepares the college calendar in consultation with the heads of the departments and chairmen of committees and this is finalized by the IQAC before the beginning of the academic year.

6.3.4 During the last five years, specify how many plan proposals were initiated / implemented?



During the last five years the following plan proposals were initiated and implemented.

- **Autonomous status**
- **04 PG**[Bio Technology, Commerce, Journalism, and Medicinal Chemistry], **01 UG Course** [BBM]and Biotechnology subject in BSc
- **PG Hostel**
- **Library extension**
- **Dr. Ha Ma Na and other research centres**
- **IGNOU study centre**
- **Media centre**
- Internet and intranet facility to the departments
- Student research projects
- Computerisation of administration
- Expansion of computer labs

6.3.5 What are the initiatives taken by the institution to make optimum use of the autonomous status?

The following initiatives are taken by the institution to make the optimum utilization of the autonomous status.

- **Credit based semester system** is continued with enhancement of Internal Assessment from **20% to 30%**
- Introduction of Certificate Courses with horizontal mobility and flexibility

- Modification of the curriculum with due weightage for skill component.
- Introduction of new UG/PG/PG Diploma courses.
- Simplifying the examination process by developing the **online examination software**.
- Announcement of results within **fifteen days** of completion of the exam.
- Decision to issue certificate of achievement indicating co curricular and extra-curricular performance of the students

6.3.6 Has the college conducted an academic audit? Give details.

Yes. Periodic academic audit is conducted by a committee constituted for the said purpose. The institution gets the first hand information about the academic performance through the various assessment mechanisms such as- **self appraisal by the staff, staff appraisal by the students, HOD's confidential report, alumni feedback, parents' feedback, parent/teacher interaction, employers feedback, self audit by the departments** [Planning of the department activities and budget in the beginning and review of the activities at the end of the academic year]

6.3.7 Describe the institutional approach for decision making and deployment.

The institution practices participatory approach in decision making with regard to planning of curricular, co-curricular, and extracurricular activities of the college. While planning the outcome is also envisaged.

It has resulted in total involvement of both teaching and administrative staff at their respective levels.

6.4 Human Resource Management

6.4.1 How is the staff recruited? Illustrate the process of man-power planning.

It is done through the committee constituted, consisting of Principal, management representative, HOD and subject experts. Manpower is allocated based on UGC norms.

6.4.2 How do you assess the need for staff recruitment?

Based on the workload, against retirement and introduction of new courses of study, the staff is recruited.

6.4.3 What percentages of faculty are recruited from other institutions?

80% of the faculty are recruited from other institutions

6.4.4 What is the ratio of teaching to non-teaching staff?

Approximately 3:1

6.4.5 Describe the strategy to attract and retain talented faculty in aided/ self financed courses

The institutional strategy to retain the talented faculty is

- Provides respectable salary
- Employee friendly service conditions
- Provides accommodation facility
- Encourages staff to undertake minor/major research projects, MPhil and PhD
- Creates conducive working atmosphere

6.4.6 Are the Government of India/ State Government policies on recruitment followed in terms of reservation and qualification norms?

Yes. At the time of recruitment all the government norms applicable are adhered to.

6.4.7 Does the institution appraise the performance of the non-teaching staff? Specify.

Yes. The work efficiency of office staff is assessed through formal appraisal mechanism which includes self appraisal, appraisal by the immediate superior and by the principal.

6.4.8 Does the institution have a “self-appraisal method” to evaluate the performance of the faculty in teaching, research and extension programmes?

Yes.

6.4.9 Are there any complaints, inquiries or legal suits pending against the functioning of the institution? Please give details.

The institution has a very transparent administrative system and cordial relationship with its stakeholders. There is no complaint, enquiry or legal suit against the institution.

6.4.10 Has there been any study conducted during the last five years by the college/ government or by any other external agencies on the functioning of any aspect of academic and administrative unit? Give the details and enclose the reports.

Yes.

- FJEI based on its assessment of the institution has recognised the college as the “Best College” with the cash prize of Rs. 1,00,000/-
- The expert committee of UGC and Mangalore University assessed the institution and conferred autonomous status.

6.4.11 Has the institution conducted any programme for skill up gradation and training of the non-teaching staff based on the performance appraisal?

Yes. The institution conducts internal need based training and skill up gradation programmes for the non-teaching staff.

6.4.12 Does the institution conduct staff development programme for the teaching staff? Illustrate. ?

Yes. In addition to the academic seminars and workshops the institution has organized the following programmes:

- e- Content development training programme
- Orientation in EDUSAT networking usage
- Workshop on research methodology
- Workshop on teaching methods and use of ICT
- Workshops on interpersonal relationships, self management skills
- Orientation programmes to the newly appointed staff

6.4.13 Has the faculty been introduced to the use of computers, internet, audio-visual aids, Computer aided packages etc.?



Yes. All the faculty are computer savvy and make the best use of the ICT facilities

6.5 Finance Management and resource mobilization

6.5.1 Provide details of the budget for the last financial year.

Academic Year	Remuneration to employees (Rs.)	Administrative Expenses (Rs.)	Operative Expenses (Rs.)	Establishment and Maintenance Expenses (Rs.)	Total Expenses (Rs.)
2007-08	17736843/-	95250/-	2636401/-	365500/-	20833994/-

6.5.2 Is the operating budget of the institution adequate to cover the day-to-day expenses?

Yes

6.5.3 Is the maintenance budget of the institution adequate with reference to its assets?

Yes

6.5.4 How is the budget optimally utilized?

The institution has developed a mechanism for optimal utilisation of the budget. The departmental requirements are pooled and a thorough one to one discussion with the principal takes place during which the need is assessed and prioritised. Subsequently, consolidated budget is submitted to the management for approval. This whole process ensures optimal utilisation of the budget.

6.5.5 Does the institution have a mechanism for internal and external audit? How regularly is it done?

Yes. The internal audit is done periodically and the statutory audit is done annually.

6.5.6 What are the current tuition and other fees?

Course	Tuition fees	Other fees	Total fees
I BA (With lab)	1,714.00	1,593.00	3,307.00
IBA	1,714.00	1,120.00	2,834.00
II BA (With lab)	1,714.00	1,238.00	2,952.00
II BA	1,714.00	765.00	2,479.00
III BA(With Lab)	1,714.00	1,238.00	2,952.00
IIIBA	1,714.00	765.00	2,479.00
I B.Com	1,714.00	1,120.00	2,834.00
II B.Com	1,714.00	765.00	2,479.00
III B.Com	1,714.00	765.00	2,479.00
I B.Sc.	1,714.00	1,593.00	3,307.00
II B.Sc	1,714.00	1,238.00	2,952.00
III B.Sc.	1,714.00	1,238.00	2,952.00
IBCA	5,000.00	4,158.00	9,158.00
II BCA	5,000.00	3,395.00	8,395.00
III BCA	5,000.00	3,395.00	8,395.00
I BBM	1,714.00	2,158.00	3,872.00
II BBM	1,714.00	1,395.00	3,109.00
IIIBBM	1,714.00	1,395.00	3,109.00
I Msc.Psy.	15,000.00	2,645.00	17,645.00
II Msc.Psy.	10,000.00	1,445.00	11,445.00

IM S.W	15,000.00	6,145.00	21,145.00
II M.S.W	10,000.00	1,445.00	11,445.00
I M.Com.	15,000.00	6,145.00	21,145.00
I M.C.J	15,000.00	2,645.00	17,645.00
I MSC.-Med.Che.	37,000.00	11,245.00	48,245.00
I MSc. Bio-tech	44,000.00	12,245.00	56,245.00
II MSc. Bio-tech	44,000.00	4,745.00	48,745.00

6.5.7 How often is the fee revised?

Once in two years

6.5.8 What is the quantum of resources mobilized through donations? [other than block grants]?

6.5.9 Narrate the efforts taken by the college for resource mobilization by various means.

While organising major academic and sports events the college mobilises resources through sponsorship, advertisements in souvenir, and banner space.

6.6 Best Practices

6.6.1 Describe the best practices in governance and leadership adopted by the college in terms of institutional vision and leadership/ organizational arrangements / strategic development/ deployment human resource management/ financial management and the resource mobilization.

The institutional best practices for governance and leadership are

Institutional vision and leadership

- Vision and mission of the institution are periodically redefined keeping regional and national development in mind
- **Competency building with ethical foundation** is the redefined vision of the institution
- The management and employees work together as partners in progress and the open organisation structure provides a direct access for consultation for a free flow ideas.

Organisational arrangements:

- Decentralized administrative mechanism with accountability
- Involving all the staff members in the functioning of the institution
- Elaborate committee structure with clearly defined roles and responsibilities.

Strategic Development and Deployment

- Perspective plan is developed collectively after thorough review of the academic programmes and need analysis based on feedbacks.

Human Resource Management

- Vacancies are filled up immediately with qualified staff as per the Government norms
- Elaborate performance appraisal through the software developed in-house

Financial Management

- Growth oriented budgetary allocation
- Financial freedom within the allocated budget
- Audit by internal and statutory auditors.

For re-accreditation:**1. What were the evaluative observations made under Governance and Leadership in the previous assessment report and how have they been acted upon?**

The evaluative observation made under Governance and Leadership in the previous assessment report is.

The College may establish a mechanism for identifying its growth needs on a priority basis in consistence with its vision plan and chalk out an implementation programme for the next ten years.

Action Taken:

The College designs its future growth plans meticulously by involving staff, management and academic peers. All expansion and diverse programmes are evolved through proper consultation and sharing of ideas.

2. What are the other quality sustenance and enhancement measures under taken by the institution since the previous Assessment and Accreditation with regard to Governance and Leadership?

The other quality sustenance and enhancement measures are:

- 100% computerisation of administrative process
- Renovation of administrative block for providing ideal work conditions
- Restructured functional committees
- Evolved Systematic documentation mechanism both in digital and print format.

CRITERION: VII

Innovative Practices

Criterion: VII - Innovative Practices

7.1 Internal Quality Assurance System

7.1.1. Has the institution adopted any mechanism/process for internal quality checks?

Yes. The institution has adopted the following mechanisms for internal quality checks such as

- Reviewing the activities in IQAC and HOD meetings periodically.
- Getting feedback from the stakeholders
- **Institutional Educational Academic Index (IEAI)**

7.1.2 How does the institution ensure the quality of its academic programmes?

The institution ensures the quality of its academic programmes through

- Periodic revision of syllabus to make it more contemporary.
- Use of technology in teaching
- Up-gradation of library and other learning resources.
- Periodic training to staff to make them more competent and updated.
- Encouragement to research activities
- Industry - institution interface
- Diagnostic survey and remedial drill
- Involvement of corporate representatives and alumni representatives

- Persistent efforts to achieve consistent good results
- Active placement cell
- Recruitment and retention of qualified, competent and committed staff
- Learner centred approach to teaching-learning process
- Wide options in **short term certificate courses**
- Introduction of **student research projects**
- Initiation of **student faculty programme**.

7.1.3. How does the institution ensure the quality of its administration?

The institution ensures the quality of its administration in the following manner

- Functioning through **Internal Quality Assurance Cell (IQAC)**
- Separate section for administration, accounts and examination
- Computerization of all sections
- **Planning, Implementation, Monitoring and Review (PIMR)** of all activities
- Autonomy to plan and execute curricular, co-curricular and extracurricular activities to the departments and committees.
- Involvement of all the staff in various committees.
- Need based training for administrative staff
- Regular feedback from stake holders
- Designing and using appropriate formats for smooth administration

7.1.4. What are the innovative courses introduced during the last five years? How do you promote innovation in curriculum?

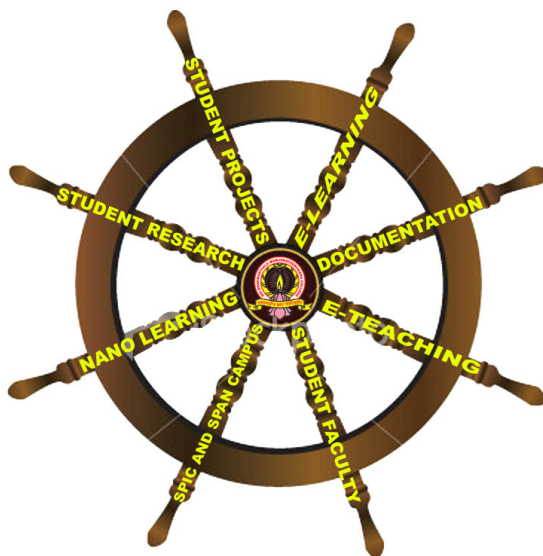
The innovative courses introduced during the last five years are

- M.Sc. in Biotechnology
- M.Sc. in Medicinal Chemistry
- M.Com. in Insurance and Banking
- M.Sc. in Psychology
- B.Sc. (Medicinal Plant Biotechnology)
- BBM
- 64 interdisciplinary Choice Based Certificate Courses.

The institution promotes innovation in curriculum by

- Pooling in innovative ideas from experts through workshops, interactions, discussions and by referring to the course contents of reputed institutions.
- Feed back from the alumni, employers and placement organizations

7.1.5 Describe the strategies evolved in promoting innovations in teaching, learning and evaluation?



The strategies evolved in promoting innovations in teaching, learning and evaluation are

- Use of audio-visual aids
- Use of ICT, CAL packages and e-Content
- Lectures on demand through - EDUSAT
- Student faculty
- Student research projects
- Inter disciplinary Certificate courses
- Academic planning
- Bridge course
- Diagnostic survey
- Remedial drill
- Summer/block/winter placement
- Announcement of results within 15 days.
- Feedback from students
- Online examinations

7.1.6 Elucidate some of the innovations in research and extension? What initiatives have been taken by the institution to give a significant thrust to research and development in the programmes?

Some of the innovations in research and extension activities of the institution are

Research:

- Establishment of research centers
- Encouraging faculty members for research activity

- Motivating faculty for applying for Minor and Major research projects
- Extending the infrastructure facility and secretarial assistance to research scholars.
- Opportunity for faculty members to be the M.Phil and Ph.D guides at other universities
- Instituting **Research Fellowships**
- Introduction of student research project
- Motivating students to take up summer research projects.
- Deputation of the staff under **FIP**
- Subscription to research journals.

Extension:

- Integration of extension activities with curriculum.
- Linkage with external organizations like – local governance, NGOs and service organisations.
- Approximately 12000 people are benefited every year through the outreach programmes of the college like “ **LAB in CAB**”- demonstration of experiments to high school and elementary students, “**Swasthya Sankalpa**” – to create awareness about health and hygiene, “**Grama swaraj**” – visit to houses of the community to strengthen grass root democracy, “**Street play**” - to educate public, “**News telecast**” through cable network, “**Antharjala**” demonstration of internet world and computer technology to high school students, career planning programmes in and around the neighbourhood schools and train the trainer programmes.

7.1.7. What innovative strategies have been adopted in governance?

The innovative strategies adopted in governance are

- Decentralization with accountability
- Systematic planning of activities
- Effective governance through pro- active committees
- Student representation in IQAC
- Monitoring the functioning of the institution at different levels.
- Planning, Implementation, Monitoring and Reviewing (PIMR)
- Use of ICT in governance like- internet, Intranet, Computerization of administration and examination sections.

7.1.8. What mechanisms have been developed by the institution for quality assurance within the existing academic and administrative system?

The institution has developed mechanism for quality assurance within the existing academic and administrative system. The college functions through the -

- Governing Council
- IQAC, Sub-Committees and Departments
- Statutory bodies like Academic Council, Finance Committee, BOS and BOE
- Principal, Vice-Principal, Deans, Registrar (Administration), Registrar (Evaluation) and functional committees.

All the statutory and functional committees conduct meetings frequently and review the proper implementation of the decisions.

7.1.9 What are the functions carried out by the above mechanisms in the quality enhancement of the institutions?

The functions carried out by the above mechanisms in the quality enhancement of the institution are

- Planning and evaluation at different levels
- Continuous monitoring and follow-up
- Review of the timely implementation of activities by IQAC
- Transparency in the conduct of examination and evaluation.

7.1.10 What role is played by the students in assuring quality of education imparted by the institution?

The following role is played by the students in assuring quality of education imparted by the institution

- Active involvement in curricular, co-curricular and extra curricular activities
- Contributing to institutional quality enhancement through objective feed back
- Pro active role in different committees.

7.1.11 What initiatives have been taken by the institution to promote best practices in the institution? How does the institution ensure that the best practices have been internalized?

The initiatives taken by the institution to promote best practices in the institution are

- Constant motivation to staff and students

- Identifying success stories and sharing them in the proper forums
- Establishment of conducive organizational culture
- Parent teacher interaction
- SWOT analysis
- Discussions in IQAC
- Interaction with employers
- Brain storming session for staff at different levels

The institution ensures the internalization of best practices in the following manner.

- Conducting orientation programmes to staff and students in the beginning of the academic year
- Periodic review and planning strategy for improvement
- Recognition to outstanding performers.
- Display of best practices in prominent places.

7.1.12 In which way has the institution added value to student's quality enhancement?

The institution has implemented a variety of programmes to enhance the students' quality such as

- Student faculty
- Student Research
- Co curricular and extracurricular activities
- Introduction of value education

- Extension activities such as NSS, Rovers and Rangers and NCC
- HRD training
- Seminars, group discussions, quiz, debate, wall magazines, field visit, summer research project, OJT, interdisciplinary short term certificate courses etc.

7.2. Inclusive Practices

7.2.1 What are the inclusive practices of the institution to impart holistic education?

- The institution focuses on the holistic education by laying emphasis on the physical, intellectual, emotional, spiritual and mental abilities of the students.
- Training in yoga and meditation in hostels, establishment of sports club, organising coaching camps, NSS and NCC units and provision of good infrastructure facilities are some of the initiatives to cater to the physical well being.
- The intellectual needs are met through various academic activities in which students actively participate.
- Counselling centre and mentorship provide the required emotional strength.
- The mental abilities are developed and fine tuned through focussed HRD interventions and creating growth opportunities

- To foster spiritual values the institution organises value education programmes, Morning Prayer, Sadbhavana day, Spiritual camps, examination on Ramayana and Mahabharatha.
- Institution promotes Indian heritage and culture through SPICMACAY, Training in Yakshagana - a popular folk art form, classical music and drama .The creative talents of the students are honed through hobby circle.

7.2.2 What are the specific initiatives adopted to establish social justice among students, faculty and community?

The initiatives adopted to establish social justice are

- Reservation policy of the government is adhered to during admission.
- Women development cell is established
- Mid – day meal scheme for economically backward students is available
- Free hostel facility to poor students is available
- Book bank scheme and Scholarships are available
- Thrust on social justice through various programmes organised by the institution

7.2.3 How does the institution promote social responsibilities and citizenship roles among the students?

The institution promotes social responsibilities and citizenship roles among the students through

- Involvement of students in all outreach and extension activities.
- Celebration of National festivals with traditional gaiety

- Conducting workshops and guest lectures to create awareness on social responsibility and citizenship roles.
- Anti dowry oath taking
- Swasthya sankalpa - awareness programme on health and hygiene

7.2.4 What are the institutional efforts to bring in ‘Community orientation’ in its activities?

Community orientation is one of the strongest areas of the institution.

The programmes are organised to reach women, students, teachers, farmers, and weaker sections of the community.

The type of activities include awareness creation, training and empowerment, capacity building, entrepreneurship development, surveys, arranging interactive sessions, street plays etc.

The thrust areas are environment, health and hygiene, civic rights, communal harmony, social responsibility and literacy.

These programmes have been positively accepted and recognised at state and national levels through **13 state awards** and **4 national awards** in addition to university level recognitions during the last 10 years.

Ours is the only college in the state to receive the prestigious **Karnataka State Biodiversity Award** for its initiatives in the area of environmental conservation.

7.2.5 Does the institution have any exclusive program under extra-mural /enrichment wing, to promote social responsibilities and citizenship roles?

Yes. The exclusive programmes of the college to promote social responsibilities are

- Centre for political empowerment for creating awareness on Panchayat Raj Institutions
- Swasthya Sankalpa programmes to create awareness on ill effects of drug/alcohol abuse.
- Centre for rural studies and rural documentation.
- Women development cell conducts programmes on women related issues in the rural areas
- NSS/NCC/Rovers and Rangers/Red Cross units organise need based programmes

7.2.6 Has the institution done a gender audit and/or any gender related sensitizing courses for the staff / students? Give details.

- The college offers a compulsory paper on gender equity
- Women development cell of the college organizes gender sensitizing programmes.
- The opinion survey conducted by the Women Development Cell indicated higher preference for girl child in case of having single child
- It is noteworthy that the ratio of girls to boys is 60:40 in the college.

7.2.7 What practices have been taken up by the institution to provide access to students from the following sections of the society

- a) Socially Backward**
- b) Economically Weaker**
- c) Differently abled**

The practices of the institution to provide access to the students from different sections of the society are as follows.

- a) & b) Socially and Economically backward** –Reservation in admission , fee concession, scholarships, free hostel, mid day meals and Book bank
- c.) Differently abled-** providing scribes, extra time during examinations and class rooms in the convenient location.

7.2.8 What efforts have been made by the institution to recruit staff from the disadvantaged communities? Specify?

- a) teaching**
- b) non teaching**

Due weightage is given to deserving candidates from the disadvantaged community during recruitment of teaching and non teaching staff.

7.2.9 What special efforts are made to achieve gender balance amongst students and staff?

Merit and reservation policy are the major criteria for the selection of staff and during the admission of students. There is an increasing trend in the number of female staff and students in the recent years.

7.2.10 Has the institution done a gender audit and /or any gender-related sensitizing courses for the staff/ students? Give details.

- The college offers a compulsory paper on gender equity
- Women development cell of the college organizes gender sensitizing programmes.
- The opinion survey conducted by the Women Development Cell indicated higher preference for girl child in case of having single child.
- It is noteworthy that the ratio of girls to boys is **60:40** in the college.

7.2.11 What intervention strategies have been adopted by the institution to promote overall development of the students from rural/tribal background?

- College mainly caters to the needs of rural and educationally backward students
- Free hostel facility to deserving students belonging to rural/tribal background
- Capacity building training programmes
- Focused training to bring them at par with the main stream
- Remedial classes are arranged for the academically disadvantaged
- Access to ICT

7.2.12 Does the institution have a mechanism to record the incremental academic growth of the students admitted from the disadvantaged sections?

Yes. The institution records the incremental academic growth of the students of disadvantaged sections through

- CAMP (Career Assessment and Monitoring Process)
- Mentorship dairy (Comprehensive academic record)

7.3 Stakeholder relationship

7.3.1 How does the institution involve all its stakeholders in planning, implementing and evaluating the academic programmes?

The institution involves all its stakeholders in planning, implementing and evaluating the academic programmes by-

- Involving alumni, people of eminence from industry and subject experts as members in B.O.S.
- Syllabus is framed based on the feedback from alumni, academicians, representatives from industries etc.
- Interaction with the members of parent teacher association
- Involvement of students in various committees/associations
- Through feed back from the stakeholders

7.3.2 How does the institution develop new programmes to create an overall climate conducive to learning?

The institution develops new programmes to create an overall climate conducive to learning by involving all the stakeholders in review of the students progress, academic planning, campus audit, academic seminars and conferences

7.3.3. What are the key factors that attract students and stakeholders resulting in stakeholder satisfaction?

The key factors that attract students and stakeholders resulting in stakeholder satisfaction are

- An excellent academic ambience
- Full fledged infrastructure
- Wide programme options
- Innovative and student centred teaching methods
- Competent, qualified and experienced staff
- Cordial relationship between faculty and students
- Opportunity for co-curricular and extra curricular activities
- Value based education
- Exposure to multi disciplinary opportunities through certificate courses
- High quality learning resource
- Counselling and placement cell
- Ample opportunity for sports and games
- Scope for personality development through NCC and NSS

7.3.4. How does the institution elicit the cooperation from all stakeholders to ensure overall development of the students considering the curricular and co-curricular activities, research, community orientation and personal/spiritual development of the students?

The institution has established a cordial relationship with all the stakeholders. Being the **first institution of higher learning in the region** it has contributed immensely to the socio-economic

development of the region for which people have high reverence for the institution.

Hence, all the stakeholders voluntarily involve themselves in the developmental activities of the institution.

Sharing of expertise by the alumni and local professionals, assistance for conducting extracurricular activities, sponsoring events, direct participation as members of various committees, providing assistance to research on local culture and traditions are some of the ways in which the stakeholders co-operate.

7.3.5 How do you anticipate public concerns in your institution with current and future programme offerings and operations?

Un-stinted support and involvement of the public in the institutional programmes enable the institution to anticipate the public concern

7.3.6 How does the institution promote social responsibilities and citizenship roles among the students?

The institution promotes social responsibilities and citizenship roles among the students by

- Involving students in all outreach and extension activities
- Celebration of National festivals with traditional gaiety
- Conducting workshops and guest lectures to create awareness on social responsibility and citizenship roles
- Advocating anti dowry oath taking
- Swasthya sankalpa – an awareness programme on ill effects of drug/alcohol abuse

7.3.7 What are the institutional efforts to bring in 'Community orientation' in its activities?

The efforts taken by the institution to bring in community orientation in its activities are

- Collaborating with NGOs, schools and service organisations
- Initiatives of the departments to do field work and community oriented service projects
- Providing opportunity through NSS units
- Through establishment of centres like **Technical Resource Centre, Women Development Cell, Centre for Rural Studies and Centre for Political Empowerment.**

7.3.8 How does your institution actively support and strengthen the neighbourhood communities? How do you identify community needs and determine areas of emphasis for organizational involvement and support?

The institution undertakes collaborative projects with the Government departments, NGOs and service organisations.

Identification of the community needs is done through need assessment survey, visits, interactions with the locals and meetings

7.3.9 How do faculty and students contribute in these activities?

The faculty act as organisers and resource persons, whereas students take-up research, survey. The total involvement of the students in street plays, theme oriented cultural programmes, rallies and awareness activities speak of their whole hearted participation.

7.3.10 Describe how your institution determines student satisfaction, relative to academic benchmarks? Do you update the approach in view of the current and future educational needs and challenges?

The institution has a comprehensive mechanism to collect feedback which provides a basis to assess the level of satisfaction of students. During the interaction of mentors with students and parents the satisfaction level is ascertained.

The institution makes continuous efforts to update its approach in view of the changing need. The students are oriented to enhance their academic benchmark and need for acquiring contemporary skills.

7.3.11 How do you build relationships?

- **To attract and retain students**
- **To enhance student's performance and**
- **To meet their expectations of learning**

Some of the initiatives of the institution are -

- Simplified and transparent admission procedures
- Effective communication network.
- Need based curricular and co-curricular activities
- Regular interactions with students in a cordial atmosphere.
- Full fledged infrastructure and an excellent academic ambience.
- Scholarly advice by resource persons
- Mentorship and interactions.
- Scholarships and incentives to the deserving students.

- Efficient teachers.
- Continuous evaluation
- Diagnostic survey and remedial drill
- PTA meetings
- Library book facility
- Modern techniques in teaching
- Strong PTA and alumni association

7.3.12 What is your complaint management process? How do you ensure that these complaints are resolved promptly and effectively? How are complaints aggregated and analyzed for use in the improvement of the organization and for better stakeholder- relationship and satisfaction?

The students problems are addressed to the student welfare officer. Minor issues are resolved at his/her level. Major problems are referred to the committee which conducts enquiry in a judicious manner and steps are taken to resolve the issue. Need based counselling is provided

7.3.13 How are the core values of NAAC reflected in the various functions of the institution?

The core values of NAAC – Contribution to National Development, Fostering Global Competencies among students, Inculcating Value Systems, Promoting the Use of Technology and Quest for Excellence are the guiding force in the functioning of the institution.

For re-accreditation:**1. How are the core values of NAAC reflected in the various functions of the institution?**

The core values of NAAC which are reflected in the institutional functioning related to:

I. National Development

- Moulding the students with all humanitarian concerns.
- Regular programmes to uphold the unity and integrity of the nation.
- Awareness programmes against social evils.
- Organising meaningful programmes on religious tolerance and festivals of national importance.

II. Global Competencies.

- Up-gradation and updating of the curriculum.
- Up-gradation of infrastructure.
- Skill enhancement training programmes.
- Opportunities to participate in competitions.
- Student research and Students faculty programme.
- Conducting seminars, symposia and workshops.
- Extensive use of ICT

III. Inculcating value system.

- Regular Morning Prayer.
- Dress code.
- Value presentation.
- Display of articles on value systems and recognition to the best value presentation
- Guidance by mentors
- Counselling service
- Parent- teacher interaction
- Introduction of value systems in co-curricular and extra curricular activities.

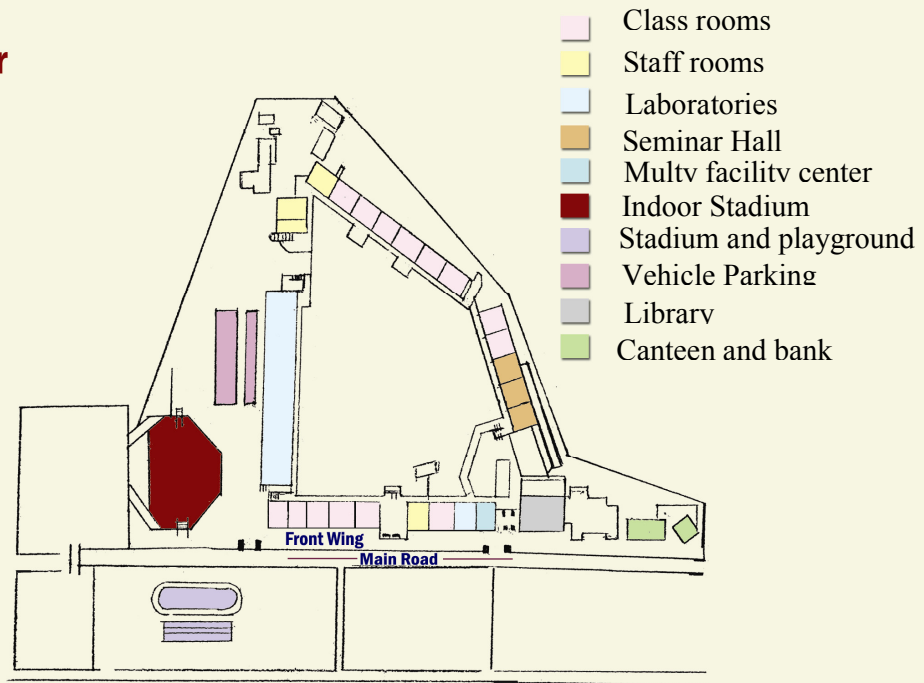
IV. Promoting the Use of Technology

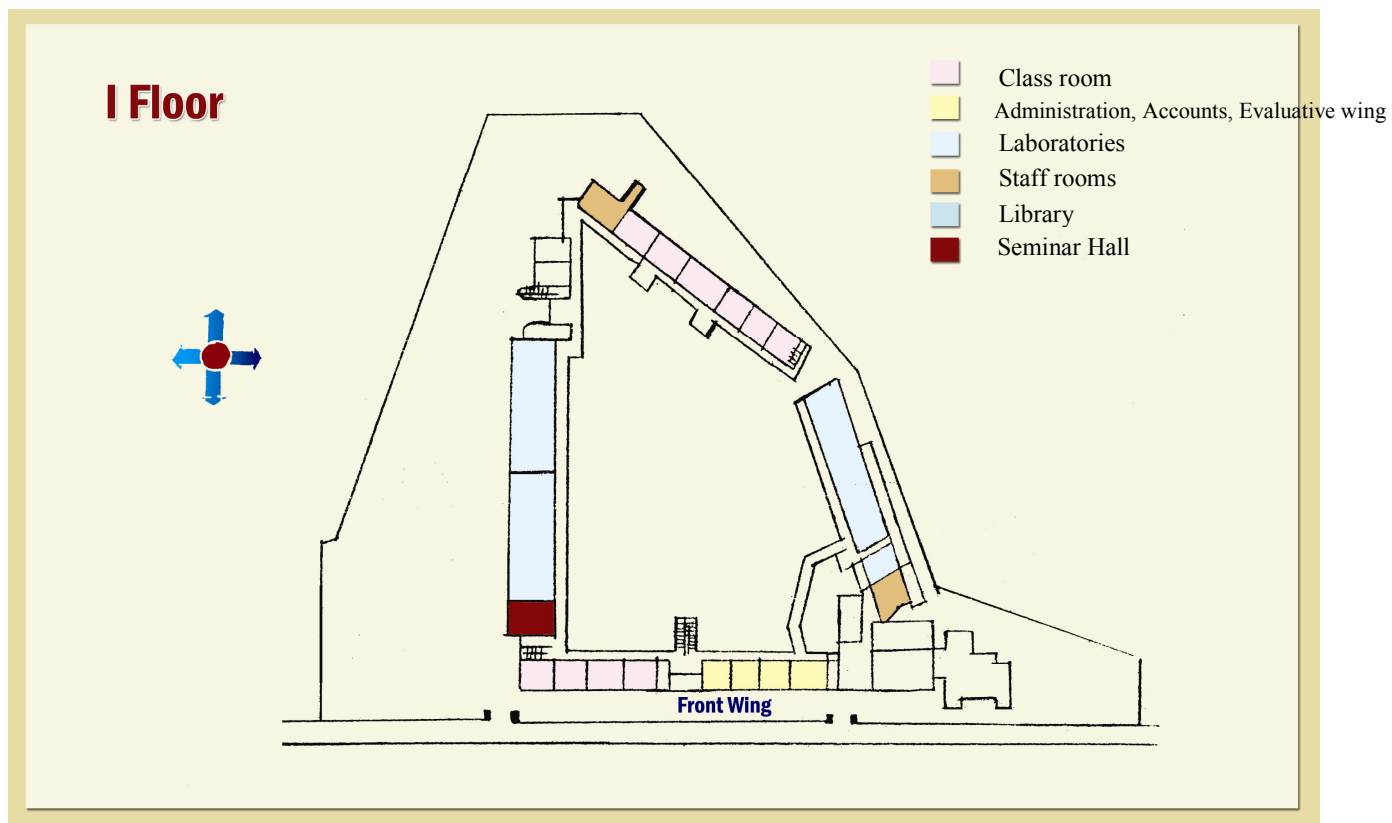
- Internet and intranet facility
- Computerised administration and Digitalization of library
- LCD /smart board facility
- e-Content development
- More than 1000 CAL packages
- Language lab
- Computer centre to provide basic computer literacy
- EDUSAT facility
- Media Centre

V. Quest for Excellence

- Access for continuous learning
- Constant motivation and support for research and development
- Generous support for the development of sports, games and other extra curricular activities.
- Feedback

Ground Floor





II Floor