



**Government of Karnataka**  
**Department of Collegiate Education**  
**Government First Grade College**  
**Periyapatna**

**Self Study Report**

**Submitted to**  
**National Assessment and Accreditation Council**  
**(NAAC)**  
**An Autonomous Institute of the University Grants Commission**  
**P.O. Box No. 1075,**  
**Nagarbhavi, Bangalore-560 072**

**December 2015**

### The College NAAC Steering Committee

| Name                  | Designation                       |
|-----------------------|-----------------------------------|
| Prof. K.G. Rangaswamy | Principal and Chairman            |
| Prof. Girisha M.C.    | Steering Committee Coordinator    |
| Dr. Vasantha Raju N.  | Steering Committee Co-Coordinator |
| Dr. M.S. Veda         | Member                            |
| Prof. Jayanna B.R.    | Member                            |
| Mr. Prabhu M.         | Member                            |

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## **ACKNOWLEDGEMENT**

The College NAAC Steering Committee expresses its deep sense of gratitude to Prof. K.G. Rangaswamy, the Principal of the college for providing us the required leadership and extending timely help in preparing this Self Study Report (SSR). Without his constant encouragement and words of wisdom this report would not have been possible.

We extended our sincere thanks to College Guest Faculties for spending time and their energy in providing us required data in time. Without their co-operation this report would not have seen the light of the data. We thank each one of them for their help.

The college non-teaching staff worked with us in tandem to make this report what it is now. They have provided all the college data that they had in preparing this report. We often troubled them while preparing this report, without any inch of irritation they provided all the information and technical support for preparing this report. We express our deep and sincere gratitude for them. We must thank Mr. Prabhu, FDA of our college for his co-operation.

We also thank our College Development Committee and its members for their co-operation and all other committees that have been constituted in our college for the smooth functioning of the routine activity of the college.

We the NAAC Steering Committee thank all those who have directly or indirectly helped us in preparing this report.

**The College NAAC Steering Committee**

## **PREFACE**

**W**ith immense pleasure and gratitude we are submitting the Self Study Report (SSR) of our college to the National Assessment and Accreditation Council (NAAC) for the first cycle accreditation. The process of preparing the SSR gives us an opportunity to assess the standard of teaching and learning and infrastructural facilities that we have and the future perspective of taking our college further.

We have taken utmost care in providing detailed information in the SSR. All the 7 criteria that have to be filled by the college have been gone through meticulously and filled each criterion with authentic data which is presented in the SSR.

SSR is the outcome of the collective efforts of the college teaching and non-teaching community. Each of us have contributed in our own way in culling out required data for preparing this report. IQAC of the college has provided a role of mentor in putting data together and give the final shape to the SSR.

I thank the NAAC for giving us an opportunity for appearing for the first cycle accreditation. We hope that NAAC team will go through the report and make a visit to our college for the inspection and accreditation.

**Principal**  
**GFCG-Periyapatna**

## EXECUTIVE SUMMARY

Government First Grade College, Periyapatna was established in the year 1991 with a motto of providing higher education for the rural students largely coming from the agricultural background. The Periyapatna taluk is known for tobacco cultivation across the country and rich in economic and socio-cultural aspects. Though, it is still an educationally backward taluk in Mysore district. To overcome this, with the effort of Late Sri. Kalamarigowda, former MLA of the Periyapatna Assembly Constituency, the Government First Grade College was established in the year 1991. Because of the effort of Sri. Kalamarigowda, former MLA, Sri. H.S. Basavaraju, former MLA, current sitting MLA of Periyapatna constituency Sri. K. Venkatesh, and teaching and non-teaching staff, the college has seen tremendous growth in recent years. It was started with only 41 students. Now it has reached to almost 700 students.

The college is offering BA (Bachelor of Arts), B. COM (Bachelor of Commerce) and BBM (Bachelor of Business Management) courses. The college is affiliated to the University of Mysore and obtained the 2 (B) and 12 (F) status by the University Grant Commission (UGC).

The college was started in a very small building with very minimal infrastructural support in 1991. In 2002 the college was shifted to its own building in Mallarajapatna on the Hassan-Periyapatna State highway. The college now has a huge building with very spacious land for further growth.

The constant and commendable result of our students with the support of teaching and non-teaching fraternity, our college has been attracting large number of students not only from Periyapatna but also from nearby places such as Krisnarajanagar, Hunsur and Kodagu district.

Quality assurance has become the hall mark of the success of any institutions, educational institutions are not exception to this. In this regard, first time in the history of GFGC Periyapatna, we are submitting the Self Study Report (SSR) to the NAAC committee for the first cycle accreditation. The following section discusses in brief about each of the criteria and highlights important aspects of the college.

### **Criteria-1: Curricular Aspects**

In this section all the information with regard to curricular aspects have been provided in detail. We follow the curriculum prescribed by our affiliating University that is University of Mysore (UoM). The Affiliating University based on the requirement of the changing needs

of the society designs and develops its curriculum and same has been implemented in the affiliated college. The university updates its curriculum as and when there is a need. Same will be followed in our college. The report gives you a complete picture of how affiliating university curriculum is followed in our college. . The teachers put their best in updating their knowledge by participating in workshops, seminars and conferences. Staffs of our college present papers in such various programmes at colleges and university levels. They also contribute articles for refereed scholarly journals.

Academic flexibility is given by the affiliating university. We allow students to opt various combinations such as in BA course we offer HEP, HES, HEK and HPG. Students can choose whatever combination they want to study. We also run programs like Angla, Vikasana, Sahyog of Department of Collegiate Education (DCE) to help students to have soft skills which is very essential in today's world. Feedback is considered very important for quality improvement of the college. We collect feedback from students, parents and alumni. The feedback will be taken seriously and we have made efforts to implement them.

### **Criteria- 2: Teaching-Learning and Evaluation**

Teaching and learning is the primary goal of any educational system. Higher education requires constant teaching and learning in order to be efficient. We have been putting lot of effort in this direction.

The admission process is done in a very transparent manner. The admission committee of the college looks after the whole process of students' admission to the course of their choice. Our students are largely from rural background and consisted very large number of students coming from under privileged section of the society. Almost 80% of the students are from SC/ST and OBC community. In order to improve the quality of education we have employed ICT technologies to make teaching and learning more interactive. Remedial classes have also been taken for slow learners. Teachers are constantly encouraged to attend conferences, seminars and workshops to improve their teaching standards.

### **Criteria- 3: Research, consultancy and Extension**

We give lot of importance for research. Our faculty and students have been constantly encouraged to involve in research activities. One of our faculties got a minor project from the UGC. The HoD of the Department of Kannada has published almost 22 books on Kannada literature and language. Our faculties have also published many research articles in national and international peer reviewed journals. Some of them have been highly cited. One of our teaching staff has an h-index 5. Many awards and accolades have been received by faculty in national conferences and seminars.

Our faculties have been involving in collaborative research with University faculty and other college staff. This gives the glimpses of engagement of our faculty in collaborative research. Consultancy has also been given for some organization and colleges. We have helped in many ways to GFGC-Bettadapura to begin its educational journey. We have three doctoral degree holders serving in the college.

#### **Criteria- 4: Infrastructure and Learning Resources**

Infrastructure is the main backbone of the college to be student oriented. We are day by day growing and improving infrastructure facilities. The campus is student friendly with more than one thousand small trees and has greenery around. The classrooms are well equipped with proper ventilation. The college owns a spacious library which is systematically organized with a good collection of books, journals, magazines and possesses many of the useful educational CDs and DVDs. The computer lab is enriched with internet facility.

The college has a play ground, sports cum- NSS Room and spacious office and staffroom. Cleanliness is given utmost importance and students are engaged in regular NSS activities and sincerely follow its guidelines. The good infrastructure and resources available in the college have provided the students with the comfortable place to learn.

#### **Criteria- 5: Student Support and Progression**

We have made provisions to support students in all possible way to assist them to perform to maximum extent. The College Disciplinary committee addresses the problems of students by counselling and other means. Students will be told to be gender sensitive. Financial assistance is extended to students of economically weaker section by providing them various types of scholarships. The Department of Social Welfare provides financial assistance to the needy. We organize special lectures which helps students expand their intellectual horizons. Internal assessment and tests will be conducted every semester to monitor the progress of the students. Remedial classes will be arranged for slow learners. We have well stocked library with good mix both textbooks and references. Computer lab is also in place in our college. Students can make use of it and access Internet for their academic purpose. Placement Cell is established to provide job related information and job opportunities for students. Cultural forum and sports units of the college encourage extra-curricular activities of the college.



### **Criteria-6: Governance, Leadership and Management**

The Department Collegiate Education (DCE) is an overarching body which looks after the growth of the college and provides top leadership to improve college infrastructure and academic performance. The College Development Council (CDC) under the leadership of local MLA is assisting in improving the existing infrastructure. IQAC looks after the academic standards of the college. It monitors the everyday activities of the academic programs in the college. Periodically it conducts staff meetings to review the progress of the academic activities. To assist IQAC we have other committees such as purchase committee, NAAC committee, admission committee, and other committees work collectively under the leadership of the Principal. The college Principal monitors all the activities of the college and manages everyday activities of the college.

### **Criteria-7: Innovations and Best Practices**

We have started some of the unique programs to encourage and motivate our students to be learning centric. Some of the innovative programs that we have initiated in our colleges are: Heritage club, Gandhian study centre, Scouts and Guides Units, organization of blood donation camp, computerization of library and the poetry recitations by students. Apart from this we organize periodic screening of documentary and feature films in our college and an annual budget meet once in a year.

# **PART-A**

## **Institutional Data**

---

### **Profile of Government First Grade College, Periyapatna**

**PART-A: INSTITUTIONAL DATA**  
**PROFILE OF THE GOVERNMENT FIRST GRADE COLLEGE**  
**PERIYAPATNA**

**1. Name and Address of the College**

|                      |  |
|----------------------|--|
| <b>Name</b>          | Government First Grade College   |
| <b>Address</b>       | Harave Mallirajapatna, Periyapatna-571 107   |
| <b>City/District</b> | Periyapatna  |
| <b>State</b>         | Karnataka  |
| <b>Phone No</b>      | 08223-274819 (O)   |
| <b>E-Mail ID</b>     | gfgcpatna07@gmail.com  |
| <b>Website</b>       | <a href="http://www.gfgcperiyapatna.weebly.com">http://www.gfgcperiyapatna.weebly.com</a><br><a href="http://gfgc.kar.nic.in/periyapatna/">http://gfgc.kar.nic.in/periyapatna/</a> |

**2. For Communication**

| <b>Designation</b> | <b>Name</b>           | <b>Telephone with STD code/Fax</b> | <b>Mobile</b> | <b>Email</b>          |
|--------------------|-----------------------|------------------------------------|---------------|-----------------------|
| Principal          | Prof. K.G. Rangaswamy | 08223-274819 (O)                   | 9449675089    | gfgcpatna07@gmail.com |
| NAAC Coordinator   | Prof. Girisha M.C.    | 08223-274819 (O)                   | 9844507013    | giriash.hyr@gmail.com |

|                     |                      |                  |            |                           |
|---------------------|----------------------|------------------|------------|---------------------------|
| NAAC Co-Coordinator | Dr. Vasantha Raju N. | 08223-274819 (O) | 9916882066 | vasnthrz@gmail.com        |
| IQAC Coordinator    | Prof. Jayanna B.R.   | 08223-274819 (O) | 9449322630 | brjayannarani77@gmail.com |

### 3. Status of the Institution

|                     |  |
|---------------------|--|
| Affiliated College  | Yes (Affiliated to University of Mysore) |
| Constituent College |  |
| Any other           |  |

### 4. Type of Institution

#### a. By Gender

|                   |   |
|-------------------|---|
| i. For Men        |   |
| ii. For Women     |   |
| iii. Co-Education | √ |

#### b. By Shift

|              |   |
|--------------|---|
| i. Regular   | √ |
| ii. Day      |   |
| iii. Evening |   |

**5. It is a recognized minority institution?**

|     |   |
|-----|---|
| Yes |   |
| No  | √ |

**6. Source of Funding**

|                |   |
|----------------|---|
| Government     | √ |
| Grant-in-aid   |   |
| Self-financing |   |
| Any other      |   |

**7. a. Date of establishment of the college: 31-07-1991**

**b. University to which the college is affiliated/or which government the college (If it is a constituent College) : University of Mysore**

c. Details of UGC recognition:

d.

| <b>Under Section</b> | <b>Date, Month &amp; Year<br/>(dd-mm-yyyy)</b> | <b>Remarks (If any)</b> |
|----------------------|--|-------------------------|
| i. 2 (f)             | 05-02-2005                                     | -                       |
| ii. 12(b)            | 05-02-2005                                     | -                       |

*(Enclosed the Certificate of recognition us 2(f) and 12(B) of the UGC Act)*

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

| Under Section/<br>clause | Recognition/Approval<br>details<br>Institution/Department<br>Programme | Day,<br>Month and<br>Year<br>(dd-mm-<br>yyyy) | Validity | Remarks |
|--------------------------|--|---|----------|---------|
| i.                       | NIL  |   |          |         |
| ii.                      |  |   |          |         |
| iii.                     |  |   |          |         |
| iv.                      |  |   |          |         |

(Enclose the recognition/approval letter)

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

No

9. Is the college recognized?

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

No

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

- b. For its performance by any other governmental agency?

No

If yes, Name of the agency and Date of recognition (dd/mm/yyyy)

10. Location of the campus and area in sq.mts:

|                           |          |
|---------------------------|----------|
| Location *                | Rural    |
| Campus area in sq. mts.   | 10 Acres |
| Built up area in sq. mts. | 2000     |

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

11. Facilities available on the campus (Tick the available facility and provide numbers or other details at appropriate places) or in case the institute has an agreement with other

agencies in using any of the listed facilities provide information on the facilities covered under the agreement.

- Auditorium/seminar complex with infrastructural facilities: No
- Sports facilities

|               |            |
|---------------|------------|
| Play ground   | <b>Yes</b> |
| Swimming Pool |            |
| Gymnasium:    |            |

- Hostel

- Boys Hostel

|      |   |     |
|------|---|-----|
| i.   | Number of hostels                         | NIL |
| ii.  | Number of inmates                         | NIL |
| iii. | Facilities (mention available facilities) | NIL |

- Girls Hostel

|      |   |     |
|------|---|-----|
| i.   | Number of hostels                         | NIL |
| ii.  | Number of inmates                         | NIL |
| iii. | Facilities (mention available facilities) | NIL |

- Working Women's Hostel

|     |   |     |
|-----|---|-----|
| i.  | Number of inmates                         | NIL |
| ii. | Facilities (mention available facilities) | NIL |

- Residential facilities for teaching and non-teaching staff (give numbers available cadre wise): No
- Cafeteria : No
- Health centre: Taluk Government Public Health Centre facility is available for both the students and teaching community.

First aid, Inpatient, Outpatient, Emergency care facility, Ambulance..... : First Aid facility is available in the college.

Health centre staff:

| <b>Health centre staff</b> | <b>Full-time</b> | <b>Part-time</b> |
|----------------------------|------------------|------------------|
| Qualified doctor           | No               | Yes              |
| Qualified Nurse            | No               | Yes              |

- Facilities like banking, post office, book shops : No
- Transport facilities to cater to the needs of students and staff: KSRTC bus facility is available for both students and teaching community.
- Animal house: No



- Biological waste disposal: No
- Generator or other facility for management/regulation of electricity and voltage: UPS facility is available
- Solid waste management facility: Have arrangement to dispose solid waste
- Waste water management: No
- Water harvesting: No

**12. Details of programmes offered by the college (give date for current academic year)**

| SL No. | Course       | Approved Student Strength | # of Students admitted (2015-16) |                      |                      |
|--------|--------------|---------------------------|----------------------------------|----------------------|----------------------|
|        |              |                           | 1 <sup>st</sup> Year             | 2 <sup>nd</sup> Year | 3 <sup>rd</sup> Year |
| 1.     | <b>BA</b>    |                           |                                  |                      |                      |
|        | • <b>HEP</b> | 90                        | 43                               | 36                   | 54                   |
|        | • <b>HEK</b> | 90                        | 42                               | 18                   | 35                   |
|        | • <b>HES</b> | 60                        | 17                               | 25                   | 43                   |
|        | • <b>HPG</b> | 60                        | 35                               | 28                   | 26                   |
| 2.     | <b>BCOM</b>  | 60                        | 70                               | 48                   | 68                   |
| 3.     | <b>BBM</b>   | 60                        | 00                               | 22                   | 16                   |
|        |              | 420                       | 207                              | 179                  | 242                  |

**13. Does the college offer self-financed Programmes?**

|     |   |
|-----|---|
| Yes |   |
| No  | √ |

**14. New programmes introduced in the college during the last five years if any?**

|     |   |
|-----|---|
| Yes |   |
| No  | √ |

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

| SL No | Number of Departments | UG                 | PG | Research |
|-------|-----------------------|--------------------|----|----------|
| 1.    | Arts                  | History            | -  | -        |
|       |                       | Economics          |    |          |
|       |                       | Political Science  |    |          |
|       |                       | Geography          |    |          |
|       |                       | Kannada (optional) |    |          |
| 2.    | Commerce              | Commerce           | -  | -        |
| 3.    | Management            | Management         | -  | -        |

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

|    |                  |    |
|----|------------------|----|
| a. | annual system    | 00 |
| b. | semester system  | 03 |
| c. | trimester system | 00 |

**17. Number of Programmes with**

|    |   |    |
|----|---|----|
| a. | Choice Based Credit System              | 00 |
| b. | Inter/Multidisciplinary Approach        | 00 |
| c. | Any other (specify and provide details) | 00 |

**18. Does the college offer UG and/or PG programmes in Teacher Education?**

NO

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

NO

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

| Positions   | Teaching faculty |   |                     |    |                     |   | Non-teaching staff |   | Technical staff |   |
|---|------------------|---|---------------------|----|---------------------|---|--------------------|---|-----------------|---|
|   | Professor        |   | Associate Professor |    | Assistant Professor |   |                    |   |                 |   |
|   | *                | * | *                   | *  | *                   | * | *                  | * | *               |   |
|   | M                | F | M                   | F  | M                   | F | M                  | F | M               | F |
| Sanctioned by the UGC / University / State Government<br><i>Recruited</i> | -                | - | -                   | 01 | 03                  | - | 05                 | - | -               | - |
| <i>Yet to recruit</i>   | <b>06</b>        |   |                     |    |                     |   | 00                 |   | -               |   |

|  |  |  |  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|--|--|--|
| Sanctioned by the Management/ society or other authorized bodies<br><i>Recruited</i> |  |  |  |  |  |  |  |  |  |  |
| <i>Yet to recruit</i>  |  |  |  |  |  |  |  |  |  |  |

\*M-Male \*F-Female

**21. Qualifications of the teaching staff:**

| Highest qualification | Professor |        | Associate Professor |        | Assistant Professor |        | Total |
|-----------------------|-----------|--------|---------------------|--------|---------------------|--------|-------|
|                       | Male      | Female | Male                | Female | Male                | Female |       |
| Permanent teachers    |           |        |                     |        |                     |        |       |
| D.Sc./D.Litt.         | -         | -      | -                   | -      | -                   | -      | 00    |
| Ph.D.                 | -         | -      | -                   | 01     | 01                  | -      | 02    |
| M.Phil.               | -         | -      | -                   | -      | 01                  | -      | 01    |
| PG                    | -         | -      | -                   | 01     | 04                  | -      | 05    |
| Temporary teachers    |           |        |                     |        |                     |        |       |
| Ph.D.                 | -         | -      | -                   | -      | -                   | -      | -     |
| M.Phil.               | -         | -      | -                   | -      | -                   | -      | -     |
| PG                    | -         | -      | -                   | -      | -                   | -      | -     |
| Part-time teachers    |           |        |                     |        |                     |        |       |
| Ph.D.                 | -         | -      | -                   | -      | 01                  | -      | 01    |
| M.Phil.               | -         | -      | -                   | -      | 09                  | 06     | 15    |
| PG                    | -         | -      | -                   | -      | 12                  | 09     | 21    |

**22. Number of Visiting Faculty /Guest Faculty engaged with the College: None**

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

| Categories | 2011-12 |        | 2012-13 |        | 2013-14 |        | 2014-15 |        |
|------------|---------|--------|---------|--------|---------|--------|---------|--------|
|            | Male    | Female | Male    | Female | Male    | Female | Male    | Female |
| SC         | 119     | 61     | 106     | 72     | 112     | 81     | 94      | 75     |
| ST         | 32      | 12     | 32      | 20     | 48      | 23     | 41      | 23     |
| OBC        | 324     | 203    | 348     | 228    | 352     | 241    | 292     | 204    |
| General    | 00      | 00     | 01      | 02     | 02      | 03     | 03      | 01     |
| Others     | 00      | 00     | 00      | 00     | 00      | 00     | 00      | 00     |

**24.** Details on students enrollment in the college during the current academic year:

| Type of students  | UG  | PG | M. Phil. | Ph.D. | Total |
|---|-----|----|----------|-------|-------|
| Students from the same state where the college is located | 626 | -  | -        | -     | -     |
| Students from other states of India                       | -   | -  | -        | -     | -     |
| NRI students  | -   | -  | -        | -     | -     |
| Foreign students  | -   | -  | -        | -     | -     |
| <b>Total</b>  | 626 | -  | -        | -     | -     |

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

|           |            |           |  |
|-----------|------------|-----------|--|
| <b>UG</b> | <b>14%</b> | <b>PG</b> |  |
|-----------|------------|-----------|--|

**26. Unit Cost of Education**

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

(a) including the salary component : **14223**

(b) excluding the salary component: **1112**

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

|            |  |           |   |
|------------|--|-----------|---|
| <b>Yes</b> |  | <b>No</b> | √ |
|------------|--|-----------|---|

If yes,

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

|            |  |           |   |
|------------|--|-----------|---|
| <b>Yes</b> |  | <b>No</b> | √ |
|------------|--|-----------|---|

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

|  |
|--|
|  |
|--|

c) Number of programmes offered: None

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

|            |  |           |   |
|------------|--|-----------|---|
| <b>Yes</b> |  | <b>No</b> | √ |
|------------|--|-----------|---|

**28. Provide Teacher-student ratio for each of the programme/course offered:**

Teacher-student ratio = **1: 25**

29. Is the college applying for

|                         |                |   |         |  |        |  |        |  |
|-------------------------|----------------|---|---------|--|--------|--|--------|--|
| <b>Accreditation</b>    | Cycle 1        | √ | Cycle 2 |  | Cycle3 |  | Cycle3 |  |
| <b>Re-Accreditation</b> | Not Applicable |   |         |  |        |  |        |  |

*Re-Assessment: (Cycle 1 refers to first accreditation and Cycle2, Cycle3 and cycle4 refers to re-accreditation)*

30. Date of accreditation\* (applicable for Cycle2, Cycle3, Cycle4 and re-assessment only)

Cycle 1: ..... (dd/mm/yyyy) Accreditation Outcome/Result.....

Cycle 2: ..... (dd/mm/yyyy) Accreditation Outcome/Result.....

Cycle 3: ..... (dd/mm/yyyy) Accreditation Outcome/Result.....

\* Kindly enclose copy of accreditation certificate(s) and peer team report(s) as an annexure.

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

|            |
|------------|
| <b>243</b> |
|------------|

32. Number of teaching days during the last academic year

(Teaching days means days on which lectures were engaged excluding the examination days)

|            |
|------------|
| <b>180</b> |
|------------|

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

|                    |
|--------------------|
| <b>11 Feb 2011</b> |
|--------------------|

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

AQAR (i) ..... (dd/mm/yyyy)

AQAR (ii) ..... (dd/mm/yyyy)

AQAR (iii) ..... (dd/mm/yyyy)

AQAR (iv) ..... (dd/mm/yyyy)

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

# **PART-B**

**Criterion-Wise**

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**Inputs**



## **PART-B: CRITERIA-WISE INPUTS**

### **CRITERION I: CURRICULAR ASPECTS**

#### **1.1 Curriculum Planning and Implementation**

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

###### **Vision:**

- To enhance quality of education, personal enrichment & social responsibility among the students with socially responsible

###### **Mission**

- To provide holistic education for making our students a responsible citizens
- Taking higher education to the rural community and enable them to participate in creating a better world for every one

###### **Objectives**

- To make provision for socially and economically weaker sections of the society to pursue higher education at lower costs.
- To facilitate physical and intellectual growth of the students.
- To inculcate social awareness, environmental consciousness, leadership qualities and patriotism among students.
- To upgrade knowledge and teaching skills of the teachers for the benefit of the students.

Both mission and vision of college are communicated to all the stakeholders, through college prospectus, college calendar of events, college magazine, College Website and also by displaying. It is also communicated to all the stakeholders in meetings and other college related functions.

**1.1.2 How does the institution develop and deploy action plans for effective implementation of the curriculum? Give details of the process and substantiate through specific example(s).**

**Yes**

In order to have effective implementation of curriculum, followings action plans are developed and deployed:

- College faculties interact with principal regarding clarifications and action plan of the curriculum.
- Orientation programme is conducted at the beginning of academic year to the newly admitted students about course curriculum.
- At the beginning of each semester faculties give concerned subject syllabus to all students and will brief them upon the topics in the syllabus.
- College Staff adopt teaching aids, documentary etc., to make teaching more comprehensive to students.
- Exposing students to have practical knowledge about curriculum through industrial visits, educational tours to places of importance etc.,
- Organize special lectures by Resource persons, on current areas of concern subject prescribed in the syllabus.
- Motivating students to bring out various issues of Wall magazines based on the curriculum.

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

- The College faculties receive all the following needed support for effectively translating the curriculum and improving teaching practices from the university, as follows:
- University designs the Calendar of Events and facilitates teachers to frame the lesson plan.
- Whenever syllabus is reframed in the university, concerned teaching staff of the subject is deputed to attend the workshops conducted by the

Associations of the respective Departments.

- Board of Studies of Concerned Subject, provides the model question papers whenever the syllabus is reframed.
- Many Academic staff colleges conduct Refresher courses on all the subjects to enrich the knowledge of teaching staff and equip them to teach the curriculum.
- The staff is advised to supplement their teaching by guiding the students to view telecast of EDUSAT programmes formulated by the Directorate of Collegiate Education, Government of Karnataka.

Institution provides an opportunity to teaching faculty to attend seminars and conferences conducted by various Educational Institutions, where the faculties can share their experiences and draw new ideas from the other participants.

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

Institution undertakes following initiatives for effective curriculum delivery:

- Bridge courses are conducted at the beginning of the each semester.
- Slow learning students are identified and provided with remedial classes.
- Tutorial classes in various subjects are engaged by the concerned teaching staff
- Special lectures/talks are organized periodically in which subject experts brief the students on required topics.
- Students are motivated to present talks on various segments of the syllabus.
- Assignments/ projects are given to the students on curriculum topics.
- Educational tours are organized to the places of cultural heritage, historical and mythological significance. Industrial visits are also periodically organized.

**1.1.5 How does the institution network and interact with beneficiaries such as industry, research bodies and the university in effective operationalisation of the curriculum?**

The institution regularly interacts with beneficiaries for providing effective value based education to the rural students in the following manner

- CDC is constituted by appointing 3 members from the industrial area.
- Internal quality assessment cell members interact with the HRM of industries.
- College takes students to industries especially to know practical aspects of accounting and office maintenance etc.,

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

Institution contributes to the development of curriculum of the University in following ways: Departmental meetings have been conducted regarding curriculum and the report of deliberation sent to the committees of curriculum design and development.

- College has taken feedback on curriculum from alumni and communicated the same to the university.
- Does the institution develop curriculum for any of the courses offered (other than those under the purview of the affiliating university) by it? If yes give details on the process (Needs Assessment, design, development and planning)

The Institution does not offer any new courses on its own as it is a Government college and is affiliated to university of Mysore.

**1.1.7 Does the institution develop curriculum for any of the courses offered (other than those under the purview of the affiliating university) by it? If 'yes', give details on the process ('Needs Assessment', design,**

**development and planning) and the courses for which the curriculum has been developed.**

- College undertakes continuous evaluation of students by conducting periodic internal tests in addition to the semester examination conducted by the University.
- College invites Resource persons to address the students on interview skills, resume writing and other soft skills.

College ensures that at the end of the term slow learners are on par with advanced learners.

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

We have taken at most care to implement the objectives which we have set for ourselves in achieving the excellence in education in real time practice.

Tests and seminars are conducted regularly to ensure that the smooth sailing of the teaching process. If we feel that the objectives of the curriculum are not implemented properly, immediate remedial action will be taken to ensure that the stated objective of the curriculum is achieved.

## **1.2 Academic Flexibility**

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

College conducts the Angla, Vikasana, Sahyog programmes to improve the communication skills, personality, employment and soft skills of the students. All these programmes are under the guidance and direction of the DCE, Govt. of Karnataka.

- In addition to this, the college has provided certificate courses on yoga, self employment, debates, library etc.

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

The institution does not have such programmes as it is not permissible by the affiliating University.

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

We offer BA, BCOM and BBM Courses at our college. Affiliating University prescribes the syllabus and allows us to run the course. Affiliating University allows us to run some of the elective subjects which are very much helpful for our students in terms of employability. Here are the electives offered by the affiliating university.

Apart from this, we encourage our students to take up competitive exams and other professional courses to be employable in the globalized society.

| <b>Class</b>                   | <b>Electives</b>   | <b>Students Choice</b>  |
|--------------------------------|--|---|
| III B.com                      | Accounting & Taxation  | Taxation  |
| III BBM                        | Financial Management,<br>Human Resources Management<br>Marketing Management  | Financial Management  |
| IIIIBA[History]                | Tourism, Karnataka History   | Karnataka History   |
| IIIIBA<br>[Sociology]<br>V Sem | Population Studies<br>Medical Sociology<br>Contemporary Social Problem<br>Industrial Sociology<br>Women in India<br>Social Movement<br>Urban Sociology<br>Social Stratification & Mobility | Population Studies<br>Contemporary<br>Social Problem<br>Urban Sociology |

|                                 |  |                           |
|---------------------------------|--|---------------------------|
| III BA<br>[Economics]<br>V Sem  | Agricultural Economics<br>Industrial Economics<br>Banking Theory & Practice<br>Natural Resources Economics<br>Human Development<br>Regional Economics<br>History of Economics Thought<br>Introduction to Economics<br>Fundamental of Computers | Banking Theory & Practice |
| III BA<br>[Economics]<br>VI Sem | Rural Development<br>Labour Economics<br>Indian Financial System<br>Environmental Economics<br>Urban Economics<br>Gender Economics<br>Indian Economics Thought<br>Basic Econometrics   | Indian Financial System   |

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

We don't run any of the self-financed courses at our college since ours is a government college and fully funded by the government.

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

Though, there is no formal skill orientation programmes offered in our college, we encourage our students to take up computer training and communication skills to enhance their computer literacy skills and communication skills.

Angla, Vikasana, Sahayog, Naipunyanidhi, Basic Computer skill programmes are conducted under the guidance of the Department of Collegiate Education.

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

No. University doesn't allow for combining the conventional face-to-face and distance mode of education for students.

### **1.3 Curriculum Enrichment**

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

Efforts are taken to supplement the university's curriculum are as follows:

- College has implemented co-curricular activities like NSS/Sports as per the University's norms.
- To impart value based education, Computer studies, Environmental Science and Indian Constitution are compulsory for the students of all courses.
- Students are prepared for competitive exams by conducting general knowledge tests on a regular basis.
- Wide opportunities are provided to all students in order to exhibit their talents through Cultural fest, Sports fest, NSS, Scouts and guides, Red Cross Unit, etc.
- Workshops/seminars are conducted by students.
- Special lectures on various issues are organized.

**1.3.2 What are the efforts made by the institution to enrich and organize the curriculum to enhance the experiences of the students so as to cope with the needs of the dynamic employment market?**

- The institution strictly follows the prescribed syllabus issued by the university on various subjects.
- The college provides opportunities to students to do seminars on various



topics, participate in group discussion on curriculum aspects.

- College conducts Staff Meeting to have discussion on university's curriculum, which cater to the needs of the employment market.

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

- Environmental education, human rights and computer fundamentals are taught through compulsory papers like environmental science, computer fundamentals/ applications and Indian constitution prescribed by the university to all the students.
- College organizes special lectures on gender equity, environmental issues
- Conducting debates, speeches, and essay competitions on national and international issues.
- With the help of lawyer's association, legal awareness is created among the students on various issues.
- Anti-Ragging cell and Woman Development Cell have been established in the college for students.
- ICT is integrated in the curriculum; however we have a well established computer lab. Students are allowed to access computer during the class hours and learn themselves.

**1.3.4 What are the various value-added courses/enrichment programmes offered to ensure holistic development of students?**

- College has been celebrating birth Anniversary of prominent personalities like Mahatma Gandhi, Dr. B.R. Ambedkar, Swami Vivekananda, Subhash Chandra Bose, Kanaka Dasa, Valmikijayanti in addition other national festivals are celebrated.
- College imparts life skills and moral values through activities organized in camps like NSS & Scouts and guides.
- College conducts government sponsored programmes like EDUSAT, Angla, Vikasana & Sahyog under the guidance of Directorate of collegiate

education.

- Conducts Fresher's day and Farewell Day by students and staff.
- College organizes special lectures on health related topics, conducts health check-up for all the students and also organizes blood donation camp in the college.
- Thought for the day is regularly maintained by the college.
- Dress code is strictly implemented for the purpose of equality.

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

We constantly seek feedback from students, alumni and parents of the students and other stakeholders. Students are asked to provide feedback every year at the end of academic program. Our faculties visit final year classes and discuss the course outcome and their future perspective and also seek feedback from the students in order to improve the existing educational standard and the curriculum that the university prescribes. Alumni and parents have also given suggestions to improve the educational standard and infrastructural facilities.

#### **Key points of Students' Feedback:**

- Introduce new courses
- Enhance computer lab facilities and internet access for students
- Recruit more permanent faculties
- Enhance overall infrastructural facilities to provide quality education

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

The mechanism developed by the college for quality assurance is the IQAC, which monitors & controls quality, through various committees. Documentation of the various programs / activities leading to quality enhancement is taken up.

- The IQAC ensures quality enhancements by making critical processes a continuous basis in-- improving the curriculum, teaching-learning process, research consultancy and extension, infrastructure and learning resources,

students' support and progression, governance and leadership and innovative practices.

- Class mentor collects the profiles of the students containing their academic details and their involvement in curricular and co-curricular activities. Counselling is done for students who are in need of help.
- College conducts various competitions to assess the talents like singing, sports, and dance, etc., possessed by the students annually.
- Quizzes, General knowledge tests and seminars are conducted regularly.
- Students are advised to read newspaper, journals, and magazines and make notes on various issues which are relevant to their subjects as a part of knowledge enrichment.

## **1.4 Feedback System**

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

Since University of Mysore is the affiliating university which prescribes the syllabus for us to run in our college we have very little scope to directly intervene in designing and development of the curriculum. However our faculties attend workshops and seminar programs on development and design of the course curriculum and participate in the deliberations.

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

College collects feedback from students, alumni, parents and academic peers on curriculum and communicates the same to the BOS. Feedback is collected from the students through structured questionnaire. The IQAC committee consolidates the same and orally communicates to the BOS.

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

NIL

## **CRITERION II: TEACHING - LEARNING AND EVALUATION**

### **2.1 Student Enrolment and Profile**

#### **2.1.1 How does the college ensure publicity and transparency in the admission process?**

At the beginning of every academic year the college ensures effective publicity for admission to its courses through its prospectus, website, and newspaper advertisements.

Prospectus is provided along with the application, contains all the information regarding programmes, eligibility, fees structure, date of admission in addition to information about the college, its faculty and facilities.

The college follows an academic calendar, provided by the Mysore University, Mysore. It gives last date for receipt of application. There is a general admission committee as well as separate department committees to prepare the admission list. Allocation of seats is as per the Department of Collegiate education, Govt. of Karnataka. The selected candidates' lists are displayed on the notice boards. The selection is done through admission committee which includes a convener and senior teachers. Thus, transparency is ensured from the stage of notification till the completion of admission process. Hence access, equity and social justice are ensured through transparency and adherence to the rules.

#### **2.1.2 Explain in detail the criteria adopted and process of admission (Ex. (i) merit (ii) common admission test conducted by state agencies and national agencies (iii) combination of merit and entrance test or merit, entrance test and interview (iv) any other) to various programmes of the Institution.**

Students are selected for admission to the various programmes in accordance with the Affiliated University rules and regulations, in our case University of Mysore.

The institution ensures wide publicity for admissions by releasing admission notification in the leading newspapers and through its website and a comprehensive prospectus. Transparency in admission process is ensured by displaying the merit list of applicants in the notice board well before admission

dates. Since ours is a government college located in a rural area, the admission is open to all the students irrespective of their percentage. Minimum pass percent is the cut off percentage set for admission to all the UG courses.

**2.1.3 Give the minimum and maximum percentage of marks for admission at entry level for each of the programmes offered by the college and provide a comparison with other colleges of the affiliating university within the city/district.**

| Sl. No. | Course               | UG Program |         |
|---------|----------------------|------------|---------|
|         |                      | Minimum    | Maximum |
| 1.      | BA (HES/HEP/HEK/HPG) | 35%        | 82%     |
| 2.      | B.COM                | 35%        | 88%     |
| 3.      | BBM                  | 35%        | -       |

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

Yes. The admission committee monitors the admission process and helps in motivating and increasing the students strength in each academic year. The students profile is maintained and it will be helpful for alumni association to know the placement of the students and through this we can increase the admission of the forthcoming year. The strength of the college has been gradually fluctuating because of competition from other government and private colleges that have recently comes up in the nearby locality.

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

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

| Categories | 2011-12 |        | 2012-13 |        | 2013-14 |        | 2014-15 |        |
|------------|---------|--------|---------|--------|---------|--------|---------|--------|
|            | Male    | Female | Male    | Female | Male    | Female | Male    | Female |
| SC         | 119     | 61     | 106     | 72     | 112     | 81     | 94      | 75     |
| ST         | 32      | 12     | 32      | 20     | 48      | 23     | 41      | 23     |
| OBC        | 324     | 203    | 348     | 228    | 352     | 241    | 292     | 204    |
| General    | 00      | 00     | 01      | 02     | 02      | 03     | 03      | 02     |
| Others     | 00      | 00     | 00      | -00    | 00      | 00     | 00      | 00     |

**2.1.6 Provide the following details for various programmes offered by the institution during the last four years and comment on the trends. i.e. reasons for increase / decrease and actions initiated for improvement.**

| Course (UG)                 | BA   | BCOM | BBM |
|-----------------------------|--|------|-----|
| <b>2011-12</b>              |  |      |     |
| Number of applications      | 300  | 80   | 25  |
| Number of students admitted | 265  | 70   | 23  |
| Demand Ratio                | Admission is permitted to all the students |      |     |
| <b>2012-13</b>              |  |      |     |
| Number of applications      | 240  | 100  | 30  |
| Number of students admitted | 216  | 90   | 25  |
| Demand Ratio                | Admission is permitted to all the students |      |     |
| <b>2013-14</b>              |  |      |     |
| Number of applications      | 250  | 100  | 30  |
| Number of students admitted | 231  | 86   | 28  |
| Demand Ratio                | Admission is permitted to all the students |      |     |
| <b>2014-15</b>              |  |      |     |
| Number of applications      | 150  | 70   | 30  |
| Number of students admitted | 138  | 58   | 26  |
| Demand Ratio                | Admission is permitted to all the students |      |     |

## **2.2 Catering to Student Diversity**

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

The institution is fully adhering to governmental policies regarding the needs of differently-abled students. The college makes this sure that the classes of such students are held at ground floor for the purpose of easy accessibility classroom to them. During examinations such students are provided with help such as writers for the students having vision and functional disability. These students are encouraged at every level in the institution. Special Counselling sessions are also arranged for such category of students. Such students are also given half an hour extra time in the terminal and final examination.

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

Yes. The Institution is well aware of the needs of the students. Any class contains a mix of intelligent and average students. Bridge courses are conducted in the beginning of Program and the doubts of students if any are cleared. Students are attached to counsellors and the weak students are traced out by mentors and further they are counselled.

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

Bridge course /remedial classes will be conducted for weaker students in the respective subjects. During orientation programme the students are allowed to express their opinions and interests. This would enable the faculty members to plan the need based programmes which would be beneficial for the students to face the challenges.

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

The institution holds the tradition of imparting holistic education with emphasis on the ethical and moral principles. The college is co-educational institution sensitizes its staff and students on issues such as gender inclusion, environment etc. by holding seminars and special lectures on the relevant topics like women empowerment, Environment Day. The Eco Club in the college has organized rallies. It has organized cleaning plastic waste in the city and cleaning the tank with the help of NSS. Celebration of women's day by teachers and students is also a part of the same tradition. The college at its own level makes arrangements for seminars and conferences. Experts from above mentioned fields are invited to share their experience and knowledge. The college organizes regional level seminars on women empowerment and health hygiene for girls. Drawing and essay competitions are also organized regarding environmental issues to enliven the students. Apart from this, the college offers Environmental Education as a compulsory subject to first and second year students.

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

Advanced learners are always motivated to do better in tune with the changing times. Advanced learners are identified based on their classroom involvement, their results in the periodical tests and exams besides their participation and performance in co-curricular activities. Such students are also guided to take up advanced tasks to enhance their skills. They are motivated to participate in workshops and seminars held outside the college campus so that they could mingle with the experts in the field and update their knowledge. The advanced learners are also instructed to make the best use of ICT tools, internet and different other media to upgrade their potentiality. Encouragement and rewards are extended to these students to motivate them continuously.

**2.2.6 How does the institute collect, analyze and use the data and information on the academic performance (through the programme duration) of the students at risk of drop out (students from the disadvantaged sections of society, physically challenged, slow learners, economically weaker sections etc. who may discontinue their studies if some sort of support is not provided)?**



Students' marks scored in the examination is used as the main performing index. Underperforming students are encouraged to take up remedial class to reduce the dropout rates. Students are provided counselling if there is a need. Scholarship is also provided as a initiative to motivate students to concentrate on their studies.

## **2.3 Teaching-Learning Process**

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

The college is affiliated to university of Mysore and has to adhere to the academic calendar published by the university; the university calendar is supplemented by college academic plans. At the beginning of each academic year faculty meeting will be held in all departments and in academic programmes for the semester is prepared in consultation with the principal. Following points are as follows:

- The College maintains its own calendar of events consisting of academic and other extracurricular activities.
- The Principal approves the College calendar and it will be circulated among the staff and the students.
- The Time Table committee designs the academic Time Table on the basis of the departmental workload.

A faculty member prepares the teaching plan at the beginning of each academic year and submits it to HODs.

- Each Faculty adheres to the teaching plan.
- Maintenance of work--diary by each faculty member.
- Periodical scrutiny of work diary by the HODs and the Principal.
- Maintenance of student attendance registers by concerned teacher.
- Class tests are conducted by the concerned teachers and student assessment examinations are conducted centrally by the Examination committee.
- The internal marks are finalized by the concerned teachers with the supervision of HODs and later sent to the University in appropriate format.
- Old question papers are solved at the end of each chapter or on the

completion of syllabus.

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

The IQAC meetings are held regularly and advised to the faculty members to develop teaching methods. IQAC also performing following duties:

- IQAC helps the administration in preparing the academic calendar
- The IQAC takes part in the administration for designing the feedback formats
- The students feedback on teachers is processed by IQAC
- The IQAC gives inputs to the career guidance and placement cell
- The IQAC has been coming up with formats for collecting feedback on curriculum from both the students and the teachers
- Preparation of the annual-plan is targeted at the quality improvement of various functions of the college. The academic calendar of the college is based on this plan.

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

The college offers a lot of support services to its teachers for making the learning student-centric by laying stress on specific learning outcomes for all courses and making it more participatory and interactive through group activities like Group discussions, power point presentations by students, field survey, arrange mock fairs, role playing and academic debates. These activities will strengthen the knowledge contributing to the skill formation and managerial skills both at personal and interpersonal levels.

All the departments organize various types of co-curricular events like Quiz, Poster making, Poets meet, paper reading, debates, skits, etc. that helps students to strengthen their skill of presentation. The college provides a well-stocked library having latest books and journals by INFLIBNET which the faculty uses efficiently to provide comprehensive and latest information to the students. The Students are encouraged to use the library independently to enhance their knowledge. The

college also encourages the use of internet and computers by the staff and students to keep them abreast of the latest developments in their respective field of study

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

The institution has a tradition of instilling and nurturing critical thinking, creativity and scientific temper among its learners from the beginning. The faculty are of the opinion that learning takes place beyond the curriculum. The Students are motivated and insisted to ask questions without hesitation. To nurture critical thinking, creativity and scientific temper, students are encouraged to attend seminars and workshops. Study tours and field visits are organized to provide better exposure. With all these efforts the college hopes to instil a strong desire to learn and also to become long learners.

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

We in our college encourage our faculty to use ICT for class room teaching. Power point presentation and LCD projectors are used to enhance the quality of teaching. Smart class room is coming up in our college. This class room will be equipped with state of the art technologies to deliver lectures using IT enabled devices. EDUCAST which is in a way similar to that of National Programme on Technology Enhanced Learning (NPTEL) is telecasting in our college for the benefit of the students.

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

In order to be very contemporary, our students and faculties have been often involved in scholarly pursuits, mainly through research, organizing special lectures by eminent personalities, inviting guests from other field of domain to share their knowledge with students, organize workshops, seminars periodically to be abreast with latest developments. Students wherever there are opportunities have been

exposed to the latest technologies and also involved them various activities which enrich their knowledge. For example

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

Academic and personal counselling is a continuous process in the college and is done in an informal way. All the staff interacts well with the students and encourage them to seek their guidance at any time. Students are given financial support by disbursing the different scholarships due to them promptly.

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

Yes, several unique and innovative methods of teaching have been adopted by the faculty for the past four years in addition to the traditional teaching methods. Few of them have been listed below.

- Use of smart board
- Use of laptops inside the class rooms
- Use of maps/charts
- Use of audio-video clips
- Use of films to teach literature
- Use of computer lab and internet for accessing information

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

In our college we have well established library with stock of almost twenty two thousand books and subscribe to few of the well know scholarly journals and periodicals. Students are allowed to borrow books for their studies. College library functions from 10.00 am to 5.00 pm on all working days. Reference service is also being provided for both the students and teaching community.

Students are encouraged to use college library extensively for their knowledge enhancements. Based on the faculty and students' suggestions we procure the

library materials. We follow strict measures to procure quality books to the library. Question bank service is also provided for students at the library. Students and faculties are encouraged to make use of the library at the optimal level. E-resources also procured by the library have been put to use for the benefit of academic community.

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

No

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

The continuous evaluation process is taking place in our institution. The institution conduct unit tests, periodical tests and remedial tests according to the requirements. The staff is one step ahead in updating their knowledge and enhancing their skills in the interest of the students.

Monitoring and evaluation of the quality of teaching—learning is done as follows:

- Collecting students' feedback on teachers on a 10 point scale.
- Departmental meetings are conducted periodically.
- Assessing the results of each subject at the beginning of the year
- The Principal evaluates the quality of teaching learning by checking the diary of the teachers.

**2.4 Teacher Quality**

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

We have no authority to recruit any of the faculty on our own. Karnataka State Government recruit eligible candidate through Karnataka State Public Service Commission (KPSC) and then asks Department of Collegiate Education to post the selected candidate for the colleges that come under its purview. For recruiting

guest faculty, Department of Collegiate Education invites the application from the eligible candidate and based on the merit list it appoints guest faculties.

| Highest qualification | Professor |        | Associate Professor |        | Assistant Professor |        | Total |
|-----------------------|-----------|--------|---------------------|--------|---------------------|--------|-------|
|                       | Male      | Female | Male                | Female | Male                | Female |       |
| Permanent teachers    |           |        |                     |        |                     |        |       |
| D.Sc./D.Litt.         | -         | -      | -                   | -      | -                   | -      | 00    |
| Ph.D.                 | -         | -      | -                   | 01     | 01                  | -      | 02    |
| M.Phil.               | -         | -      | -                   | -      | 01                  | -      | 01    |
| PG                    | -         | -      | -                   | 01     | 04                  | -      | 05    |
| Temporary teachers    |           |        |                     |        |                     |        |       |
| Ph.D.                 | -         | -      | -                   | -      | -                   | -      | -     |
| M.Phil.               | -         | -      | -                   | -      | -                   | -      | -     |
| PG                    | -         | -      | -                   | -      | -                   | -      | -     |
| Part-time teachers    |           |        |                     |        |                     |        |       |
| Ph.D.                 | -         | -      | -                   | -      | 01                  | -      | 01    |
| M.Phil.               | -         | -      | -                   | -      | 09                  | 06     | 15    |
| PG                    | -         | -      | -                   | -      | 12                  | 09     | 21    |

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

We at our college, because of growing demand we have introduced Kannada Optional and Geography subject newly. The scarcity of the qualified senior faculty is a concern, though we have been running the course successfully by recruiting guest faculties who have good academic merits. Our teachers are also encouraged to undergo refresher course at regular intervals and participate in scholarly meetings to abreast with current developments in their respective field of study.

**2.4.3 Providing details on staff development programmes during the last four years elaborate on the strategies adopted by the institution in enhancing the teacher quality.**

a) Nomination to staff development programmes

| <b>Academic Staff Development Programmes</b>   | <b>Number of faculty nominated</b> |
|--|------------------------------------|
| Refresher courses                              | 04                                 |
| HRD programmes                                 | 00                                 |
| Orientation programmes                         | 03                                 |
| Staff training conducted by the university     | 02                                 |
| Staff training conducted by other institutions | 00                                 |
| Summer/winter schools, workshops, etc.         | 02                                 |

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

- Teaching learning methods/approaches
- Handling new curriculum
- Content/knowledge management
- Selection, development and use of enrichment materials
- Assessment
- Cross cutting issues
- Audio Visual Aids/multimedia
- OER's
- Teaching learning material development, selection and use
- **Teaching learning methods/approaches**

We encourage our teachers to apply and use new tools and techniques to engage students in the class room. It is often instructed in faculty meeting for teachers to interact with students more often than just delivering the content. New ICT tools (PPT) are using for making teaching more interesting and interactive.

- **Handling new curriculum**

Whenever affiliating University introduces new curriculum our faculties are asked to be well versed with the new syllabus. Faculties are encouraged to attend workshops and seminars in new curriculum. This will help them to adapt to the changes quickly. Library is also play a vital role in assisting them with the required books to learn and understand the new concepts or applications that are introduced by the University.

- **Assessment**

Every year faculties have to submit their self-assessment report to the Principal. Principal then directs that to the DCE for further action. Very recently DCE is asked all teachers to provide their API for the additional AGP. This gives the clear snapshot of the teaching and research involvement of the faculty.

- **Cross cutting issues**

We give enough importance to create an atmosphere of gender equality, inclusion of economically weaker sections into the main stream of the higher education. Environmental and acceptance of different sexual orientation people also taught to our students. We organize regular lectures on gender equality, environmental issues, and various contemporary issues to keep current our students and also have a better understanding of the soft skills that is very much required in the global society.

- **Audio Visual Aids/multimedia**

As mentioned elsewhere in this report, in our college we have made provision to use LCD projector for teaching and learning purpose. We occasionally screen socially relevant films/documentary at our college. EDUSAT program is also being telecasted regularly for the benefit of the students.

- **OER's (Open Educational Resources)**

We encourage our faculty to use OERs for enhancing their teaching skills and also learning interest of the students. Course materials are available on the Internet freely, for example: MIT Open Courseware, edX, Coursra and Khan Academy materials have been brought to the notice of the faculty through library to use in their teaching. Teachers also encouraged to take-up courses run through MOOCs



for improving their knowledge.

- **Teaching learning material development, selection and use**

Some of our teachers have developed some of the materials online and have hosted it on the web. Commerce faculty Girsiha M.C. has made his presentations available online. This can be accessed at <http://www.slideshare.net/girishsupreetha/presentations>. Our librarian Vasantha Raju N. has also made some of his presentations online, which can be accessed at:

<http://www.slideshare.net/Vasanthrz>.

**c) Percentage of faculty**

| SL No. | Activities  | Percentage |
|--------|---|------------|
| 1.     | invited as resource persons in Workshops / Seminars / Conferences organized by external professional agencies         | 30%        |
| 2.     | participated in external Workshops / Seminars / Conferences recognized by national/ international professional bodies | 80%        |
| 3.     | presented papers in Workshops / Seminars / Conferences conducted or recognized by professional agencies               | 50%        |

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

We encourage our faculty in many ways to be always proactive themselves to be productive. Some of the ways and means which we help our faculties to be more proactive are:

- Allow them to attend orientation and refresher course at an appropriate time
- Encourage them to take up research leads to Ph.D.
- Allow them to attend and present their research papers in national and

international conferences

- Encourage our faculty to publish research papers in highly peer reviewed journals
- Encourage them to organize field trips with students

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

| Sl. No. | Name of the Faculty | Research Award   |
|---------|---------------------|--|
| 1.      | Veda M.S.           | "Thriveni Literary Award" from Karnataka Lekakiyara Sangha, Bangalore, in 2011.  |
|         |                     | "H.V. Savithramma Award" from Karnataka Lekakiyara Sangha, Bangalore to the novel "Raja Odeyar" in 2015  |
| 2.      | Vasanth Raju N.     | <b>2011 Emerald Indian LIS Research Fund Award:</b> Highly Commended research award for the project proposal entitled " <i>Use of social network sites and its effect on students of engineering colleges in Mysore city: An exploratory study</i> " |
|         |                     | Won third best paper award for the research paper " <i>Re-Examining the Location of Web Objects: A Study of Library Websites</i> " by KELPRO Bulletin  |

We have made a lot of efforts to have a very good ambience in the college for teaching and research. Our teachers are given liberty to explore and innovate in news of teaching and research. The awards own by our faculties are the indication of the culture that we have at our college.

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

We have evaluation process in place to analyze the performance of our teachers by the students but not by any of the external agencies. We collect feedback from the students and have a system in place to review it systematically and try to overcome the limitations highlighted by the students by initiating internal rectify measures.

## **2.5 Evaluation Process and Reforms**

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

Since student evaluation is a regular and ongoing process the faculties are familiar with the methods. It is clear in the teachers' internal evaluation register. If changes are introduced, faculty and students are informed well in advance. Students and parents are briefed about the evaluation process at the time of admissions. Individual teachers give instructions on evaluation and a common orientation is given to students before the first university examination.

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

- To conduct the exams and tests hassle-free, an exam committee has been formed.
- The committee takes care of the whole examination process.
- Internal assessment marks are announced on the notice board in advance so that students would know them and let the concerned teacher know if any discrepancy found.

### **2.5.3 How does the institution ensure effective implementation of the evaluation reforms of the university and those initiated by the institution on its own?**

As and when affiliating university comes up with new initiative or reforms in the evaluation process we adhere to the same. We have no liberty in introducing any reforms without the formal instructions of the affiliating university. However, we can bring new ideas or initiatives in assigning internal marks to the students. We can modify a bit to enhance the educational standards in this front.

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

The institution conducts regular tests and midterm examination at class level. The answer script will be evaluated by the concerned subject teachers and the weak point will be pointed out so that such mistakes will be avoided in future. We conducts viva on important topics. The institution does everything possible to achieve maximum results through formative and summative assessment approaches. Students' examination results outcome is the summative assessment that indicates the success of the college in imparting good education.

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

Twenty marks is assigned for internal assessments of the students. The institute conducts tests and gives assignments to students' to evaluate their internal performance. Based on the score they secure in the internal tests and the efforts put in preparing assignments will be taken into considerations for assigning internal marks. However, their classroom behaviour and their independent learning skills employed in preparing assignments and interaction in the classrooms and their presentations and communication skills will be taken into account while assigning internal marks.

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

Though there is no specific attributes that the college or affiliating university specified as graduates attributes. We believe that

- Critical thinking
- Independent learning
- Scientific rational approach
- Leadership skills
- Effective communications are some of the graduates' attributes that make better citizens

In order to develop some of the attributes that has been mentioned above we at the college have taken some measures in this regard. Mainly encourage students to interact more and more in the class room rather just be a passive listeners, and motivates students to be independent learners by cultivating reading habits, organize seminar and special lectures to develop rationality in our students, involve our students in all our college curricular and extra-curricular activities.

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

There is a mechanism in place to address the students' grievances with reference to evaluation both at the college and university level.

College Level:

- Internal assignments and test paper is persevered for almost for year if any mismatch in assigning internal marks
- Students are given test answer script in the class room and allow them to verify the same
- Each semester internal marks is displayed in the notice board before the final exam starts. If any errors, this will be addressed immediately.

University Level:

- Students are allowed to take the photocopy of the answer script to verify the marks they secured at the university level exams.
- There is an opportunity for applying re-evaluation of the answer script
- If any discrepancy in evaluation process University address the issues with at most care
- If the result is delayed or withheld for some unknown reasons students can contact the university authority for corrections.

## **2.6. Student performance and Learning Outcomes**

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

The vision of the college in a way succinctly depicts the learning outcomes of the college. Students performance in curricular and extra-curricular activities provides the data to assess the learning outcomes. We try to achieve student learning outcomes through following measures:

- Imbibe spirit of learning
- Periodical evaluation of the students' performance through internal assessment
- Involve students in extra-curricular activities
- Engage teachers in research and publishing activities
- Help students to realize their potentials through organizing special lectures by eminent personalities

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

As the customary practice of the affiliating university, we periodically conduct internal test and give assignments to students to monitor their academic performance. Apart from this student seminars and extra-curricular activities will held regularly to stimulate the academic interest in students. Here is the last four years students performance in the exams.

| Course                          | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|---------------------------------|---------|---------|---------|---------|
| <b>BA<br/>(HEP/HES/HEK/HPG)</b> | 69%     | 44%     | 73%     | 71%     |
| <b>BCOM</b>                     | 47%     | 55%     | 72.97%  | 53.44%  |
| <b>BBM</b>                      | -       | -       | 23%     | 20%     |

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

We prepare an academic calendar that facilitate us plan and execute the teaching and learning outcomes of the students. Internal assessment tests, seminars and in rare occasion field study is also integrated to the teaching schedule. Students'

performance is assessed through tests and. Assignments. We also conduct interactive sessions in the classroom with students. Library facilitates the students referencing and making use of the question bank facilities to have better understanding of the examination pattern.

**2.6.4 What are the measures/initiatives taken up by the institution to enhance the social and economic relevance (student placements, entrepreneurship, innovation and research aptitude developed among students etc.) of the courses offered?**

In our college we offer BA, BCOM and BBM courses to the students who have come from rural background largely. Arts and humanities course are always played a catalyst role in bringing community together and have social relevance forever in making men more humane. Commerce and management course have been the hall mark of India's changing liberal economics. Commerce and management graduates are in great demand in ITES related jobs. We are inculcating the habit of becoming entrepreneur on their own tapping the potential of modern technologies. We did organize some of the lectures on job opportunities for BA, BCOM and BBM graduates in association with University of Mysore. We have a placement cell in our college to look after the job opportunities available for our graduates and provide information on job opportunities. Our faculties are involving in research activities. Wherever there is a need to involve students in research activities we are involving them to have an experience of research.

**2.6.5 How does the institution collect and analyze data on student performance and learning outcomes and use it for planning and overcoming barriers of learning?**

Students internal assessment, their exams performance are the major data that provides us the clear picture of the students learning outcomes. We analyze the results obtained through the university and take appropriate measures to enhance the students' performance. The underperforming students are told to reappear for internal tests twice to improve their performance and also remedial classes will be taken for those who have not performed well in the previous exams.

**2.6.6 How does the institution monitor and ensure the achievement of learning outcomes?**

Class attendance, performance in the tests and the university examination results help in assessing the students' achievement. The IQAC monitors the smooth functioning of the academic activities and suggesting remedial measures for better achievement of learning outcomes.

**2.6.7 Does the institution and individual teachers use assessment/ evaluation outcomes as an indicator for evaluating student performance, achievement of learning objectives and planning? If 'yes' provide details on the process and cite a few examples.**

Yes, of course, we do consider the students' performance as an indicator to evaluate students performance. At both individual and institution level we evaluate students' performance. At the individual level every class will be monitored by the respective HOD of the Department. For example: HES section will be monitored by the HOD of the Sociology Department. They collect the information such as students performance in internal tests and exams and analyze the output of the results. If the students underperform in the internal exams remedial class and through other modes we try to enhance the quality of the student performance. At the institutional level, we discuss the college results with all the faculties and ask them to take appropriate action to improve overall students performance. Faculty performance is also revived periodically to improve the standard of teaching.



## **CRITERION III: RESEARCH, CONSULTANCY AND EXTENSION**

### **3.1. Promotion of Research**

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

At this point in time our college does not have any recognized research center of the affiliating University or other organizations. However we will be concentrating on this aspect in the coming days as research has become ever important for national development.

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

We have set up a research committee to encourage faculty and student community to engage in research and development activities. The committee is consisting of following members.

| <b>SL. No.</b> | <b>Committee member</b>      | <b>Role</b>        |
|----------------|------------------------------|--------------------|
| <b>1.</b>      | <b>Prof. K.G. Rangaswamy</b> | <b>Chairman</b>    |
| <b>2.</b>      | <b>Dr. M.S. Veda</b>         | <b>Coordinator</b> |
| <b>3.</b>      | <b>Mr. Girisha M.C.</b>      | <b>Member</b>      |
| <b>4.</b>      | <b>Mr. Jayanna B.R.</b>      | <b>Member</b>      |
| <b>5.</b>      | <b>Vasantharaju N.</b>       | <b>Member</b>      |

#### **Recommendations of the Research Committee**

- Encourage faculty and students to actively engage in research activities
- Encourage faculty to continue their research along with teaching and get publish research publications in scholarly journals and meeting
- Strengthening research culture through infrastructural developments

- Encourage faculty members to actively involve students in research activities.
- Encourage faculty members to write research proposals and seek grants from UGC/ICSSR or other similar bodies
- Encourage faculty members for organizing and hosting national and state level scholarly meetings (Seminars/conferences/workshops)

**3.1.3 What are the measures taken by the institution to facilitate smooth progress and implementation of research schemes/ projects?**

We have taken at most care for providing required facilities for our faculty and students to continue their research without any hindrances. We have given full autonomy to the principal investigator to carry his/her research work to make sure it will reach the benefits of common people. Available resources and facilities have been provided to complete the research projects in time. Faculties have been given special leave if required to collect data or for other research propose. Library facilities and Internet service also extended for faculties who have involved in research.

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

We are of firm belief that scientific temper and research culture are the two important aspects that we must develop both in faculty and students in order to be a rational thinkers. We have made efforts to invite eminent personalities to our college to address students to develop scientific temper through our cultural forum and NSS Unit. Students have been asked to prepare seminars and made presentations before the students to develop and cultivate research skills.

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

Following faculties of our college have been actively involved in research.

| SL. No. | Name of the Faculty     | Area of research and active involvement   |
|---------|-------------------------|---|
| 1.      | <b>Dr. M.S. Veda</b>    | Kannada Literature and Culture<br>She has been involved in writing and publishing research work on Kannada literature and culture. Presently working on Feminist writers in Kannada literature  |
| 2.      | <b>Mr.Girisha M.C.</b>  | Commerce and Management<br>He has been involving in research in the area of commerce and management. He has been awarded minor research projects from UGC to carry the projects.<br>He has published his works in major national journals and conferences.  |
| 3.      | <b>Vasantha Raju N.</b> | Library and Information Science<br>Computer Mediated Communication<br>He has been involved in research activities mainly in the field of web studies. He has published his research works in major national journals and has also an h-index of 5. Recently one of his papers has been awarded third best research paper for his work on “Re-Examining the location of the web objects: A study of library websites”. |

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

Seminars/workshops/training and sensitization programs organized by the various departments during the last four years

| SL. No. | Topic of the workshop/Seminar/training program                                  | Date       | Venue            |
|---------|---|------------|------------------|
| 1.      | ಬಿ.ಎಸ್. ಸಣ್ಣಯ್ಯ ಬದುಕು-ಬರಹ: ಒಂದು ಅವಲೋಕನ  | 28-04-2014 | GFGC-Periyapatna |
| 2.      | ಪರಿಸರ ಸಂರಕ್ಷಣೆ: ಲಕ್ಷ ವೃಕ್ಷ ಅಭಿಯಾನ   | 02-07-2014 | GFGC-Periyapatna |
| 3.      | ಪತ್ರಿಕಾ ದಿನಾಚರಣೆ: ವಿಶೇಷ ಉಪನ್ಯಾಸ ಕಾರ್ಯಕ್ರಮ                                       | 30-07-2014 | GFGC-Periyapatna |
| 4.      | ಹದಿಹರೆಯದವರ ಸಮಸ್ಯೆಗಳು ಮತ್ತು ಸವಾಲುಗಳು ಮತ್ತು ಪರಿಹಾರಗಳು: ಒಂದು ದಿನದಉಪನ್ಯಾಸ ಕಾರ್ಯಕ್ರಮ | 12-08-2014 | GFGC-Periyapatna |

|    |  |            |                  |
|----|--|------------|------------------|
| 5. | ಲಿಂಗ ತಾರತಮ್ಯ ಮತ್ತು ಲಿಂಗ ಸೂಕ್ಷ್ಮತೆ: ವಿಶೇಷ ಉಪನ್ಯಾಸ ಕಾರ್ಯಕ್ರಮ       | 10-03-2015 | GFGC-Periyapatna |
| 6. | ತಂಬಾಕು ನಮಗೆ ಅವಶ್ಯವೇ? ವಿಶೇಷ ಉಪನ್ಯಾಸ ಕಾರ್ಯಕ್ರಮ                     | 30-03-2015 | GFGC-Periyapatna |
| 7. | ಪುಸ್ತಕ ಸಂಸ್ಕೃತಿ  | 26-08-2015 | GFGC-Periyapatna |
| 8. | ರೈತರ ಅತ್ಯಹತ್ಯೆ ಮತ್ತು ಪರಿಹಾರೋಪಾಯಗಳು: ವಿಶೇಷ ಉಪನ್ಯಾಸ ಕಾರ್ಯಕ್ರಮ      | 28-09-2015 | GFGC-Periyapatna |
| 9. | ಯುವಕರು ಮತ್ತು ಪ್ರಜಾತಂತ್ರಕ್ಕಾಗಿ ಅಂಬೇಡ್ಕರ್: ವಿಶೇಷ ಉಪನ್ಯಾಸ ಕಾರ್ಯಕ್ರಮ | 30-10-2015 | GFGC-Periyapatna |

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

| SL No. | Name of the Faculty  | Area of specialization/expertization                 |
|--------|----------------------|--|
| 1.     | Dr. M.S. Veda        | Kannada literature and culture<br>Feminist Discourse |
| 2.     | Mr.Girish M.C.       | Commerce and Management                              |
| 3.     | Mr.Jayanna B.R.      | Modern History, History of Karnataka                 |
| 4.     | Dr. Vasantha Raju N. | Computer mediated communication and Web studies      |

**3.1.8 Enumerate the efforts of the institution in attracting researchers of eminence to visit the campus and interact with teachers and students?**

We have been inviting and organizing various lectures by eminent personalities of the respective subject fields to imbibe research culture among faculty and students. For the last four years following eminent personalities have been visited our college for delivering lectures/talks and to interact with students.

|    | Name of the Person   | Date of the visit |
|----|--|-------------------|
| 1. | Sri Muralidhar, GFGC, T-Narsipura                          | 2012-13           |
| 2. | Sri Venkateshappa  | 3-3-2015          |
| 3. | Sri. D. Nagarajegowda, Civil Judge, JMFC-Periyapatna       | 26-09-2013        |
| 4. | Dr. Y.D. Rajanna, Neladani Cultural Organization President | 31-01-2014        |
| 5. | Sri. Raj Kumar, Forest Officer, Dept. of                   | 29-03-2014        |

|     |   |            |
|-----|---|------------|
|     | Forestry, Govt. of Karnataka                                      |            |
| 6.  | Dr.Ramegowda, Kannada Scholar                                     | 28-04-2014 |
| 7.  | Dr. Krishnamurthy Hannur, Professor                               | 28-04-2014 |
| 8.  | Dr.Vasanthkumar Thimkapur, Scientist                              | 30-04-2014 |
| 9.  | Sri Prasanna Kumar, Circle Inspector, Periyaptan                  | 30-04-2014 |
| 10. | Sri Chinappa, DFS, Dept. of Forestry, Govt. of Karnataka          | 02-07-2014 |
| 11. | Dr.Satish Chandra, Professor                                      | 30-07-2014 |
| 12. | Dr.Manikarnika, Doctor  | 12-08-2014 |
| 13. | Prof. Morabada Mallikarjuna, Principal, GFGC-Nanjangudu           | 26-08-2014 |
| 14. | Prof. Kalachenegowda, Coordinator, NSS, University of Mysore      | 26-08-2014 |
| 15. | Prof. G.B. Shivraj, Secretary, Gandhi Bahvan, Bangalore           | 09-04-2014 |
| 16. | Smt. Manjula Manasa, Chairman, Karnataka State Women's Commission | 01-04-2015 |
| 17. | Sri Balachandra, DFO, Hunsur Region                               | 01-04-2015 |
| 18. | Dr. H.L. Satish   | 10-03-2015 |
| 19. | Sri Vasanthkumar Mysorematt, Social Activist                      | 30-03-2015 |
| 20. | Dr.Satish Chandra, Professor                                      | 26-08-2015 |
| 21. | Dr. B.J. Vijay Kumar, President, District Congress Party, Mysore  | 28-09-2015 |
| 22. | Sri Rangaswamy, Journalist, Mysore                                | 30-10-2015 |
| 23. | Smt. Padmashree, Research Scholar, University of Mysore, Mysore   | 30-15-2015 |

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

So far no faculty has availed the benefits of sabbatical leave for research activities

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

We have taken up some measures to reach research output to the needy. We have been encouraging our college faculty to take up research work which will make some impact on the people around us. Some departments have organized talks and lectures on government reports on various issues. Commerce department is constantly organizing budgetary talks annually with students to well versed with annual central and state government budgets. In this year 2015 we had organized a special talk on eradicating tobacco cultivation. This topic is very much significant given the fact that Periyapatna has the credit of cultivating highest tobacco crops.

### **3.2. Resource Mobilization for Research**

#### **3.2.1 What percentage of the total budget is earmarked for research?**

**Give details of major heads of expenditure, financial allocation and actual utilization.**

We have not made any special provisions to allocate budgets for research at the college level. We have been utilizing the grants given by State Government to IQAC for organizing seminars and workshops and also financial resources collected for cultural programs have also been used for special talks and research propose in a small way. The faculties who have been involved in major/minor research projects would get the funds from the granting institute of the projects for example: UGC.

| <b>Funds Mobilization</b>                  | <b>2011-12</b> | <b>2012-13</b> | <b>2013-14</b> | <b>2014-15</b> |
|--|----------------|----------------|----------------|----------------|
| Minor Projects                             | NIL            | NIL            | 01             | NIL            |
| Funds received from other Funding Agencies | NIL            | NIL            | 90,000         | NIL            |

#### **Research Budget Provisions**

#### **3.2.2 Is there a provision in the institution to provide seed money to the faculty for research? If so, specify the amount disbursed and the percentage of the faculty that has availed the facility in the last four years?**

NO

**3.2.3 What are the financial provisions made available to support student research projects by students?**

Though no specific financial provisions are made available to support student research projects we have made provisions to students to make use of the available resources within the college. Library facilities, Internet access and other facilities have been extended for students those who have keen interest in research.

**3.2.4 How does the various departments/units/staff of the institute interact in undertaking inter-disciplinary research? Cite examples of successful endeavors and challenges faced in organizing interdisciplinary research.**

In-order to encourage interdisciplinary research faculties are encouraged to collaborate each other to organize lectures or special talks which will have interdisciplinary flavor. Economics, sociology and political science departments have been encouraged to host talks together. Very recently Kannada and Library Department of our college organized a talk on “Book Culture” in collaboration. This will be encouraged. Our faculties have also collaborated with university faculties to do research in varied areas. For example publishing research papers in computer mediated communications and new media related studies.

**3.2.5 How does the institution ensure optimal use of various equipment and research facilities of the institution by its staff and students?**

- Providing library services as and when there is a requirement for research purpose.
- Periodic upgradation of technological equipment and related peripherals
- Providing internet and computer facilities for research work.
- Developing available infrastructure for helping research and publications

**3.2.6 Has the institution received any special grants or finances from the industry or other beneficiary agency for developing research facility? If ‘yes’ give details.**

NO

**3.2.7 Enumerate the support provided to the faculty in securing research funds**

from various funding agencies, industry and other organizations. Provide details of ongoing and completed projects and grants received during the last four years.

| Nature of the Project | Duration Year From To | Title of the project  | Name of the funding agency | Total Grant |          | Total grant received till date |
|-----------------------|-----------------------|---|----------------------------|-------------|----------|--------------------------------|
|                       |                       |   |                            | Sanctioned  | Received |                                |
| Minor projects        | Minor projects        | Talent acquisition policies in hardware companies with respect to Mysore. | UGC                        | 90000       | 86000    | 86000                          |

### 3.3 Research Facilities

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

Following facilities have been provided for researchers within the campus

- Well Equipped library facilities and services
- Internet access for teachers and students
- Computers for each departments
- Subscription of print and online journals
- Reprographic service

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

We have been striving hard to put in place the state of the art technological innovation to encourage our faculty to engage in research. Wherever it is possible to make use of the available grants for research purpose we have utilized it to improve the existing infrastructural facilities mainly for research



work. We have often been encouraging our faculties to take up research work and organize seminar and special lectures on contemporary issues in their respective field of study and also in collaboration with other subject domains.

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

So far we have not received any grants from external sources such as industry for research purpose. However we have been in discussion with some of the agri-business industry (e.g.: ITC Company) to provide funds for research purpose. They have been helping us in purchasing furniture for classrooms and also have given grants to construct bus stand in our college premises.

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

We have been extending support to our college faculty and students who engage in research activities by helping them in seeking external help. Some of our faculties have been doing their Ph.D. and thus making use of the University of Mysore central library for their work.

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

Our college has a well established library and information centre which catering for both students and teaching community. Required journals and books have been procuring for helping researchers. Often our librarian is seeking the suggestion of faculty for procuring books and journals which will be helping them in their research work. It is important to mention here that our library staff has been helping researcher in their research work mainly in review literature and identifying suitable journals for publishing them their research results and also guiding them to publish in open access journals. To date our library is well stocked with almost 22000 books on various domain of subject knowledge.

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

So far we have not established the research institutes in our college to improve existing facilities under collaborative research work. Once additional infrastructure mainly physical and human resource is put in place we will be taking this issue on a priority basis.

### **3.4 Research Publications and Awards**

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

- \* Patents obtained and filed (process and product)

NO

- \* Original research contributing to product improvement

NO

- \* Research studies or surveys benefiting the community or improving the services

Research studies carried out by our college librarian on library website design has had practical implications in designing user-friendly web interfaces. His research on web 2.0 has also been highly cited by other researchers in using social media tools for providing library services.

- \* Research inputs contributing to new initiatives and social development

NO

#### **3.4.2 Does the Institute publish or partner in publication of research journal(s)? If 'yes', indicate the composition of the editorial board, publication policies and whether such publication is listed in any international database?**

No

#### **3.4.3 Give details of publications by the faculty and students:**

- Publication per faculty

| <b>Departments</b>                                      |                |                |                |                |
|---|----------------|----------------|----------------|----------------|
| <b>Commerce</b>   |                |                |                |                |
| <b>Girish M.C.</b>                                      |                |                |                |                |
|   | <b>2011-12</b> | <b>2012-13</b> | <b>2013-14</b> | <b>2014-15</b> |
| <b>Papers in International journals</b>                 | 00             | 01             | 01             | 01             |
| <b>Papers in National Journals</b>                      | 00             | 0              | 0              | 00             |
| <b>Papers in Conference Proceedings/Seminar Volumes</b> | 04             | 04             | 04             | 00             |
| <b>Kannada</b>  |                |                |                |                |
| <b>Veda M.S.</b>  |                |                |                |                |
|   | <b>2011-12</b> | <b>2012-13</b> | <b>2013-14</b> | <b>2014-15</b> |
| <b>Papers in International journals</b>                 | 00             | 00             | 00             | 00             |
| <b>Papers in National Journals</b>                      | 03             |                | 01             | 01             |
| <b>Papers in Conference Proceedings/Seminar Volumes</b> | 00             | 00             | 00             | 00             |
| <b>Library and Information Science</b>                  |                |                |                |                |
| <b>Vasantha Raju N.</b>                                 |                |                |                |                |
|   | <b>2011-12</b> | <b>2012-13</b> | <b>2013-14</b> | <b>2014-15</b> |
| <b>Papers in International journals</b>                 | 01             | 00             | 00             | 00             |
| <b>Papers in National Journals</b>                      | 01             | 01             | 02             | 00             |
| <b>Papers in Conference Proceedings/Seminar Volumes</b> | 01             | 03             | 00             | 02             |

- **Number of papers published by faculty and students in peer reviewed journals (national / international)**

| Sl No.                  | Articles in Peer Reviewed Journals   |  |
|-------------------------|--|--|
| Name of the Faculty     |  |  |
| <b>Girish M.C.</b>      |  |  |
| 1.                      | Talent Acquisition Policies in Hardware Companies, A Study on Wep Peripherals”, Green earth research network, <i>IJMR</i> . 12 (2).                        |  |
| 2.                      | Consumer Attitude Towards After Sales Service. <i>International Organization For Scientific Research</i> , 10 (10).  |  |
| 3.                      | India and Foreign Institutional Investors. <i>International Organization For Scientific Research</i> , 5 (1).  |  |
| <b>Vasantha Raju N.</b> |  |  |
| 1.                      | Current trends in Webometrics research (Special issue on Scientometrics). <i>SRELS Journal of Information Management</i> . 50(5), 657-665                  |  |
| 2.                      | How does UGC identify predatory journals [Correspondence]. <i>Current Science</i> , 104(11), 1461  |  |
| 3.                      | Citation analysis of publications of LIS teachers in South India. <i>Information Studies</i> , 18(3), 143-161  |  |
| 4.                      | A study of citation accuracy in psychology theses submitted to the University of Mysore. <i>Annals of Library and Information Studies</i> , 58(4), 326-335 |  |
| 5.                      | Libraries, journals and publishers: A response [correspondence]. <i>Current Science</i> , 99(6), 711.  |  |
| 6.                      | Web 2.0 features in university library websites. <i>The Electronic Library</i> , 28(1), 69-88  |  |

- **Number of publications listed in International Database (for Eg: Web of Science, Scopus, Humanities International Complete, Dare Database-International Social Sciences Directory, EBSCO host, etc.)**

| Sl No.              | Number of publications listed in International Databases  |                   |
|---------------------|---|-------------------|
| Name of the Faculty |   |                   |
| <b>Girish M.C.</b>  |   | <b>Indexed in</b> |
| 1.                  | Talent Acquisition Policies in Hardware Companies, A Study on Wep Peripherals”, Green earth research network, <i>IJMR</i> . 12 (2). |                   |
| 2.                  | Consumer Attitude Towards After Sales Service. <i>International Organization For Scientific Research</i> , 10 (10).                 |                   |
| 3.                  | India and Foreign Institutional Investors. <i>International Organization For</i>  |                   |

|                         |  |                |
|-------------------------|--|----------------|
|                         | <i>Scientific Research</i> , 5 (1).  |                |
| <b>Vasantha Raju N.</b> |  |                |
| 1.                      | Current trends in Webometrics research (Special issue on Scientometrics). <i>SRELS Journal of Information Management</i> . 50(5), 657-665                  | EBSCO Host     |
| 2.                      | How does UGC identify predatory journals [Correspondence]. <i>Current Science</i> , 104(11), 1461  | Web of Science |
| 3.                      | Citation analysis of publications of LIS teachers in South India. <i>Information Studies</i> , 18(3), 143-161  | EBSCO Host     |
| 4.                      | A study of citation accuracy in psychology theses submitted to the University of Mysore. <i>Annals of Library and Information Studies</i> , 58(4), 326-335 | EBSCO Host     |
| 5.                      | Libraries, journals and publishers: A response [correspondence]. <i>Current Science</i> , 99(6), 711.  | Web of Science |
| 6.                      | Web 2.0 features in university library websites. <i>The Electronic Library</i> , 28(1), 69-88  | Web of Science |

- **Monographs**

| Sl No.              | Monographs   |  |
|---------------------|--|--|
| Name of the Faculty |  |  |
| <b>Girish M.C.</b>  |  |  |
| 1.                  | Girisha M C and Deepukumar "Management Of Banking Operations", Mysore Book House, second edition 2015, ISBN-978-93-81437-27-8.                                   |  |
| 2.                  | Girisha M C and Deepukumar "Business Ethics", Mysore Book House, first edition 2015, ISBN-978-93-85629-01-3.   |  |
| <b>Veda M.S.</b>    |  |  |
| 1.                  | M.S. VedaraSannakathegaluEethanaka: An Anthology of 42 Short Stories of M.S. Veda published by Samvahana, Mysore.  |  |
| 2.                  | Aadragarvada Hudugi - Study of Feministic discourse in Vaidehi' Literature (UGC-MRP) Published by Samvahana, Mysore.   |  |
| 3.                  | 'Vachanakarthiyaru: A study of 12th Century Women Writers" Published by J.S.S. Mahavidyapeetha, Mysore.  |  |
| 4.                  | VachanagalalliSathipathiBhava: A study of condition of mind of conjugality in the Vachana's of 12th Century Writers, Published by J.S.S. Mahavidyapeeta, Mysore, |  |
| 5.                  | A study of B. Puttaswamaiah's Plays -Research work of Ph.D.. Published by Samvahana, Mysore.   |  |
| 6.                  | A study of B. Puttaswamaiah's novels: 2nd part of Ph.D. work published By Samvahana, Mysore.   |  |
| 7.                  | Raja Odeyar : A Hisotorical Novel published by Samvahana, Mysore.  |  |

- Chapter in Books

| Sl No.                     | Chapter in Books   |
|----------------------------|--|
| <b>Name of the Faculty</b> |  |
| <b>Girish M.C.</b>         |  |
| 1.                         | Gandhian Philosophy of Management and Indian Management system- A Need For Integration |
| 2.                         | CSR & inclusive growth in India  |
| 3.                         | Challenges for public private partnership  |
| 4.                         | FDI SYNDROM  |
| 5.                         | India & Foreign Institutional Investors  |
| 6.                         | FDI issues in retail sector  |
| 7.                         | FDI ISSUES in Indian retail sector   |
| 8.                         | Different Marketing Strategies In Rural Market   |
| 9.                         | Global Strategies in Human Resource Management   |
| 10                         | Impact of Marketing Strategies in Indian Rural Market”                                 |
| 11.                        | FDI in Retail Marketing  |
| <b>Veda M.S.</b>           |  |
| 1.                         | A Feministic Study of Sarvagna   |
| <b>Vasantha Raju N.</b>    |  |
| 1.                         | Prof. B. Ramesh Babu as seen through Google Scholar                                    |
| 2.                         | Government College Libraries: Present Status and Future Perspective                    |
| 3.                         | Research Productivity of Prof. S. C. Sharma as Seen Through the Web of Science (WoS).  |
| 4.                         | Identifying the location of web objects: A study of library websites.                  |

- Books Edited

| Sl. No.                    | Books Edited  |
|----------------------------|---|
| <b>Name of the Faculty</b> |   |
| <b>Vasantha Raju N.</b>    |   |
| 1.                         | Prabhakara, K.V., Harinarayana, N.S., Sunil M.V., <b>VasanthaRajuN.</b> and Veena, M. (2014). Social Media and Libraries. Mysore: SBRR Mahajana First Grade College and Mysore Librarians and Information Scientists Association (MyLISA), Mysore. [978-81-928920-1-6]. |

- **h-Index**

***h-index* of the faculty**

| <b>Sl. No.</b> | <b>Name of the Faculty</b> | <b>h-index</b>                              |
|----------------|----------------------------|---|
| <b>1.</b>      | <b>Vasantha Raju N.</b>    | 5 (based on Google Scholar online database) |

3.4.4 Provide details (if any) of

- \* Research awards received by the faculty

| <b>Sl. No.</b> | <b>Name of the Faculty</b> | <b>Research Award</b>   |
|----------------|----------------------------|---|
| <b>1.</b>      | <b>Veda M.S.</b>           | " <b>Thriveni Literary Award</b> " from Karnataka LekakiyaraSangha, Bangalore, in 2011.   |
|                |                            | " <b>H.V. Savithamma Award</b> " from Karnataka LekakiyaraSangha, Bangalore to the novel "Raja Odeyar" in 2015  |
| <b>2.</b>      | <b>Vasantha Raju N.</b>    | <b>2011 Emerald Indian LIS Research Fund Award:</b> Highly Commended research award for the project proposal entitled "Use of social network sites and its effect on students of engineering colleges in Mysore city: An exploratory study" |
|                |                            | Won third best paper award for the research paper " <b>Re-Examining the Location of Web Objects: A Study of Library Websites</b> " by KELPRO Bulletin   |

- **Recognition received by the faculty from reputed professional bodies and agencies, nationally and internationally**

**NIL**

- **Incentives given to faculty for receiving state, national and international recognitions for research contributions.**

**NIL**

**3.5 Consultancy**

**3.5.1 Give details of the systems and strategies for establishing institute-industry interface?**

College placement cell acts as an institute-industry interface. Placement cell of the college keep in constant touch with industry to help our students to have

current information on job markets and requirements of the industry. We are also planning to take our students to field work mainly industries located nearby surroundings to allow them to have practical exposure.

**3.5.2 What is the stated policy of the institution to promote consultancy? How is the available expertise advocated and publicized?**

Our college is constantly encouraging our faculty to provide consultancy service to external institutions or individual in need. We have been encouraging our faculties to engage in research and publish their research work in highly reputed journals so that others will have information on the area of expertise that our college faculties are well versed with. This in a kind of a way publicizing our faculties' specialization in the appropriate forum. Allowing our faculties to attend and present their research work in conferences and seminars. Recently established college library in our taluk consulted our college librarian to put things in order and set up a good user friendly library.

**3.5.3 How does the institution encourage the staff to utilize their expertise and available facilities for consultancy services?**

We in our college as stated already in the report elsewhere we have been encouraging our faculties in all possible ways to utilize their experience and expertise to make a difference on their own. One way is allowing them to take part in scholarly meetings.

**3.5.4 List the broad areas and major consultancy services provided by the institution and the revenue generated during the last four years.**

We have been providing consultancy service voluntarily. Our college Kannada, commerce and history faculties have been invited to serve as resource persons in many meetings/seminars. Our librarian has also provided voluntary service in setting up a library at the GFGC-Bettadapura and a tent library for tribal people in the Mysore palace premises during world famous Mysore Dasara in 2014.

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

NIL



### **3.6 Extension Activities and Institutional Social Responsibility (ISR)**

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

In our college we have NSS (National Service Scheme) a brainchild of our great leader Mahatma Gandhiji. Through NSS we have been constantly organizing camps in villages nearby our college and constantly engaging them with various activities. We have also been often organizing blood donation camps, AIDS awareness, and preservation of historical monuments in Periyapatna. These kinds of activities have helped us to build a strong network between institution and local community. We have been also constantly in touch with parents of our college students to seek suggestion, improve our own standard of teaching and research.

#### **3.6.2 What is the Institutional mechanism to track student' involvement in various social movements / activities which promote citizenship roles?**

We adhere to the one of the major goals of the higher education that is students' participation in social movements and making them responsible citizens of the society. We have NSS and Scouts and Guides unit in our college through which we imbibe social activism among our students. We regularly organize weekly programs under NSS or Scouts and Guides to help our students understand the importance of serving the society. We have also encouraging our students to involve social and cultural activities in their village or home town.

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

We have been constantly interacting with our old students (alumni) and also with parents and current students to improve the standard of teaching as well as institutional infrastructure. We invite our old students to take part actively in the overall improvement of the college. Local leaders help also solicited for various developmental works of the institution.

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

### **development of students.**

We are organizing extension and outreach program on a periodic basis in our college. Major extension program is annual NSS camps. We have also organized blood donation camp, HIV-AIDS awareness program, legal awareness through Legal forum of the Taluk and also environmental awareness program in association with Forest Department. Financial sources for this program is sourced through locally and respective departments.

| <b>SI No.</b> | <b>Title of the Program</b> | <b>Date of The Program</b>  | <b>Budget Details</b> |
|---------------|-----------------------------|-----------------------------|-----------------------|
| 2011-12       | NSS Annual Camp             | 24-2-2012<br>to 31-2-2012   | 23400                 |
| 2012-13       |                             | 20-3-2013<br>to 27-3-2013   | 22500                 |
| 2013-14       |                             | 03-03-2014 to<br>09-03-2014 | 23400                 |
| 2014-15       |                             | 26-02-2015 to<br>04-03-2015 | 22500                 |

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

We at our college give utmost importance for extra-curricular activities along with teaching. At the beginning of the academic year students are appraised with the kind of activities that would normally take place in colleges. Students are encouraged to join/participate in NSS or NCC or any other extracurricular activities, one of the faculty members will serve as a NSS office or NCC officer to recruit students voluntarily. We also give wide publicity through circulating the information among students and displaying the flayers in notice board.

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

We believe in bringing students who have come from under privileged sections of the society to be on the mainstream through various programs and scholarships. Though we have not conducted any social survey or research to identify and provide better service to the needy. We have been maintaining

students' profile in which we can collect the details of the number of students who have come from lower strata of the society. We identify and help them through scholarships and remedial classes to be on par with others.

**3.6.7 Reflecting on objectives and expected outcomes of the extension activities organized by the institution, comment on how they complement students' academic learning experience and specify the values and skills inculcated.**

Some of the extension activities that we have organized in our college mainly NSS and Scouts and Guides extension programs are highly successful and yielded very positive results. Students those who have participated in NSS and Scouts and Guides and other extension programs have also made a significant mark in their academic performance. Many students who have taken part in the NSS programs have pledged to continue their social service in their villages. To put in a nutshell NSS, Scouts and Guides and other extension activities have been very much successful and help students to be more responsible in their social conduct.

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

Our NSS annual camps involve community participation to a greater extent. Village elders or local governments elected representatives would be consulted to organize NSS camps. Through this our college students help village people in various developmental programs in the villages and involve local community to create awareness on health and hygiene, negative effects of deforestation, importation of education and similar programs. We have also organized ill-effects of tobacco cultivation and its use in our college it bring awareness about the bad effects of tobacco consumption.

**3.6.9 Give details on the constructive relationships forged (if any) with other institutions of the locality for working on various outreach and extension activities.**

We have been often being consulted by various government organization and NGOs for conducting various socially relevant programs. We have a cordial and

constructive relationship with Department of Forestry, Courts of Judicial Magistrate, Department of Youth and Social Welfare and similar government bodies. We have also established contacts with local NGOs.

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

NIL

**3.7 Collaboration**

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

Wherever there is an opportunity to collaborate with other institutions we made sincere efforts to work with them. Mainly our facilities have collaborated with other colleges and institutions to do research work collaboratively. Commerce and Library departments have collaborated with other colleges and university to do research together.

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

We have been trying to forge collaboration other institutions and corporate bodies. ITC Company a corporate entity has generously donated classroom furniture and also constructed a bus stand in the college premises to help students.

**3.7.3 Give details (if any) on the industry-institution-community interactions that have contributed to the establishment / creation/up-gradation of academic facilities, student and staff support, infrastructure facilities of the institution viz. laboratories / library/ new technology /placement services etc.**

NIL

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

NIL

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

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

Though there is no formal MoUs with any of the external organization, as mentioned in elsewhere in this report collaboration with other colleges and university in Mysore has resulted in research and publishing. Many of our faculty have collaboration with other college faculty and work for research and publications.

**3.7.6 Detail on the systemic efforts of the institution in planning, establishing and implementing the initiatives of the linkages/ collaborations.**

Our college has been supporting college faculty to work collaboratively with other institutions. Commerce department faculty have been engaging in collaborating work with other college teachers in writing books and publishing research papers. Librarian has also been closely associated with Department of Library and Information Science, University of Mysore, Mysore in research work.

**Any other relevant information regarding Research, Consultancy and Extension which the college would like to include.**

## **CRITERION IV: INFRASTRUCTURE AND LEARNING RESOURCES**

### **4.1 Physical Facilities**

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

In our college we have been striving hard to put necessary infrastructure to enhance the quality of teaching and learning. Though our college has started its journey in 1991, it was running in a very small building till 2008 consisting of only 5 rooms. Now we have 15 rooms with a computer lab and a separate room for library. We have requested heads of the government to provide funds for constructing more rooms and a separate building for library. Seminar hall is also very much required for hosting and conducting special lectures and other academic and cultural programs. There is a still lot to be done in our college with regard to physical infrastructure. However, we have not failed in providing quality education for our students. With available infrastructure we have put in our sincere efforts to make sure that our students get quality education.

#### **4.1.2 Detail the facilities available for**

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

For conducting curricular and co-curricular activities at the college we have been managing with the available infrastructure.

- **Classrooms:** We have 14 classrooms and somehow we are managing with this. Of the 14 classrooms four rooms are in very deplorable condition. Repair work has been taken up for fixing the problems. With remaining 10 classrooms classes regularly conducting.

- **Technology enabled learning space:** We have a separate computer lab with a setting capacity of 20. Smart class room set up in process and soon we will have a smart class room with computer and LCD projects and other required technological equipments.
- **Seminar Halls:** Classrooms are being used as temporary seminar halls for programs and events. We are at the college contemplating to have a separate seminar hall for organizing programs. Soon we will have separate seminar hall.

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

- **Play ground:** We have a very sprawling playground. It has to be given some fillip to make it one of the best playgrounds. It needs basic facilities for students to make it use for not only cricket and volleyball other sports as well.
- **Facilities for indoor games:** Facilities for indoor games are provided within the college building itself. Students are encouraged to play Chess and Carom in the corridors after class hours.
- **NSS Unit:** We have full-fledged NSS unit in our college. NSS Volunteers take up various social relevant and development work and make campus and surroundings look beautifully. Very year a week long NSS camps will be held in nearby villages and villagers are educated on various issues mainly maintaining hygiene, health issues, gender equality and education.
- **NCC (Scouts and Guides Unit):** We have Scouts and Guides Unit in our college. Scout and Guides team serve as volunteers in organizing and running college programs successfully. They also take up adventures tours, participating in helping needy people and many more activities.



- **Cultural Forum:** Cultural forum is the hub of the extra-curricular activities. Cultural forum is entrusted to organize all the national festivals and also organize cultural programs twice in a year to give our students a space for exhibiting their hidden talent. Our college has won many prizes and accolades in zonal and university level in various cultural programs.
- **Health and hygiene:** We have given foremost important to the health of our students and teaching staff. We often through NSS unit create awareness on health and hygiene maintenance among our students. Blood donation camp and HIV-AIDS awareness programs have been conducted in our college.

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

We have very sprawling campus spreading across 10 acres of land. When our college shifted to its own building in 2001 has consisted only 5 classrooms. Today we have additional 10 classrooms with a separate computer lab and a library. There is a still lot to be done at the physical infrastructural front. There is an inaugural ceremony for establishing a boy's hostel at the college premises. This is a huge boost for our students to have better facilities at the college. Here is the last four years college infrastructure development expenditure.

|                          | 2011-12 | 2012-13 | 2013-14 | 2014-15          |
|--------------------------|---------|---------|---------|------------------|
| <b>Building</b>          | -       | 5500000 | -       | -                |
| <b>Hostel building</b>   | -       | --      | -       | <b>99,42,000</b> |
| <b>Women's rest room</b> | -       | -       | -       | <b>12,00,000</b> |

**Four Years Infrastructure developments Expenditure**

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

In our college though there are very few physically challenged students we have taken keen interest to provide them required facilities. For students with physical disabilities have been made special provisions to provide additional books from the library, required arrangements would be made during the examination period in ground floor itself and other facilities are extended to them on request.

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

- **Hostel Facility – Accommodation available**
- **Recreational facilities, gymnasium, yoga center, etc.**
- **Computer facility including access to internet in hostel**
- **Facilities for medical emergencies**
- **Library facility in the hostels**
- **Internet and Wi-Fi facility**
- **Recreational facility-common room with audio-visual equipments**
- **Available residential facility for the staff and occupancy**
- **Constant supply of safe drinking water**
- **Security**

Hostel facilities for boys and girls have not been provided in the college premises. Hostels run by Social Welfare Department have provided accommodation facilities for students who have come from underprivileged sections of the society. We are happy to bring to your kind notice that boys' hostel building in our college campus has been started and soon we will have a hostel for male students. Recreational facilities have been provided for students in hostels by Social Welfare Department itself. They organize cultural events and sports annually for the hostel students. Library facility is also provided in the hostel itself. Students are allowed to borrow additional books under SC/ST book bank scheme from the college. Measures have taken to provide safe drinking water facilities and security arrangements have been provided for students stay without any external disturbances.

**4.1.6 What are the provisions made available to students and staff in terms of health care on the campus and off the campus?**

We at the college periodically conduct health camp for students. If any untoward incidents students and faculties can take the help of Taluk Health Centre Medical Officer. In Periyapatna we have good government hospital. Often our students and faculty visits for minor health problems and get treated for the same.

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

We have provided sufficient infrastructural facilities for all the units/cells that have been established to look after the welfare of the college and students. Following units have been provided sufficient space and made in-charge of the teachers to look after.

| SL No. | Units   | Place/Space  | Coordinator        |
|--------|---|--|--------------------|
| 1.     | IQAC  | Department of History  | Prof. Jayanna B.R. |
| 2.     | Grievance Redressal unit (Student Disciplinary Committee) | Department of Kannada  | Dr. M.S. Veda      |
| 3.     | Women’s Cell  | Department of Kannada  | Dr. M.S. Veda      |
| 4.     | Counselling and Career Guidance/ Placement Unit           | Department of Commerce   | Prof. Girish M.C.  |
| 5.     | safe drinking water facility                              | We have made arrangements to provide safe drinking water facilities for students |                    |

**4.2 Library as a Learning Resource**

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

We have library advisory committee to provide a better service to the students and teaching community. The committee is headed by the college Principal and others. The committee consists of:

| Sl No. | Committee members                 | Role      |
|--------|-----------------------------------|-----------|
| 1.     | Prof. Rangaswamy                  | President |
| 2.     | Dr. Vasantha Raju N.<br>Librarian | Convener  |
| 3.     | Dr. M.S. Veda                     | Member    |
| 4.     | Prof. Girish M.C.                 | Member    |
| 5.     | Prof. Jayanna B.R.                | Member    |
| 6.     | Mr.Prabhu                         | Member    |

**4.2.2 Provide details of the following:**

| SL. No. | Details   |               |
|---------|---|---------------|
| 1.      | Total area of the library (in Sq. Mts.)   | 180 Sq. Mts.  |
| 2.      | Total seating capacity  | 25 members    |
| 3.      | <b>Working hours</b>  |               |
| 4.      | • On Working Days   | 10 AM to 5 PM |
|         | • before examination days   | 10 AM to 5 PM |
|         | • during examination day  | 10 AM to 5 PM |
|         | • during vacation   | 10 AM to 5 PM |
|         | • On Holidays   | Closed        |
| 5.      | Layout of the library (individual reading carrels, lounge area for browsing and relaxed reading, IT zone for accessing e-resources) |               |

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

Through library advisory committee and based on the recommendations of the faculty and students library books will be procured for the library. Government and Department rules also strictly followed in placing tender and purchasing of

library materials. Here is the detail of the procurement of library materials in the last four years:

| Library Holdings           | 2011-12 |          | 2012-13 |           | 2013-14 |           | 2014-15  |         |
|----------------------------|---------|----------|---------|-----------|---------|-----------|--|---------|
|                            | Number  | Cost     | Number  | Cost      | Number  | Cost      | Number   | Cost    |
| Text Books                 | 564     | 71370.00 | 1505    | 210000.00 | 995     | 174978.00 | 47   | 7089.00 |
| Reference Books            | 129     | 23578.00 | -       | -         | 603     | 90000.00  | -  | -       |
| Journals/Periodicals       | 10      | 1500     | 14      | 5000      | 10      | 1750      | 10   | 1750    |
| E-Resources                | -       | -        | -       | -         | -       | -         | Decision have been taken to Subscribe N-LIST e-resources through INFLIBNET |         |
| Any other (Please specify) | -       | -        | -       | -         | -       | -         | -  | -       |

4.2.4 Provide details on the ICT and other tools deployed to provide maximum access to the library collection?

| SL No | ICT Deployment   | Details   |
|-------|--|---|
| 1.    | OPAC   | Searchable  |
| 2.    | Electronic Resource Management package for e-journals              | No  |
| 3.    | Federated searching tools to search articles in multiple databases | No  |
| 4.    | Library Website  | <a href="http://gfgcperiyapatna.weebly.com/facilities.html">http://gfgcperiyapatna.weebly.com/facilities.html</a> |
| 5.    | In-house/remote access to e-publications                           | No  |
| 6.    | Library automation   | Under Process   |
| 7.    | Total number of computers for public access                        | One   |
| 8.    | Total numbers of printers for public access                        | NIL   |
| 9.    | Internet band width/ speed 2mbps 10 mbps 1 gb (GB)                 | 100 mbps  |
| 10.   | Institutional Repository   | NIL   |
| 11.   | Content management system for e-                                   | NIL   |

|     |  |  |
|-----|--|--|
|     | learning   |  |
| 12. | Participation in Resource sharing networks/consortia (like Inlibnet) | Decision have been taken to Subscribe N-LIST e-resources through INFLIBNET |

4.2.5 Provide details on the following items:

| SL No. | Required Information                                  | Details   |
|--------|---|---|
| 1.     | Average number of walk-ins                            | 250   |
| 2.     | Average number of books issued/returned               | 150   |
| 3.     | Ratio of library books to students enrolled           | 32:1  |
| 4.     | Average number of books added during last three years | 1260  |
| 5.     | Average number of login to OPAC (OPAC)                | In process. Once data entry is completed students are allowed to search the OPAC  |
| 6.     | Average number of login to e-resources                | NIL   |
| 7.     | Average number of e-resources downloaded/printed      | NIL   |
| 8.     | Number of information literacy trainings organized    | 04  |
| 9.     | Details of “weeding out” of books and other materials | More than three thousand books have been identified to weed out from the library. |

4.2.6 Give details of the specialized services provided by the library

| SL No. | Services  | Details                  |
|--------|---|--------------------------|
| 1.     | Manuscripts   | No                       |
| 2.     | Reference   | Yes                      |
| 3.     | Reprography   | Yes                      |
| 4.     | ILL (Inter Library Loan Service)  | No                       |
| 5.     | Information deployment and notification (Information Deployment and Notification) | Yes                      |
| 6.     | Download  | Allowed for faculty only |
| 7.     | Printing  | Allowed for faculty only |
| 8.     | Reading list/ Bibliography compilation  | No                       |

|     |                                       |   |
|-----|---------------------------------------|---|
| 9.  | In-house/remote access to e-resources | No  |
| 10. | User Orientation and awareness        | Yes (conducted annually)                                      |
| 11. | Assistance in searching Databases     | Yes   |
| 12. | INFLIBNET/IUC facilities              | Have taken the decision to subscribe N-LIST through INFLIBNET |

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

Library is the heart of the institute. We have a good library in place in our college with almost 21000 books housed in the library on various domains of knowledge. Students and faculties are allowed to borrow books for their educational purpose. Reference service has also been provided for students and teachers at the time of their requirements. Library is a user friendly and has taken measures to provide better services to user community. Apart from circulation and reference service our library staff extends help for students and faculty to search information online and databases available freely on the web. Library will be kept upon in vacations and function normally. Library collections have been systematically arranged based on subject classification. Library staffs have been putting enough efforts to meets the user information needs. Library acts as a hub for all kinds of information requirements of both the teaching and student community.

**4.2.8 What are the special facilities offered by the library to the visually/physically challenged persons? Give details.**

Our library centre is at the forefront in meeting the information requirements of the visually and physically challenged students/teachers. We have few physically challenged students in our college. The library has made arrangements to issue additional books to them and make special provision for them to keep the books till the semester end.

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

We have a system in place to receive feedback from the student and teaching community. Students' community is the major users of library services. Librarian often personally seeks suggestions from the student community to improve the existing facilities. Whenever there is a grants for library book procurement students have been asked to suggest books to the library. Book suggestion form is issued for those who are interested to recommend books to the library. At most importance is given to procure the books recommended by the students. Teachers suggestions also sought for improving library facilities. Teachers are often asked to give suggestions to improve library services.

### 4.3 IT Infrastructure

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

| SL No | computing facility   |  |
|-------|--|--|
| 1.    | Number of computers with Configuration (provide actual number with exact configuration of each available system) | 20<br>Processor: Intel Core i3<br>Ram: 2 GB<br>Bit: 32 Bit OS<br>OS: Windows 7 Pro version |
| 2.    | Computer-student ratio   | 32:1   |
| 3.    | Stand alone facility   | NO   |
| 4.    | LAN facility   | Yes  |
| 5.    | Wi-Fi facility   | Yes  |
| 6.    | Licensed software  | Microsoft Windows Operating System   |
| 7.    | Number of nodes/ computers with Internet facility  | 10   |
| 8.    | Any other  | One Laptop is being purchased for college academic work                                    |

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

At our college we have a computer lab with 20 nodes which can be used by both the students and faculty of the college. The lab is also used for running practical classes for our graduate students. Students during the free hours of the classes



can use computer lab and learn computer literacy. Internet facilities also provided for students and faculty. Teaching community can access Internet at any time during the class hours to prepare classroom learning materials.

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

We have a plan to upgrade existing computer lab with state of the art technological facilities. IT infrastructure is very much important and has given enough importance to upgrade it. There is a proposal to provide systems for each department for academic work. We have a plan to automate our college administrative activities.

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

The procurement of computer accessories is solely rest with the Department of Collegiate Education. In very rare instances we make our own purchase but it seldom happen.

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

Our faculties are encouraged to use ICT facilities available at the college for preparing their classroom learning materials. In order to enrich the content curriculum our faculties are encourage to use power point presentation in classrooms. Setting up of smart class room is in pipeline and shortly we will have a smart classroom at our college to make use of ICT extensively for classroom teaching.

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

As mentioned earlier in the report we are in the process of setting up a smart

classroom for exclusively using ICT for classroom teaching and enable our students to have a firsthand experience of using contemporary technologies for teaching. Smart board and other computer peripherals will be made available for teachers to use at any point of time for their academic purpose. At present our faculties are using LCD projector and other aids for making effective presentations in their classroom. EDUSAT program is also regularly telecasting in our college for the benefit of the students.

**4.3.7 Does the Institution avail of the National Knowledge Network connectivity directly or through the affiliating university? If so, what are the services availed of?**

NO

**4.4 Maintenance of Campus Facilities**

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

State Government and UGC have been providing financial resources for the maintenance and improvement of the existing facilities at the college. Sometime funds available with the college for example CDF (College Development Fund) is utilized for the development of the institute. Following is the amount spent in the last four year for the maintenance of the facilities.

| SL. No. |   | 2011-12 | 2012-13   | 2013-14  | 2014-15     |
|---------|---|---------|-----------|----------|-------------|
| 1.      | Building  | -       | 55,00,000 | -        | 1,11,42,000 |
| 2.      | Furniture   | 94,850  | 50,000    |          |             |
| 3.      | Equipment<br>(Smart Boards &<br>Projector, UPS, Water<br>Purifier, Printer,<br>Generator) | 54,000  | 8,95,443  | 2,31,739 | 1,75,514    |
| 4.      | Computers   | -       | 2,67,000  | 2,99,092 | -           |
| 5.      | Vehicles  | -       | -         | -        | -           |
| 6.      | Any other   | -       | -         | -        | 89,675      |

|  |                               |  |  |  |  |
|--|-------------------------------|--|--|--|--|
|  | (Library automation software) |  |  |  |  |
|--|-------------------------------|--|--|--|--|

**4.4.2 What are the institutional mechanisms for maintenance and upkeep of the infrastructure, facilities and equipment of the college?**

The head of the college, Principal will be principal authority in maintaining and upkeep existing facilities in a steady condition. College Principal calls for meeting and assigns required work to the faculty to maintain the available resources for its optimal utilization and extended the life of the same as much as possible. Building maintenance and other civic work will be entrusted PWD other works will be done at the college level with the help of eternal workers.

**4.4.3 How and with what frequency does the institute take up calibration and other precision measures for the equipment/ instruments?**

Equipments mainly electronic equipments need to be checked constantly to keep in good condition. If any equipment gets damaged or required technical fixing we will hire local technicians to fix the problem or else in many cases instrument providers provide AMC for a year or guarantee period. After the guarantee period we will hire them on a rental basis to fix the problems if any.

**4.4.4 What are the major steps taken for location, upkeep and maintenance of sensitive equipment (voltage fluctuations, constant supply of water etc.)?**

We have taken some measures to maintain the sensitive equipments such as computer other systems in case of power fluctuations. UPS has been installed for avoiding the uninterrupted power supply and also stabilizer for avoiding power fluctuation. For constant water supply we have our own bore well through which we source water. Sometime we use tap water for drinking purpose. One attender is entrusted to look after the uninterrupted water supply in the college.

## CRITERION V: STUDENT SUPPORT AND PROGRESSION

### 5.1 Student Mentoring and Support

#### 5.1.1 Does the institution publish its updated prospectus/handbook annually? If 'yes', what is the information provided to students through these documents and how does the institution ensure its commitment and accountability?

Yes, we do publish college prospectus annually. The college prospectus contains all the details of the course offered in our college and other necessary details of the college. Information about the college, available course, fee structure, university academic calendar, college rules and regulations, provisions for extra-curricular activities and other relevant information are included in the college prospectus.

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

Yes. The details of the amount of different scholarships/free ships given to the students are as follows.

| SL No.         | Name of the Scholarship     | Number of Students Received the Scholarship | Amount |
|----------------|-----------------------------|---|--------|
| <b>2011-12</b> |                             |   |        |
| 1.             | SC/ST Scholarship           | 86  | 144169 |
| 2.             | BCM Scholarship             | -   | -      |
| 3.             | Sanchi-Honnamma Scholarship | -   | -      |
| <b>2012-13</b> |                             |   |        |
| 1.             | SC/ST Scholarship           | 96  | 166354 |
| 2.             | BCM Scholarship             | 160   | 19800  |
| 3.             | Sanchi-Honnamma Scholarship | 02  | 6000   |
| <b>2013-14</b> |                             |   |        |
| 1.             | SC/ST Scholarship           | 96  | 287095 |
| 2.             | BCM Scholarship             | 125   | 142500 |

|                |                             |     |        |
|----------------|-----------------------------|-----|--------|
| 3.             | Sanchi-Honnamma Scholarship | 06  | 20000  |
| <b>2014-15</b> |                             |     |        |
| 1.             | SC/ST Scholarship           | 59  | 136651 |
| 2.             | BCM Scholarship             | 375 | 809780 |
| 3.             | Sanchi-Honnamma Scholarship | 02  | 4000   |

**5.1.3 What percentage of students receive financial assistance from state government, central government and other national agencies?**

| SL No. | Year    | Total Student Strength | Number of Students Received Financial Assistance | Total Percentage |
|--------|---------|------------------------|--|------------------|
| 1.     | 2011-12 | -                      | -  | -                |
| 2.     | 2012-13 | 809                    | 258  | 31%              |
| 3.     | 2013-14 | 862                    | 206  | 23%              |
| 4.     | 2014-15 | 734                    | 566  | 77%              |

**5.1.4 What are the specific support services/facilities available for:**

- **Students from SC/ST, OBC and economically weaker sections**

Students' profile of SC/ST and OBC will be prepared during the admission and same has been used for providing scholarships for the students. Academic performance of the Students from economic weaker sections also monitored through their performance in the exams. If students are in need of remedial classes that facility is also provided for them. Apart from this fee concession is also extended to SC/ST and OBC students.

- **Students with physical disabilities**

Students with physical disabilities are very few in number. All possible help is extended to physically challenged students. Special provision is made to provide them additional books from the library. If there is a need of financial assistance, that will be provided for students with identifying potential donors or internally made arrangements.

- **Overseas students**

There are no overseas students studying in our college at this point in time.

- **Students to participate in various competitions/National and International**

We encourage students to participate in various cultural and sports competitions at all levels. Cultural Unit and Sports Unit of the college takes care of this. Students with exceptional talent are asked to take part in various competitions. Financial assistance is provided through Sports and Cultural forum of the college.

- **Medical assistance to students: health centre, health insurance etc**

We periodically organize health check up camps at our college premises. Government Taluk Health Centre doctor visits the college and conduct health camps. Blood donation program has also been organized in our college for the benefit of the needy. NSS unit also organize health camps in the places they organize annual camps.

- **Organizing coaching classes for competitive exams**

Though formally we have not conducted any of the coaching classes for competitive exams, our college Placement Cell organize programs on various job opportunities available in Government and corporate sector. Information is provided for taking up competitive exams regularly in the classrooms.

- **Skill development (spoken English, computer literacy, etc.,)**

English has become very a language of global communications. We strive hard to teach English language to our students. Department of Collegiate Education is also conducting “Angla” spoken English program in all the government colleges. We are also part of that initiative. Computer lab is open to all the students during the class hours students can make use of the available computer to learn it.

- **Support for “slow learners”**

Remedial classes will be organized for slow learners. Personal attention is also given to such students.

- **Exposures of students to other institution of higher learning/ corporate/business house etc.**

We have provided opportunities for students to visit other institutions of higher learning and also field visits to business houses and nearby manufacturing units to know more about real time working environment.

- **Publication of student magazines**

We publish college magazine annually under the title “Pranathi”. Articles of various nature: poetry, essays, short stories and other forms of articles penned by the students will be published in the college magazine along with the college information and activities held in an academic year.

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

Yes, the institution encourages students to develop entrepreneurial skills. There is a career guidance cell to monitor it. Our students very often visits industrial plants, service centers, court, government offices and hospitals. This will give them some exposure to outside world and help them to have a fair understanding of the entrepreneurial skills.

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

- **additional academic support, flexibility in examinations**
- **special dietary requirements, sports uniform and materials**
- **Any other**

We have a very vibrant cultural forum and sport unit in our college through which we organize extra-curricular activities and sports meet. Cultural forum twice in the year organizes cultural programmes such as Quiz competitions, debate, essay writing, songs rendering, mono acting, and many other cultural programs. Students with exceptional talent will be sent to participate in inter college programs and other

state and national cultural competitions.

We also give enough importance to sports activities in our college though Physical Education Director post is vacant, one Assistant Professor is made in-charge of the sport unit to encourage and allow students to participate in sports. Sports teams participate in inter college level will be given sports uniform to represent our college. For this sports fund will be utilized.

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

We encourage our students to take up various competitive exams. Competition examination related books and study materials are available in our library for reference, for the benefit of students. Institution also conducted many tests related to competitive examination for students.

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

Academic counselling is done by the teaching staff regularly. The college has a career guidance cell, and a student counselling cell though a lot of informal counselling is done by the staff who take personal interest in enquiring about the welfare of the students and the problems they have. Psychology counselling is also done by trained teachers.

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

Yes. Students are motivated by arranging lectures on personality development, improvement of computer, soft skills providing career opportunities in higher education. The students are being trained to face interview, some of the students are brought to the various "job fair" conducted by different organization in and around Mysore.



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

College disciplinary committee is looking after the problems that students face in our college. If any of the issues brought to the notice of the college disciplinary committee it assesses the problems of the students and take appropriate measure to solve the problems of the students.

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

We have constituted the Women Empowerment Cell in our college. This Cell address the issues related to sexual harassment of the girl students. We have very zero tolerance towards sexual harassment of women in our college. Students often sensitize about gender equality. International Women's Day is celebrated in our college every year.

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

Yes. We have anti-ragging committee in our college which is headed by the Principal of the college. No instance of ragging in the campus has reported in the college in the last four year. If any such incident occurs in the campus it will be dealt with strict punishment.

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

There are various welfare schemes constituted and available for the welfare of the students. Some of them are:

- Student Scholarships
- Loan Schemes: Rajivi Gandhi Student Loan Schemes
- Fee concessions in rare cases
- Students Disciplinary Committee which address the students issues
- College Placement and Employment Cell

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

We have an alumni association in our college but it has not been formally registered. Once in a year we organize alumni meetings in our college. We ask our old students to be constantly in touch with the organization. We have to make our alumni association very vibrant, in the coming days we will have a registered alumni association with strong network of old students.

## 5.2 Student Progression

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

| SL No.         | Student Progression   | %               |
|----------------|---|-----------------|
| <b>2011-12</b> |   |                 |
|                | UG to PG  | 15 to 20%       |
|                | PG to M. Phil.  | -               |
|                | PG to Ph.D.   | -               |
|                | Employed <ul style="list-style-type: none"> <li>• Campus Selection</li> <li>• Other than campus recruitment</li> <li>• Self Employed</li> </ul> | 02%             |
| <b>2012-13</b> |   |                 |
|                | UG to PG  | 20%             |
|                | PG to M. Phil.  | -               |
|                | PG to Ph.D.   | -               |
|                | Employed <ul style="list-style-type: none"> <li>• Campus Selection</li> <li>• Other than campus recruitment</li> <li>• Self Employed</li> </ul> | -<br>02%<br>01% |
| <b>2013-14</b> |   |                 |
|                | UG to PG  | 20%             |
|                | PG to M. Phil.  | -               |
|                | PG to Ph.D.   | -               |
|                | Employed <ul style="list-style-type: none"> <li>• Campus Selection</li> <li>• Other than campus recruitment</li> </ul>                          | -<br>03%        |

|                |   |                     |
|----------------|---|---------------------|
|                | <ul style="list-style-type: none"> <li>• Self Employed</li> </ul>   | 01%                 |
| <b>2014-15</b> |   |                     |
|                | UG to PG  | 20%                 |
|                | PG to M. Phil.  | -                   |
|                | PG to Ph.D.   | -                   |
|                | Employed <ul style="list-style-type: none"> <li>• Campus Selection</li> <li>• Other than campus recruitment</li> <li>• Self Employed</li> </ul> | <br>-<br>04%<br>01% |

**5.2.2 Provide details of the programme wise pass percentage and completion rate for the last four years (cohort wise/batch wise as stipulated by the university)? Furnish programme-wise details in comparison with that of the previous performance of the same institution and that of the Colleges of the affiliating university within the city/district.**

| SL No.         | Course               | College Results |
|----------------|----------------------|-----------------|
| <b>2011-12</b> |                      |                 |
| 1.             | BA (HEP/HES/HEK/HPG) | 69%             |
| 2.             | BCOM                 | 47%             |
| 3.             | BBM                  | -               |
| <b>2012-13</b> |                      |                 |
| 1.             | BA (HEP/HES/HEK/HPG) | 44%             |
| 2.             | BCOM                 | 55%             |
| 3.             | BBM                  | -               |
| <b>2013-14</b> |                      |                 |
| 1.             | BA (HEP/HES/HEK/HPG) | 73%             |
| 2.             | BCOM                 | 72.97%          |
| 3.             | BBM                  | 23%             |
| <b>2014-15</b> |                      |                 |
| 1.             | BA (HEP/HES/HEK/HPG) | 70%             |
| 2.             | BCOM                 | 53.44%          |
| 3.             | BBM                  | 20%             |

**5.2.3 How does the institution facilitate student progression to higher level of education and/or towards employment?**

The institution facilitates the student progression to higher level of education or towards employment through the proper placements in all the fields so that the students get the job as well as the chance of higher education. The institute from time to time makes arrangement of various guest lectures. Eminent personalities from diverse field of education are invited to interact with the students. This step of college has facilitated the students in earning better job opportunities. Even the personality of the student enhances after working and also provides a secure future. Personality development programs are also available for the student progression to higher level of education or employment.

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

There is a slightly higher level of drop outs in our college. This is because of students inferiority towards English language and another reason is lack of self interest in arts and humanities course. We have done personal counselling for some of the students to continue their educations and motivate them by giving examples of old students. Remedial classes will be also conducted for encouraging them to continue their education.

**5.3 Student Participation and Activities**

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

The institution provides a platform for the students having talents in different fields. There is a wide scope for them to exhibit their talent. The institution prepares action plans for different activities that are to be conducted at the beginning of the year.

### Sports event Organized and Participated in the last four years

| Sports Events  | No. of Students | Venue       | Results       | Sports Coordinator |
|----------------|-----------------|-------------|---------------|--------------------|
| <b>2011-12</b> |                 |             |               |                    |
| Kabaddi        | 10              | Bannur      | Participation | Trinesh T.R.       |
| Cricket        | 15              | Hassan      | Participation | Trinesh T.R.       |
| Volleyball     | 10              | Hunsur      | Participation | Trinesh T.R.       |
| <b>2012-13</b> |                 |             |               |                    |
| Kabaddi        | 10              | Bannur      | Participation | Shivaramu          |
| Cricket        | 15              | K.R. Nagar  | Participation | Shivaramu          |
| Volleyball     | 10              | Hunsur      | Participation | Shivaramu          |
| <b>2013-14</b> |                 |             |               |                    |
| Kabaddi        | 10              | H.D. Kote   | Participation | Girisha M.C.       |
| Cricket        | 15              | K.R. Nagar  | Participation | Girisha M.C.       |
| Volleyball     | 10              | Hunsur      | Participation | Girisha M.C.       |
| <b>2014-15</b> |                 |             |               |                    |
| Kabaddi        | 10              | H.D. Kote   | Participation | Jayanna B.R.       |
| Cricket        | 15              | Periyapatna | Participation | Jayanna B.R.       |
| Volleyball     | 10              | Hunsur      | Participation | Jayanna B.R.       |

*\* We have successfully organized inter college sports (Cricket and Volleyball) meet in our college in academic year of 2014-15.*

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

| Event                | Number of Students Participated | Level         |
|----------------------|---------------------------------|---------------|
| <b>2011-12</b>       |                                 |               |
| Singing Competition  | 02                              | Inter College |
| Debate               | 02                              | Inter College |
| <b>2012-13</b>       |                                 |               |
| Essay Writing        | 01                              | Inter College |
| Debate               | 02                              | Inter College |
| Singing (Folk Songs) | 04                              | Inter College |

| <b>2013-14</b>                           |    |                |
|--|----|----------------|
| Essay Writing                            | 01 | Inter College  |
| Debate                                   | 02 | Inter College  |
| Singing (Folk Songs)                     | 04 | Inter College  |
| Quiz                                     | 02 | Inter College  |
| <b>2014-15</b>                           |    |                |
| Essay Writing                            | 01 | Inter College  |
| Debate                                   | 02 | Inter College  |
| Singing<br>(Bagavathgethe/Folk<br>Songs) | 04 | Inter College  |
| Quiz                                     | 02 | District level |

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

The institute has a clearly set and defined mechanism of obtaining the feedback from the students to improve the performance and quality of the institutional provisions. The advisory committee consisting of the Principal as the Chief and senior teachers collects the exit level feedback from the graduates regarding learning processes. The inputs are obtained from them and further used to improve the overall competency of the students for employability.

**5.3.4 How does the college involve and encourage students to publish materials like catalogues, wall magazines, college magazine, and other material? List the publications/ materials brought out by the students during the previous four academic sessions.**

Yes. Apart from publish college annual magazine we do publish wall magazine name Abhivakthe". Students write for this magazine regularly. After vetting out the articles suitable articles will be published in the wall magazine. Cultural forum and Kannada Department is entrusted to look after this.

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

We have not constituted student council formally; however we do involve students

in all our college activities. Interested students will be motivated to take part in curricular and extra-curricular activities of the college.

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

The college has constituted various academic and administrative bodies for the smooth accomplishment of its various activities. Each of this committee has student representatives.

| SL. No. | Academic/Administrative Bodies | Student Representative  |
|---------|--------------------------------|-------------------------|
| 1.      | Sports                         | Darshan (BCOM)          |
|         |                                | Rakesh (BCOM)           |
|         |                                | Varadaraju (BCOM)       |
|         |                                | Varsha(BCOM)            |
| 2.      | Cultural Forum                 | Shivaraj Kumar (BA-HEK) |
|         |                                | Sharuk Khan (BA-HEK)    |
|         |                                | Sumithra (BA-HEK)       |
|         |                                | Sushma (BA-HES)         |
|         |                                | Poornima J. (BCOM)      |
|         |                                | Varadaraju (BCOM)       |
|         |                                | Shilpa (BA-HEP)         |
| 3.      | CDF                            | Varadaraju (BCOM)       |
| 4.      | College Magazine               | Shivaraj Kumar (BA-HEK) |
|         |                                | Sharuk Khan (BA-HEK)    |

**5.3.7 How does the institution network and collaborate with the Alumni and former faculty of the Institution.**

We have a college old student database. We contact them over post or e-mail to attend alumni meeting and become member of the alumni association of the college. Once in a year we conduct alumni meeting. We have to do lot of work in streamlining the alumni association. We are upto it.

## **CRITERION VI: GOVERNANCE, LEADERSHIP AND MANAGEMENT**

### **6.1 Institutional Vision and Leadership**

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

Vision Statement:

- To enhance quality of education, personal enrichment and social responsibility among the students.

Mission of the College:

- To provide holistic education for making our students a responsible citizens
- Taking higher education to the rural community and enable them to participate in creating a better world for every one

The vision and the mission statement of the college is the reflection of the motto we set for ourselves in taking the higher education to the rural mass. The vision and mission statement also reflect the importance of higher education for students who have come from agricultural background. Indian GER is when less compare to other developing nations. This is because of lack of accessibility of the higher education for rural students. We aim to fill this gap by providing higher education to the rural community and economic weaker sections of the society. We are enabling rural students to take the benefit of the economic liberalization to improve their standard of living through higher education.

Our vision for future is to enable our students to participate in the socio-economic development of the nation.

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

The Department of Collegiate Education (DCE) is the top most authority under which our college is functioning. DCE gives instructions to run the college without



much hassles. However, the Principal and Faculty are the main backbone of the college. They design and implement the plan and quality policy time to time. Principal as the head of the institution looks after the overall development of the college. The Principal of the college entrust the responsibility to the faculty and make them as convenor of the various committees. The convenors of the committee make appropriate decisions in implementing the plan and policy for the betterment of the college. Periodic meetings of College Development Council (CDC), IQAC, Cultural committees and other major committee will be held for implanting the plan and instructions of DCE and the University of Mysore which is the affiliating University.

### **6.1.3 What is the involvement of the leadership in ensuring:**

- **The policy statements and action plans for fulfillment of the stated mission**

The head of the institute that is in our case College Principal plays a major role in implementing the action plan of the college successfully. As the head of the institute he/she monitors the overall functions of the college. As a leader he is always a torch-bearer of the college. Faculties of the college ensure that the instructions and plan entrusted to implement for the betterment of the students is implemented in the right spirit. In the nutshell both the Principal and the faculty provide necessary leadership to run the college as an intellectual hub.

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

Again formulation of action plan and its incorporation in the institutional strategic plan is rest with the College Principal. Committees set up for the purpose of successful running of the college look after them and give suggestion whenever it is necessary to put into action to the principal.

- **Interaction with stakeholders**

We organize periodical meetings with parents of our students to take the feedback about the college. Students can at any point approach college Principal to give their feedback. Old Students of the college (Alumni) also provide feedback for the overall development of the college.

- **Reinforcing the culture of excellence**

Quality education is the hall mark of any successful endeavour be it education or any other domain. We make constant effort towards creating atmosphere of culture of excellence. We encourage our faculty to take up research work seriously and also academic activities to success in their endeavour. We often interact with students to make them understand the importance of education and how education helps them to be better off in the society. For this we make them to realize the importance of hard work which in a way leads to the culture of excellence.

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

Periodic meeting will be conducted for monitoring the effective implementation of the action plan. Principal and the faculty discuss the issues that are important for the development of the institute and take proactive measures to implement the same. IAQC maintain and monitor all the activities of the college.

**6.1.5 Give details of the academic leadership provided to the faculty by the top management?**

The college functions under the guidance of the Department of Collegiate Education. DCE gives instructions and suggestions to improve college facilities at the academic front as well as developmental aspect. College Principal acts as top management authority. Principal assigns the academic leadership to the faculty. Faculty will be given the responsibility of heading the various academic committees as convenor. As the convenor of the committee, faculty has delivered positively and make sure that he contributes to the development of the college through his leadership.

**6.1.6 How does the college groom leadership at various levels?**

The college cultivates the leadership quality of both the students and teaching community by giving or assigning them the responsibility of the various activities of the college. Students will be included in the various college committees and give them certain responsibilities for instance: NSS leader, Sports team captains, Cultural forum lead member and many of these responsibilities help them to

cultivate the leadership quality.

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

The entire system and planning of the institution has been so designed that it would accommodate all the new ideas and action plans in achieving all round development of the college. The HOD's will monitor their departments. HOD and concerned faculty members discuss before choosing the sub- units of subject and classes. The faculty members judge the capacity & strength of the Students in awarding internal assessment marks. They are free to design their plan in teaching. NSS and scouts and guides are free to select the place of camp, persons to be participated, guests to be invited, lectures to be organized, work to be done etc. The faculty will decide the titles and number of books that are to be included in their department which support their curricula. The librarian is free to design student- friendly programmes. He lends books according to institution's guidelines & priority. Briefly, the institution enjoys internal operational autonomy within the frame work drawn by the DCE.

**6.1.8 Does the college promote a culture of participative management? If 'yes', indicate the levels of participative management.**

Yes. We promote culture of participative management in all our activities that we do in our college. College development and imparting the quality education to our students is rest with the faculty. Unless we encourage them to be take part in all the decision making process it is difficult to achieve the goal of providing higher education to the rural mass. Thus we knowingly involve all our stakeholders in all our activities.

**6.2 Strategy Development and Deployment**

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

We have no quality policy in place formally, however we follow the instructions and guidance of the DCE to enhance the quality of the education in our college. The IQAC (Internal Quality Assurance Cell) monitor overall quality standard of the college. IQAC often collects information from the faculty and gives directions

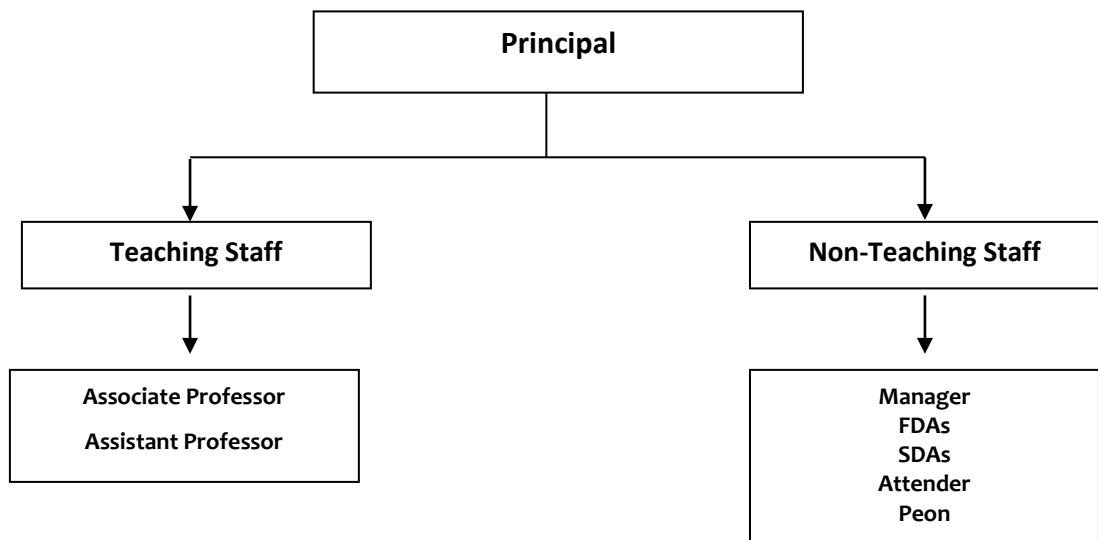
to work for enhancing the quality of education. Faculties are encouraged to attend seminars, conference and other scholarly meetings to constantly respond to the changing needs of the students. On the other hand students also encouraged to perform well in their academics.

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

Our college is striving hard to cater to the needs of the rural community to enable them to have higher education. We have very minimal facilities in terms of infrastructural support and human resource in our college. We have been constantly approaching the higher authorities to improve the existing infrastructural facilities at the college. Establishing smart classroom, conference hall, playground for students, separate buildings for library, women’s rest rooms, separate departments are some of infrastructural requirements we are trying to put in place in the next four years.

**6.2.3 Describe the internal organizational structure and decision making processes.**

Though College functions under the supervision of the DCE, it is the Principal of the college who spearhead the decision making process. Faculties, non-teaching staff supports the smooth functioning of the college. In order to run the college smoothly various committees have been established and each committee is headed by the college faculty as a coordinator. Here is the pictorial representation of the internal organizational structure of the college:



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

- **Teaching and Learning**

Teaching and learning is the life blood of the college. We are constantly improving the teaching and learning method to empower our students. The Principal initiates various actions to improve the standard of teaching. Information and Communication Technologies (ICT) is used in the classroom to have interactive learning methods. Our library is also well equipped with almost 22000 books and good number of journals to cater to the growing demands of the students and teachers. Library acts as a catalyst in improving the knowledge of the faculty and students. Students are asked to involve more in classroom discussion rather just be passive listeners. Assignments and student seminars are made a part of classroom learning to improve the quality of learning. Apart from curricular activities, students are encouraged to involve themselves in co-curricular activities like Sports, National Service Scheme (NSS), Rangers and Rovers, Red Cross and in the activities of various forums. These activities of the institution have indeed helped to a greater extent in the process of teaching and learning.

- **Research & Development**

Research and Development (R&D) activities are given enough importance in our college. Our faculties have fair amount of research experience. Faculties are motivated to attend scholarly meetings and present their research publications and also publish their research papers in highly reputed peer reviewed journals. Dr. M.S. Veda, Associate Professor of Kannada is renowned scholar in Kannada literature. Prof. Girisha M.C. has a credit of publishing more than 13 research papers in various national and international journals. He has got a minor research project from the UGC in the year 2013. One of our teachers has an h-index of 5. He has received more than 160 citations to his research publications. This shows interest of our teachers in research.

- **Community engagement**

Our college work with local community in co-existence manner. Education institution is not an isolated entity; it is also a part of the community. Thus engaging with community in achieving our educational goal gives a different

perspective to our students. NSS Unit in this direction always serve for the betterment of the community it surrounds. NSS every year organizes a week long camps in the nearby villages and takes up various beneficial activities of the community. Very recently we had organized two important lectures which are closely related to the local community. One is on “Eradication of Tobacco Cultivation” and another one on “Farmers Suicide and Remedial Measures”. These are just a few examples. We in the coming days engage lot with the community and expose our students more to understand the local community and their needs of better living.

- **Human resource management**

Human resource management is very important for successful running of the college. Though we lack the adequate human resource mainly teaching faculty we are managing with the available resources. Teaching and non-teaching staff are working in tandem to fulfil the objectives of the institutions.

- **Industry interaction**

Students have been provided opportunity for interacting with industry. Commerce and management students visit nearby industry to interact with them. We have invited some of the local entrepreneurs to have an interaction with our students. We have given opportunity to Arts stream students for study tour.

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

All the required information for the DCE and other stakeholders (Joint Director, CDC committee members and local people) is provided in time without any delay. All the information about the admission process, financial information, students’ progress, faculty performance and other required information is collected through formal and informal meetings with the teaching and non-teaching staff and the deliberations in the meetings will be documented. Whenever, higher authorities are in need of college related information this will be provided for further actions and reviews.

#### **6.2.6 How does the management encourage and support involvement of the staff in**

**improving the effectiveness and efficiency of the institutional processes?**

The DCE encourages college staff to complete involvement in the day to day activities of the college. Time to time DCE is organizing various programs to improve the academic and administrative acumen of the Principal and college staff. Department is in collaboration with Administrative Training Institute (ATI) of Karnataka to train the Principal and the teaching staff on administrative skills. State Government also conducts training program for C group employees on various administrative issues.

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

**We strive hard to bring lot of infrastructural changes in the last one year. Following resolutions have been made in the previous CDC meetings**

- Constructing boys' Hostel
- Increasing the honorarium to CDC appointed employees
- Renovation of old Classroom Blocks
- Construction of independent library centre

**Status of the resolution**

- Grants have been sanctioned for the construction of the Boys Hostel at the college premises
- Five lakhs have been sanctioned under MLA fund to renovate the old classroom block

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

The affiliating University does not have the provisions to accord the status of the autonomy to the affiliated college.

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

We have constituted the disciplinary committee which addresses the students' grievances effectively. We discuss the issues of students in the college council meetings and make all necessary provisions to solve the problems of the students.

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

**NO**

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

We collect feedback from the students and analyse the same to identify the shortcomings to overhaul the institutional performance. We collect feedback from our alumni and students and parents to bring in positive changes. The Principal of the college also individually collects the feedback from the students.

• **Students Feedback:**

- Require more number of permanent faculty
- Well established playground
- More number of classrooms
- Improve the performance of some teachers
- Hostel facility
- Improve library infrastructure

• **Positive Response:**

- Number of classroom is increased
- Teachers are instructed to change their method of teaching
- Hostel facility is being coming up at the college campus

**6.3 Faculty Empowerment Strategies**

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



We at our college give lot of importance for enhancing the professional development of its teaching and non-teaching staff. Teaching staff is allowed to participate in international and national scholarly meetings such as conferences/ workshops/ seminars and other academic events. Research activities of the faculty are also encouraged by providing necessary academic and administrative support. On duty leave facilities is extended to all the faculty to attend academic meetings. Faculties will be sent to the training program organized by the Department or other external organization to empower them in administrative skills.

Non-teaching staff is also allowed to take part in the training program conducted by the Department or Administrative Training Institute (ATI) of the Government of Karnataka. Some of our non-teaching staff have undergone for training in ATI. We also encourage our non-teaching staff to build a special rapport with other nearby government colleges to share information with mutual consent.

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

The UGC and DCE both have specific rules and regulations to train and retrain faculty for motivating them to be active in their professional work. Orientation program, refresher course and periodic training on contemporary technologies and issues will be provided to keep abreast with the new developments in their domain of subject. Seminars/ Conferences and workshops can be attended by obtaining the OOD facilities. UGC and DCE provide monetary benefits to the Ph.D. holders to continue their research work. FIP is also provided by the UGC to pursue research leading to Ph.D., for faculty those wish to do research.

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

Every year faculty performance appraisal system is done to evaluate the performance of the faculty. Teachers have to submit their performance appraisal report annually to the Principal of the respective college. Then he will review and send the same to the DCE for further verification. Very recently DCE has introduced API system to evaluate their performance. Based on the API scores

faculties will be promoted. We collect feedback from the students to appraise the performance of the teachers. The college principal individually collects the feedback from the students and analyzes the performance for taking corrective measures to improve the classroom teaching by giving instructions to improve class room teaching to the respective faculties.

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

The performance appraisal report is the major basis for examining the academic performance of the teaching community and administrative acumen of the non-teaching staff. Recently DCE has introduced API for granting additional AGP to its faculty. Based on the API score AGP is granted for the faculties. All the evaluative report is sent to the DCE for verifications and suggestions will be communicated to the concerned.

**6.3.5 What are the welfare schemes available for teaching and non teaching staff? What percentage of staff have availed the benefit of such schemes in the last four years?**

Since the teaching and non-teaching staffs are recruited by the Government of Karnataka all the welfare schemes provided by the State Government is applicable to all the teaching and non-teaching staff.

The facilities provided for Government staff are:

- Medical reimbursement
- Maternity and paternity leave
- Government Insurance Schemes for the welfare of the faculty
- Various leave facilities in case of any causality
- NPS pension scheme and many other
- Increment for teaching staff of those who have Ph.D.

Almost all the teaching and non-teaching staff have availed the benefit of one or the other schemes during the last four years.

**6.3.6 What are the measures taken by the Institution for attracting and retaining**

### **eminent faculty?**

Government is the appointing authority; we have no say in recruitment. Hence providing required staff with exceptional quality solely rest with the Government. However we often invite eminent teachers to address our students by organizing special lectures and seminars.

## **6.4 Financial Management and Resource Mobilization**

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

We have a system in place to monitor effective and efficient use of available financial resources. Grants Utilization committee/purchase committee meets and takes appropriate decisions to utilize the funds to improve the existing facilities. Many times required materials (Computers, Classroom furniture and other equipments) are supplied by the DCE itself. So the financial resource allocation is very minimal. UGC fund is utilized for purpose that the UGC provides its funds. There is a clear guidance to utilize the UGC funds for purchasing certain sources. We follow the UGC guidelines in utilizing UGC grants. Receipt and payments accounts, income and expenditure accounts and balance sheet are updated and maintained regularly.

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

There is no provision for internal auditing of the institutional expenditure. The Department of Collegiate Education has its own Government auditing team which visits yearly once and conducts the audit. Last audit was done June 2015. The major audit objection was that they identified that there was some procedural lapses in placing tender for purchasing library books. The auditing team has given us directions to follow steps to overcome this. Apart from this there were no major audit objections.

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

The major funding source:

- Government of Karnataka (Department of Collegiate Education)
- University Grants Commission (UGC)
- College Development Fee and other miscellaneous sources

**6.4.4 Give details on the efforts made by the institution in securing additional funding and the utilization of the same (if any).**

We have requested UGC and the State Government (Department of Collegiate Education) to provide more funds for improving the infrastructure. We have also requested local MLA to provide funds from his MLA fund to renovate college old building. We have also given required infrastructure details and the funds for the same under RUSA.

**6.5 Internal Quality Assurance System (IQAS)**

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

Yes. We are having Internal Quality Assurance Cell (IQAC) in our college and it is functioning since 2012. The IQAC member list:

| SL No. | Name                  | Role                   |
|--------|-----------------------|------------------------|
| 1.     | Prof. K.G. Rangaswamy | Principal and Chairman |
| 2.     | Prof. Jayanna B.R.    | Coordinator            |
| 3.     | Dr. M.S. Veda         | Member                 |
| 4.     | Prof. Girisha M.C.    | Member                 |
| 5.     | Dr. Vasantha Raju N.  | Member                 |
| 6.     | Mr. Prabhu            | Member                 |

We are striving hard to enhance the academic standard of the college through various means. IQAC is giving suggestions to bring in positive changes in all our academic endeavours. Periodic meetings have regularly organized by the IQAC coordinator to monitor the academic performance of the teaching staff. The meeting proceedings are documented to analyze it for assessing the positive outcomes of the deliberations.

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

- **IQAC's Suggestions to improve existing facilities:**

- Up-gradation of computer lab
- Internet access to staff room
- Subscribing more scholarly journals to library and N-LIST from INFLIBNE
- ICT for classroom teaching

- **Positive Outcome of the suggestions**

- Decisions have been taken to subscribe more scholarly journals and N-LIST e-resources for library
- Providing Internet access to staff room is in the process
- Teaching staffs have been told to use available IT infrastructure for teaching and learning

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

No. In the coming days we will reconstitute to the IQAC committee and some external members will be inducted to the IQAC committee.

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

Students' feedback is taken seriously in the IQAC meetings and tries to implement some of the suggestions or fix the problem that the students communicate. IQAC coordinator interacts with the Alumni association or with old students and seeks suggestions from them to improve college academic and physical outlook.

**e. How does the IQAC communicate and engage staff from different constituents of the institution?**

The co-ordinator of the IQAC briefs the members of the staff in the Staff meetings.

All the Heads of the Departments are also kept informed about the quality initiatives of the Cell. Members of the teaching and non-teaching staff are requested to attend the meetings of the Cell in advance and deliberations will be documented and review the outcomes in the forth coming meeting with the staff.

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

Though there is no formal integrated framework for quality assurance in place, apart from IQAC, other committees (purchasing committee, Cultural forum, CDC and others) are all contribute equally to the development of the college. IQAC acts as an overarching unit of the college.

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

Our college has not provided any formal training for its staffs in implementing IQAC decisions and procedures. However we encourage our faculties to be well-versed with the latest technologies and teaching methods to be more productive. Government itself has made lot of provisions to train teaching and non-teaching staff to be well-versed with the academic and administrative aspects. IQAC coordinator attends various workshops and meetings organized by the DCE and communicate the deliberations to the college authorities to take the future course of action.

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

The affiliating university conducts academic audit every year in terms of renewing the existing affiliations. The suggestions made by the affiliating university will be taken seriously and explore all possibilities to overcome it before the next visits of the affiliation committee.

**6.5.5 How are the internal quality assurance mechanisms aligned with the requirements of the relevant external quality assurance agencies/regulatory authorities?**

Whatever measures that the affiliating university put in place for the development of the college will be followed by us.

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

We have no formal institutional mechanism for continuously review the teaching learning process of the students and faculty, however we do follow the instructions of the DCE in this direction and review the teaching and learning outcomes annually in some cases periodically. Some of the method we adapt to review the teaching and learning process are:

- **Performance Appraisal System:** Every year annual performance appraisal is done to assess performance of the teaching staff. DCE is recently introduced API score for assessing the teaching staff. Principal of the college also assess the individual performance and suggestion for improving teaching and learning process.
- **Feedback:** We collect feedback from the students, parents and alumni. Students feedback is vital for enhancing the quality of the teaching and learning. Students assessment is reviewed in the staff meetings and take corrective measures.
- **Participation in Scholarly meetings:** Teaching community is encouraged to participate and organize seminars/conference and workshops to have a contemporary knowledge on the recent developments.
- **Research and Publications:** We also support our faculty in all possible measures to take up research activities seriously. We encourage research publications in scholarly journals and allow faculties to go for field study on ODD.

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

We use various means to communicate the quality assurance policies and its potential outcomes to internal and external stakeholders. Some of the

mechanisms to communicate with stakeholders are: We brought out annual college magazine. We include IQAC report in it and enlist all the programs and works done to make the system more conducive and improve academic performance. College prospectus is another written document through which we communicate our success to internal and external stakeholders. Apart from this regular meetings will be organized and staff will be briefed about the activities done under IQAC. DCE and other external stakeholders are also briefed or provided information as and when they seek information about the IQAC activities.



## CRITERIA VII: INNOVATIONS AND BEST PRACTICES

### 7.1 Environment Consciousness

The college is situated in a sprawling 10 acres of land with lush green. Recently we have planted more than 1000 trees with the help of Department of Forestry, Periyapatna. We are planning to beautify the campus with green lawn in front of the college. We have good environmental friendly campus surrounded by agricultural land.

#### 7.1.1 Does the Institute conduct a Green Audit of its campus and facilities?

Formally we have mechanism to conduct green audit of our college campus and facilities. College is located in a every environmental friendly zone and far away from the town.

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

- **Energy conservation**

Classrooms are built in such way to have lot of ventilation and observing of natural light. This helps in small way to reduce the use of electricity to certain extent.

- **Water harvesting**

NIL

- **Check dam construction**

NIL

- **Efforts for Carbon neutrality**

We have planted good number of trees in the campus to reduce the carbon emission effect.

- **Plantation**

We have a very good college campus with 10 acres of sprawling campus. The Department of Forestry planted more than 1000 trees in the college campus of various varieties. In this way we have been trying to make our campus more greener and student friendly.

- **Hazardous waste management**

We have no system at this point in time to manage hazardous waste management

- **e-waste management**

We have taken to manage e-waste management by collecting unusable computer and other electronic goods to be in secured place. Later by taking the suggestions of the DCE same will be disposed.

## **7.2 Innovations**

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

- **Establishment of IQAC**

We have started IQAC in 2012 to enhance the quality of teaching and learning. Since then IQAC time and again meets with the staff and analyze the teaching and learning outcome and gives suggestions to improve further. It also documenting the college activities systematically, thus helpful for further assessment.

- **Heritage Club**

Heritage club was started in the year 2011 from the Department of History. Thereafter lot of activities have been organizing under this club. Historical tour is organizing and allows our students to visits nearby historical places have an awareness of ancient history of India.

- **Gandhian Study Centre**

This study centre is unique in many ways. We have started Gandhian Study centre in our college in 2013. We have organized some lectures on Gandhian Philosophy. In the coming days measures will be taken to conduct monthly lectures on Gandhian studies.

- **Establishment of Scouts and Guides**

We have Scout and Guides Unit in our college. This unit serves as the voluntary team of the college. They facilitate us in many programs and activities that we organize in our college by volunteering themselves make

them success. They also go for adventures tours and events organized in many places.

- **Organization of blood donation camp**

We have twice in the last four years had organized blood donation camp in our college with support of local NGOs. NSS students have actively taken part in this noble cause.

- **Computerization of library**

We have taken keen interest in making our library centre more vibrant and user friendly. In this regard steps have been taken to automate our library in the year of 2014. The automation process is under way and will be having automated library system in place soon. We have also decided to subscribe N-LIST e-resources and scholarly print journals to encourage and support our teaching faculty to involve more in research activities.

- **Poetry recitations by students**

We have a unique initiative in our college that is poetry recitations by students. Students can select the poems written by famous poets of their choice and read. This has attracted huge student interest and many of the students have participated very actively in this program.

### **7.3 Best Practices**

- **Best Practices-1**

- **Title of the Practice**

Documentary/Feature Film Screening

- **Goal**

To integrate visual media to class room teaching. This helps to visualize or imagine things on their own. Films of social relevance have helped students and general citizens to be more sensitive to the issue of gender, religion, caste and people of different orientation.

- **The Context**

Today we have tools and mechanism to introduce students not only to the text

based education but also to integrate other media easily to have them holistic understanding of the society. The integration of audio/video and text give them different perspective to understand the lessons.

- **The Practice**

Along with EDUSAT program we have a practice of screening of films of social relevance and documentaries once in two months. Students have shown keen interest in this venture. After having a separate smart classroom we will be screening films of social relevance regularly.

- **Evidence of Success**

Students have shown keen interest in documentary and society related films. They have been requesting to make it a compulsory it at least once in a week. Because of semester scheme we could not be able to screen films on regular basis. But students' interest has ignited us to plan and make it a film screening regular.

- **Problems Encountered and Resources Required**

- Tight schedule of time table
- Financial resources to have full-fledged technical facilities
- Sophisticated seminar hall with good number of sitting facilities

- **Contact Details**

Name of the Principal: **Prof. K.G. Rangaswamy**

Name of the Institution: **Govt. First Grade College-Periyapatna**

City: **Periyapatna**

Pin Code: **571 107**

Accredited Status: **NIL**

Work Phone : **08223-274819 (O)**

Fax: **08223-274819**

Website: **<http://www.gfgcperiyapatna.weebly.com>**

E-mail : **[gfgcperiyapatna07@gmail.com](mailto:gfgcperiyapatna07@gmail.com)**

Mobile: **+91 9449675089**

▪ **Best Practices-2**

• **Title of the Practice**

Annual Budget Meet

• **Goal**

To give commerce and Management Students to have complete picture of economic policies and budgetary provisions and allocations.

• **The Context**

Students lack of knowledge of budget and its various facets though they have economics subject in their curriculum they often limited to have very little information on this issue. In this context the Commerce and Management Department felt of having annual budget meet.

• **The Practice**

Every year after presenting the Union budget, students have been asked to read the complete report and prepare their own report on various aspects of annual budget. The reports have to be submitted to the Head of the Department and it goes through the report and selects some of them and asks students present the budget report before the students. Other students can have a interactive session and the presenter clarifies their doubts. In this way this will help them to have clear picture of what is budgeting, what are the changes that has been made to the budgetary allocations and how it impacts on our economy and our nation and the common people.

• **Evidence of Success**

We have started the annual budget meet in the previous year. We will have this as an annual event in our college. In coming days the fruits of this unique initiative will be examined. Last year students had very interesting experience of this and interacted with the presenter very positively and clarified many doubts on budgetary system.

• **Problems Encountered and Resources Required**

- Faculty crunch to conduct day long sessions
- Logistics and refreshment arrangement for large number of students

- **Contact Details**

Name of the Principal: **Prof. K.G. Rangaswamy/ Girisha M.C.**

Name of the Institution: **Govt. First Grade College-Periyapatna**

City: **Periyapatna**

Pin Code: **571 107**

Accredited Status: **NIL**

Work Phone : **08223-274819 (O)**

Fax: **08223-274819**

Website: **<http://www.gfgcperiyapatna.weebly.com>**

E-mail : **[gfgcperiyapatna07@gmail.com](mailto:gfgcperiyapatna07@gmail.com)**

Mobile: **+91 9449675089**

# **PART-C**

**Evaluative Reports of the**

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**Departments**

## PART-C: EVALUATIVE REPORT OF THE DEPARTMENTS

### 1. Department of Kannada Studies

|    |  |                                    |
|----|--|------------------------------------|
| 1. | Name of the department   | Kannada                            |
| 2. | Year of Establishment  | 1991<br>Kannada Optional<br>(2012) |
| 3. | Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.) | UG                                 |
| 4. | Names of Interdisciplinary courses and the departments/units involved                                      | BA/BCOM/BBM                        |
| 5. | Annual/ semester/choice based credit system (programme wise)   | Semester                           |
| 6. | Participation of the department in the courses offered by other departments                                | NIL                                |
| 7. | Courses in collaboration with other universities, industries, foreign institutions, etc.                   | NIL                                |
| 8. | Details of courses/programmes discontinued (if any) with reasons   | NIL                                |
| 9. | Number of Teaching posts   |                                    |

|                      | Sanctioned | Filled |
|----------------------|------------|--------|
| Professors           | 00         | 00     |
| Associate Professors | 01         | 01     |
| Asst. Professors     | 00         | 00     |

10. Faculty profile with name, qualification, designation, specialization,(D.Sc./D.Litt. /Ph.D./M.Phil. etc.,)



| Name              | Qualification | Designation         | Specialization     | Years of Experience | No. of Ph.D. Students guided in the last four years |
|-------------------|---------------|---------------------|--------------------|---------------------|---|
| Dr. M.S. Veda     | MA., Ph.D.    | Associate Professor | Kannada Literature | 19                  | NIL   |
| Ms. Anitha M.A.   | MA            | Guest Faculty       | Kannada Literature | 5                   | NIL   |
| Mr.Puttamadaiah   | MA            | Guest Faculty       | Kannada Literature | 6                   | NIL   |
| Mr. Nanjundaswamy | MA, M.Phil.   | Guest Faculty       | Kannada Literature | 5                   | NIL   |
| Mr. Rajeev        | MA            | Guest Faculty       | Kannada Literature | 1                   | NIL   |

|     |  |     |
|-----|--|-----|
| 11. | List of senior visiting faculty  |     |
| 12. | Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty               | 75% |
| 13. | Student -Teacher Ratio (programme wise)  | NIL |
| 14. | Number of academic support staff (technical) and administrative staff; sanctioned and filled                       | NIL |
| 15. | Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG.   | NIL |
| 16. | Number of faculty with ongoing projects from<br>a)National<br>b)International funding agencies and grants received | NIL |
| 17. | Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received                        | NIL |
| 18. | Research Centre /facility recognized by the University   | NIL |
| 19. | Publications:  |     |

| Number of Paper | Monographs | Chapter in Books | Books with ISBN |
|-----------------|------------|------------------|-----------------|
| 16              | 22         | -                | -               |

|     |  |     |
|-----|--|-----|
| 20. | Areas of consultancy and income generated                              | NIL |
| 21. | Faculty as members in  | NIL |
|     | • National committees  |     |
|     | • International Committees   |     |
|     | • Editorial Boards   |     |
| 22. | Student projects   | NIL |
| 23. | Awards/Recognitions received by faculty and students                   | 02  |
| 24. | List of eminent academicians and scientists/visitors to the department | 10  |
| 25. | Seminars/Conferences/Workshops organized & the source of funding       | NIL |
|     | • National   |     |
|     | • International  |     |

## 26. Student profile programme/coursewise:

### • BA/BCOM/BBM Odd Semester Result Data

| Year | FIRST YEAR (1 <sup>st</sup> SEM) |        |          | SECOND YEAR (3 <sup>rd</sup> SEM) |        |          | FINAL YEAR (5 <sup>th</sup> SEM) |        |          |
|------|----------------------------------|--------|----------|-----------------------------------|--------|----------|----------------------------------|--------|----------|
|      | APPEARED                         | PASSED | RESULT % | APPEARED                          | PASSED | RESULT % | APPEARED                         | PASSED | RESULT % |
| 2010 | 197                              | 143    | 72       | 142                               | 98     | 69       | -                                | -      | -        |
| 2011 | 243                              | 185    | 76       | 172                               | 108    | 62       | -                                | -      | -        |
| 2012 | 205                              | 158    | 77       | 175                               | 142    | 81       | -                                | -      | -        |
| 2013 | 245                              | 156    | 63       | 171                               | 135    | 78       | -                                | -      | -        |
| 2014 | 127                              | 103    | 81       | 173                               | 117    | 67       | -                                | -      | -        |

### • BA/BCOM/BBM Even Semester Result Data

| BA EVEN SEM | FIRST YEAR (2 <sup>nd</sup> SEM) |          |        | SECOND YEAR (4 <sup>th</sup> SEM) |          |        | FINAL YEAR |          |        |
|-------------|----------------------------------|----------|--------|-----------------------------------|----------|--------|------------|----------|--------|
|             | Years                            | APPEARED | PASSED | RESULT %                          | APPEARED | PASSED | RESULT %   | APPEARED | PASSED |
| 2010        | 159                              | 120      | 75     | 81                                | 67       | 82     | -          | -        | -      |
| 2011        | 172                              | 156      | 90     | 143                               | 106      | 74     | -          | -        | -      |
| 2012        | 204                              | 161      | 78     | 145                               | 121      | 83     | -          | -        | -      |
| 2013        | 183                              | 142      | 77     | 171                               | 140      | 81     | -          | -        | -      |
| 2014        | 195                              | 168      | 86     | 145                               | 130      | 89     | -          | -        | -      |

• **BA Optional (Odd/Even) Semester Result**

| B A ODD OPT<br>KANNADA | FIRST YEAR (1 <sup>st</sup> SEM) |        |             | SECOND YEAR (3 <sup>rd</sup> SEM) |           |             | FINAL YEAR (5 <sup>th</sup> SEM) |        |             |
|------------------------|----------------------------------|--------|-------------|-----------------------------------|-----------|-------------|----------------------------------|--------|-------------|
|                        | APPEARED                         | PASSED | RESULT<br>% | APPEARED                          | PASSED    | RESULT<br>% | APPEARED                         | PASSED | RESULT<br>% |
| 2010                   | -                                | -      | -           | -                                 | -         | -           | -                                | -      | -           |
| 2011                   | -                                | -      | -           | -                                 | -         | -           | -                                | -      | -           |
| 2012                   | 61                               | 54     | <b>88</b>   | -                                 | -         | -           | -                                | -      | -           |
| 2013                   | 55                               | 50     | <b>90</b>   | <b>58</b>                         | <b>53</b> | <b>91</b>   | -                                | -      | -           |
| 2014                   | 27                               | 21     | <b>77</b>   | 40                                | 34        | <b>85</b>   | 54                               | 46     | <b>85</b>   |

| BA EVEN SEM<br>OPT KANNADA | FIRST YEAR (2 <sup>nd</sup> SEM) |        |             | SECOND YEAR (4 <sup>th</sup> SEM) |        |             | FINAL YEAR (6 <sup>th</sup> SEM) |        |             |
|----------------------------|----------------------------------|--------|-------------|-----------------------------------|--------|-------------|----------------------------------|--------|-------------|
|                            | APPEARED                         | PASSED | RESULT<br>% | APPEARED                          | PASSED | RESULT<br>% | APPEARED                         | PASSED | RESULT<br>% |
| 2010                       | -                                | -      | -           | -                                 | -      | -           | -                                | -      | -           |
| 2011                       | -                                | -      | -           | -                                 | -      | -           | -                                | -      | -           |
| 2012                       | -                                | -      | -           | -                                 | -      | -           | -                                | -      | -           |
| 2013                       | 58                               | 53     | 91          | -                                 | -      | -           | -                                | -      | -           |
| 2014                       | 47                               | 41     | 87          | 51                                | 42     | 82          | -                                | -      | -           |

**27. Diversity of Students**

| Name of the Course | % of the students from the same state | % of the students from other state | % of the students from abroad |
|--------------------|---------------------------------------|------------------------------------|-------------------------------|
| B A/ B.COM/<br>BBM | 100%                                  | NIL                                | NIL                           |

**28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?**

NIL

**29. Student progression**

| <b>Student Progression</b>   | <b>Against % enrolled</b> |
|--|---------------------------|
| UG to PG   | 15 to 20 %                |
| PG to M.Phil.  | No data available         |
| PG to Ph.D.  | No data available         |
| Ph.D.to Post-Doctoral  | No data available         |
| <b>Employed</b><br>• Campus selection<br>• Other than campus recruitment | No data available         |
| Entrepreneurship/Self-employment   | 20%                       |

**30. Details of Infrastructural facilities**

|   |            |
|---|------------|
| a) Library                                  | <b>NIL</b> |
| b) Internet facilities for Staff & Students | <b>NIL</b> |
| c) Class rooms with ICT facility            | <b>One</b> |
| d) Laboratories                             | <b>NIL</b> |

**31. Number of students receiving financial assistance from college, university, Government or other agencies**

**60%**

**32. Details on student enrichment programmes (special lectures/workshops/ seminar) with external experts**

| <b>SL No.</b> | <b>Name of the Person</b>                                  | <b>Date of the visit</b> |
|---------------|--|--------------------------|
| 1.            | Dr. Y.D. Rajanna, Neladani Cultural Organization President | 31-01-2014               |
| 2.            | Dr.Ramegowda, Kannada Scholar                              | 28-04-2014               |
| 3.            | Dr. Krishnamurthy Hannur, Professor                        | 28-04-2014               |
| 4.            | Dr.Satish Chandra, Professor                               | 30-07-2014               |

**33. Teaching methods adopted to improve student learning**

Teaching always focuses on students learning and apply different methods of teaching to

ignite interest. Hence most of the students hail from rural background, they need to be grammar-oriented. Teaching grammar at the entry level is inevitable. The department has not only adopted classroom teaching method but also give enough space for students interact with faculty in classrooms. Students are motivated to use library extensively for their self-learning.

#### **34. Participation in Institutional Social Responsibility (ISR) and Extension activities**

The department has many activities to encourage organizational skills of students and many students are volunteers in NSS, cultural and sports activities.

#### **35. SWOC analysis of the department and Future plans**

##### **○ Strength**

We have a very experienced teaching community with vast experience and a credit of publishing good number of books.

##### **○ Weakness**

Permanent faculty is very much in need. Separate Department block is lacking

##### **○ Opportunities**

Since majority of the students comes from rural areas, there is a great demand for optional Kannada subject

##### **○ Challenges**

To attract bright students who have flair in language has become ever challenge.

##### **○ Future Plans**

- Organize more special lectures on Kannada Literature mainly on Ancient Kannada and its scriptures, works of Pampa, Kumaravyasa, Ranna and many other classic writers.
- Introduce best student award for Kannada optional Students

## 2. Department of English

|    |  |                    |
|----|--|--------------------|
| 1. | Name of the department   | <b>English</b>     |
| 2. | Year of Establishment  | <b>1991</b>        |
| 3. | Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.) | <b>UG</b>          |
| 4. | Names of Interdisciplinary courses and the departments/units involved                                      | <b>BA/BCOM/BBM</b> |
| 5. | Annual/ semester/choice based credit system (programme wise)   | <b>Semester</b>    |
| 6. | Participation of the department in the courses offered by other departments                                | <b>NIL</b>         |
| 7. | Courses in collaboration with other universities, industries, foreign institutions, etc.                   | <b>NIL</b>         |
| 8. | Details of courses/programmes discontinued (if any) with reasons   | <b>NIL</b>         |
| 9. | Number of Teaching posts   |                    |

|                             | <b>Sanctioned</b> | <b>Filled</b> |
|-----------------------------|-------------------|---------------|
| <b>Professors</b>           | 00                | 00            |
| <b>Associate Professors</b> | 00                | 00            |
| <b>Asst. Professors</b>     | 00                | 00            |

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D./M.Phil. etc.,)

| Name               | Qualification | Designation   | Specialization                | Years of Experience | No. of Ph.D. Students guided in the last four years |
|--------------------|---------------|---------------|-------------------------------|---------------------|---|
| Ms. Shashirekha    | MA            | Guest Faculty | English Language & Literature | 3                   | NIL   |
| Mr. Vijeth Bopanna | MA            | Guest Faculty | English Language & Literature | 3                   | NIL   |
| Mr. Pradeep        | MA            | Guest Faculty | English Language & Literature | 1                   | NIL   |

|            |  |              |
|------------|--|--------------|
| <b>11.</b> | List of senior visiting faculty  | <b>NIL</b>   |
| <b>12.</b> | Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty               | <b>100%</b>  |
| <b>13.</b> | Student -Teacher Ratio (programme wise)  | <b>126:1</b> |
| <b>14.</b> | Number of academic support staff (technical) and administrative staff; sanctioned and filled                       | <b>NIL</b>   |
| <b>15.</b> | Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG.   | <b>03</b>    |
| <b>16.</b> | Number of faculty with ongoing projects from<br>a)National<br>b)International funding agencies and grants received | <b>NIL</b>   |
| <b>17.</b> | Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received                        | <b>NIL</b>   |
| <b>18.</b> | Research Centre /facility recognized by the University   | <b>NIL</b>   |
| <b>19.</b> | Publications:  |              |

|  | Number of Paper | Monographs | Chapter in Books | Books with ISBN |  |
|--|-----------------|------------|------------------|-----------------|--|
|  | -               | -          | -                | -               |  |

|            |  |            |
|------------|--|------------|
| <b>20.</b> | Areas of consultancy and income generated                              | <b>NIL</b> |
| <b>21.</b> | Faculty as members in  | <b>NIL</b> |
|            | • National committees  | -          |
|            | • International Committees   | -          |
|            | • Editorial Boards   |            |
| <b>22.</b> | Student projects   | -          |
| <b>23.</b> | Awards/Recognitions received by faculty and students                   | -          |
| <b>24.</b> | List of eminent academicians and scientists/visitors to the department | -          |
| <b>25.</b> | Seminars/Conferences/Workshops organized & the source of funding       | <b>NIL</b> |
|            | • National   |            |
|            | • International  |            |

## 26. Student profile programme/course wise:

### • BA/BCOM/BBM Odd Semester Result Data

| BA/BCOM/BBM<br>ODD SEM | FIRST YEAR (1 <sup>st</sup> SEM) |        |             | SECOND YEAR (3 <sup>rd</sup> SEM) |        |             |
|------------------------|----------------------------------|--------|-------------|-----------------------------------|--------|-------------|
|                        | APPEARED                         | PASSED | RESULT<br>% | APPEARED                          | PASSED | RESULT<br>% |
| 2010                   | 170                              | 50     | <b>29</b>   | 141                               | 45     | <b>31</b>   |
| 2011                   | 134                              | 55     | <b>41</b>   | 107                               | 34     | <b>31</b>   |
| 2012                   | 92                               | 30     | <b>32</b>   | 92                                | 31     | <b>33</b>   |
| 2013                   | 172                              | 40     | <b>23</b>   | 155                               | 40     | <b>25</b>   |
| 2014                   | 122                              | 27     | <b>22</b>   | 181                               | 42     | <b>23</b>   |

### • BA/BCOM/BBM Even Semester Result Data

| BA/BCOM/BBM<br>EVEN SEM SEM | FIRST YEAR (2 <sup>nd</sup> SEM) |           |             | SECOND YEAR (4 <sup>th</sup> SEM) |           |             |
|-----------------------------|----------------------------------|-----------|-------------|-----------------------------------|-----------|-------------|
|                             | APPEARED                         | PASSED    | RESULT<br>% | APPEARED                          | PASSED    | RESULT<br>% |
| 2010                        | <b>154</b>                       | <b>49</b> | <b>31</b>   | -                                 | -         | -           |
| 2011                        | <b>132</b>                       | <b>43</b> | <b>32</b>   | 132                               | 47        | <b>35</b>   |
| 2012                        | -                                | -         | -           | <b>125</b>                        | <b>35</b> | <b>28</b>   |
| 2013                        | 92                               | 27        | <b>29</b>   | <b>88</b>                         | <b>29</b> | <b>32</b>   |
| 2014                        | 193                              | 50        | <b>26</b>   | 119                               | 46        | <b>38</b>   |



## 27. Diversity of Students

| Name of the Course | % of the Students from the Same State | % of the Students from other States | % of Students from abroad |
|--------------------|---------------------------------------|-------------------------------------|---------------------------|
| B A/ B.COM/<br>BBM | 100%                                  | NIL                                 | NIL                       |

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?

NIL

## 29. Student progression

| Student Progression  | Against % enrolled |
|--|--------------------|
| UG to PG   | 15 to 20 %         |
| PG to M.Phil.  | No data available  |
| PG to Ph.D.  | No data available  |
| Ph.D.to Post-Doctoral  | No data available  |
| <b>Employed</b><br>• Campus selection<br>• Other than campus recruitment | No data available  |
| Entrepreneurship/Self-employment   | No data available  |

## 30. Details of Infrastructural facilities

|   |            |
|---|------------|
| a) Library                                  | <b>NIL</b> |
| b) Internet facilities for Staff & Students | <b>NIL</b> |
| c) Class rooms with ICT facility            | <b>One</b> |
| d) Laboratories                             | <b>NIL</b> |
|   |            |

**31. Number of students receiving financial assistance from college, university, Government or other agencies**

60%

**32. Details on student enrichment programmes (special lectures/workshops/seminar) with external experts**

NIL

**33. Teaching methods adopted to improve student learning**

Since most of the students comes from rural back ground with very less flair of English language. We take extra class to improve their language skills and give individual attention to develop interest in the subject.

**34. Participation in Institutional Social Responsibility (ISR) and Extension activities**

The department has organized many activities to encourage organizational skills of students and many students are volunteers in NSS, cultural and sports activities.

**35. SWOC analysis of the Department and future plans**

○ **Strength:**

We have very committed young qualified teaching faculty who are striving hard to do their optimum best.

○ **Weakness**

Major lacuna of the Department is the lack of permanent faculty.

Large numbers of students have very little back ground in English language

○ **Opportunities**

Students have understood the importance English as a global language, this has created lot interest among students to learn it. This provided us a opportunity to introduce new method of teaching.

○ **Challenges**

Students are very slow in picking up the language. This is the big challenge to overcome for us

○ **Future Plan**

To improve results in English Language. This is a very serious concern and our goal is to reach maximum results in this subject.

### 3. Department of History

|    |  |                 |
|----|--|-----------------|
| 1. | Name of the department   | <b>History</b>  |
| 2. | Year of Establishment  | <b>1991</b>     |
| 3. | Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.) | <b>UG</b>       |
| 4. | Names of Interdisciplinary courses and the departments/units involved                                      | <b>BA</b>       |
| 5. | Annual/ semester/choice based credit system (programme wise)   | <b>Semester</b> |
| 6. | Participation of the department in the courses offered by other departments                                | <b>NIL</b>      |
| 7. | Courses in collaboration with other universities, industries, foreign institutions, etc.                   | <b>NIL</b>      |
| 8. | Details of courses/programmes discontinued (if any) with reasons   | <b>NIL</b>      |
| 9. | Number of Teaching posts   |                 |

|                             | <b>Sanctioned</b> | <b>Filled</b> |
|-----------------------------|-------------------|---------------|
| <b>Professors</b>           | 00                | 00            |
| <b>Associate Professors</b> | 00                | 00            |
| <b>Asst. Professors</b>     | 02                | 01            |

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt /Ph.D./M.Phil. etc.,)

| Name               | Qualification | Designation         | Specialization        | Years of Experience | No. of Ph.D. Students guided in the last four years |
|--------------------|---------------|---------------------|-----------------------|---------------------|---|
| Prof. Jayanna B.R. | MA            | Assistant Professor | Indian History        | 09                  | NIL   |
| Ms. ShameenTaj     | MA., M. Phil  | Guest Faculty       | History of Karnataka  | 04                  | NIL   |
| Ms. VasanthaKumari | MA            |                     | Modern Indian History | 02                  | NIL   |
| Mr. Ranganath      | MA., M.Phil   |                     | Modern Indian History | 01                  | NIL   |
| Ms. Suguna         | MA            |                     | World History         | 01                  | NIL   |

|            |  |                      |
|------------|--|----------------------|
| <b>11.</b> | List of senior visiting faculty  | <b>NIL</b>           |
| <b>12.</b> | Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty               | <b>75%</b>           |
| <b>13.</b> | Student -Teacher Ratio (programme wise)  | <b>105:1</b>         |
| <b>14.</b> | Number of academic support staff (technical) and administrative staff; sanctioned and filled                       | <b>NIL</b>           |
| <b>15.</b> | Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG.   | <b>M Phil. (two)</b> |
| <b>16.</b> | Number of faculty with ongoing projects from<br>a)National<br>b)International funding agencies and grants received | <b>NIL</b>           |
| <b>17.</b> | Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received                        | <b>NIL</b>           |
| <b>18.</b> | Research Centre /facility recognized by the University   | <b>NIL</b>           |
| <b>19.</b> | Publications:  |                      |

|  | Number of Paper | Monographs | Chapter in Books | Books with ISBN |
|--|-----------------|------------|------------------|-----------------|
|  | -               | -          | -                | -               |

|     |  |     |
|-----|--|-----|
| 20. | Areas of consultancy and income generated                              | NIL |
| 21. | Faculty as members in  | NIL |
|     | • National committees  | NIL |
|     | • International Committees   | NIL |
|     | • Editorial Boards   | NIL |
| 22. | Student projects   | NIL |
| 23. | Awards/Recognitions received by faculty and students                   | NIL |
| 24. | List of eminent academicians and scientists/visitors to the department | NIL |
| 25. | Seminars/Conferences/Workshops organized & the source of funding       | NIL |
|     | • National   | NIL |
|     | • International  | NIL |

## 26. Student profile programme/course wise:

### • BAOdd Semester Result Data

| BAODD SEM | FIRST YEAR (1 <sup>st</sup> SEM) |        |          | SECOND YEAR(3 <sup>rd</sup> SEM) |        |          | FINAL YEAR(5 <sup>th</sup> SEM) |        |          |
|-----------|----------------------------------|--------|----------|----------------------------------|--------|----------|---------------------------------|--------|----------|
|           | APPEARED                         | PASSED | RESULT % | APPEARED                         | PASSED | RESULT % | APPEARED                        | PASSED | RESULT % |
| 2010      | 198                              | 114    | 57       | 141                              | 81     | 57       | 77                              | 65     | 84       |
| 2011      | 255                              | 159    | 62       | 164                              | 118    | 71       | 122                             | 94     | 77       |
| 2012      | 210                              | 144    | 68       | 177                              | 128    | 72       | 136                             | 114    | 83       |
| 2013      | 221                              | 164    | 74       | 163                              | 113    | 69       | 159                             | 108    | 67       |
| 2014      | 127                              | 75     | 59       | 177                              | 136    | 76       | 134                             | 116    | 86       |

### • BAEven Semester Result Data

| BA EVEN SEM | FIRST YEAR (2 <sup>nd</sup> SEM) |        |          | SECOND YEAR (4 <sup>th</sup> SEM) |        |          | FINAL YEAR (6 <sup>th</sup> SEM) |        |          |
|-------------|----------------------------------|--------|----------|-----------------------------------|--------|----------|----------------------------------|--------|----------|
|             | APPEARED                         | PASSED | RESULT % | APPEARED                          | PASSED | RESULT % | APPEARED                         | PASSED | RESULT % |
| 2010        | 154                              | 82     | 53       | 80                                | 50     | 62       | 108                              | 84     | 77       |
| 2011        | 199                              | 100    | 50       | 140                               | 70     | 50       | 80                               | 57     | 71       |
| 2012        | 210                              | 112    | 53       | 146                               | 115    | 78       | 103                              | 84     | 81       |
| 2013        | 189                              | 38     | 20       | 175                               | 70     | 40       | 121                              | 54     | 44       |
| 2014        | 197                              | 116    | 58       | 147                               | 101    | 74       | 132                              | 116    | 87       |

## 27. Diversity of Students

| Name of the Course | % of the Students from the Same State | % of the Students from other States | % of Students from abroad |
|--------------------|---------------------------------------|-------------------------------------|---------------------------|
| B A/ B.COM/<br>BBM | 100%                                  | NIL                                 | NIL                       |

## 28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?

NIL

## 29. Student progression

| Student progression  | Against % enrolled |
|--|--------------------|
| UG to PG   | 15 to 20 %         |
| PG to M.Phil.  | Data not available |
| PG to Ph.D.  | Data not available |
| Ph.D.to Post-Doctoral  | Data not available |
| <b>Employed</b><br>• Campus selection<br>• Other than campus recruitment | Data not available |
| Entrepreneurship/Self-employment   | 20%                |

## 30. Details of Infrastructural facilities

|   |     |
|---|-----|
| a) Library                                  | NIL |
| b) Internet facilities for Staff & Students | NIL |
| c) Class rooms with ICT facility            | One |
| d) Laboratories                             | NIL |

**31. Number of students receiving financial assistance from college, university, Government or other agencies**

**60%**

**32. Details on student enrichment programmes (special lectures/workshops/seminar) with external experts**

| SL No. | Name of the Person | Date of the visit |
|--------|--------------------|-------------------|
|        |                    |                   |

**33. Teaching methods adopted to improve student learning**

History Department is vibrant and thriving hard to instil historical awareness among students. Apart from classroom teaching, we have established heritage club in the college. Through heritage club we organize field visits yearly once. Some films on historical figures have also organized at the college.

**34. Participation in Institutional Social Responsibility (ISR) and Extension activities**

The department has many activities to encourage organizational skills of students and many students are volunteers in NSS, cultural and sports activities.

**35. SWOC analysis of the department and Future plans**

- **Strength:**
  - Qualified and competent teachers. One permanent faculty and 03 Guest lecturer
  - Commitment and willingness of teachers to promote the genuine interest of students.
  - Heritage Club formed in the department facilitates students learning and improve the quality.
- **Weakness**
  - No separate block for the department
  - Huge student strength
- **Opportunities**
  - Historical sense can be imbibe in students at the early career

- Faculty can guide meritorious students to pursue IAS/KAS and other competitive exams
- **Challenges**
  - Because of huge students strength individual attention has not been given to students. This has to be looked into.
- **Future Plan**
  - We are planning to introduce Post Graduate Program in History subject in the next two years.



## 5. Department of Commerce and Management

|    |  |                                   |
|----|--|-----------------------------------|
| 1. | Name of the department   | <b>Commerce and Management</b>    |
| 2. | Year of Establishment  | <b>BCOM (1991)<br/>BBM (2011)</b> |
| 3. | Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.) | <b>UG</b>                         |
| 4. | Names of Interdisciplinary courses and the departments/units involved                                      | <b>BCOM/BBM</b>                   |
| 5. | Annual/ semester/choice based credit system (programme wise)   | <b>Semester</b>                   |
| 6. | Participation of the department in the courses offered by other departments                                | <b>NIL</b>                        |
| 7. | Courses in collaboration with other universities, industries, foreign institutions, etc.                   | <b>NIL</b>                        |
| 8. | Details of courses/programmes discontinued (if any) with reasons   | <b>NIL</b>                        |
| 9. | Number of Teaching posts   |                                   |

|                             | <b>Sanctioned</b> | <b>Filled</b>             |
|-----------------------------|-------------------|---------------------------|
| <b>Professors</b>           | 00                | 00                        |
| <b>Associate Professors</b> | 00                | 00                        |
| <b>Asst. Professors</b>     | 04                | 02<br>(one on Deputation) |

## 10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D./M.Phil. etc.,)

| Name               | Qualification | Designation         | Specialization                      | Years of Experience | No. of Ph.D. Students guided in the last four years |
|--------------------|---------------|---------------------|-------------------------------------|---------------------|---|
| Prof. Girisha M.C. | MCOM., M.Phil | Assistant Professor | Accounts and Taxation               | 09                  | NIL   |
| Prof. Trinesh T.R. | MCOM., ICWA   | Assistant Professor | Finance                             | 07                  | NIL   |
| Mr.Mahendra        | MCOM          | Guest Faculty       | Accounts and Taxation               | 08                  | NIL   |
| Ms.Divya           | MCOM          | Guest Faculty       | Management Accounting and Banking   | 05                  | NIL   |
| Mr.Eliyas Khan     | MCOM          | Guest Faculty       | Taxation                            | 05                  | NIL   |
| Mr.Siddaramgowda   | MCOM          | Guest Faculty       | Finance and Management              | 03                  | NIL   |
| Ms.Yeshaswini      | MCOM, LLB     | Guest Faculty       | Business Law and Practice           | 04                  | NIL   |
| Mr. Rajesh         | MCOM          | Guest Faculty       | Taxation and Auditing               | 03                  | NIL   |
| Mr.Vasanthkumar    | MCOM          | Guest Faculty       | Management and Banking              | 03                  | NIL   |
| Ms.Nayana          | MCOM          | Guest Faculty       | Management Accounting and Marketing | 03                  | NIL   |
| Ms.Roopaa          | MCOM          | Guest Faculty       | HRM and Finance                     | 03                  |   |
| Ms.Chandamma       | MCOM          | Guest Faculty       | HRM and Finance                     | 03                  | NIL   |
| Mr.SayedMunner     | MCOM          | Guest Faculty       | Taxation                            | 03                  | NIL   |

|            |  |                    |
|------------|--|--------------------|
| <b>11.</b> | List of senior visiting faculty  | <b>NIL</b>         |
| <b>12.</b> | Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty | <b>75%</b>         |
| <b>13.</b> | Student -Teacher Ratio (programme wise)  | <b>25:1</b>        |
| <b>14.</b> | Number of academic support staff (technical) and administrative staff; sanctioned and filled         | <b>NIL</b>         |
| <b>15.</b> | Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG.                               | <b>M.Phil (03)</b> |

|            |  |            |
|------------|--|------------|
| <b>16.</b> | Number of faculty with ongoing projects from<br>a)National<br>b)International funding agencies and grants received | <b>NIL</b> |
| <b>17.</b> | Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received                        | <b>NIL</b> |
| <b>18.</b> | Research Centre /facility recognized by the University   | <b>NIL</b> |
| <b>19.</b> | Publications:  |            |

|  | <b>Number of Paper</b> | <b>Monographs</b> | <b>Chapter in Books</b> | <b>Books with ISBN</b> | <b>Number of Paper</b> |
|--|------------------------|-------------------|-------------------------|------------------------|------------------------|
|  | <b>20</b>              | <b>-</b>          | <b>-</b>                | <b>06</b>              |                        |

|            |  |            |
|------------|--|------------|
| <b>20.</b> | Areas of consultancy and income generated                              | <b>NIL</b> |
| <b>21.</b> | Faculty as members in  | <b>NIL</b> |
|            | • National committees  | <b>01</b>  |
|            | • International Committees   | <b>NIL</b> |
|            | • Editorial Boards   | <b>NIL</b> |
| <b>22.</b> | Student projects   | <b>NIL</b> |
| <b>23.</b> | Awards/Recognitions received by faculty and students                   | <b>NIL</b> |
| <b>24.</b> | List of eminent academicians and scientists/visitors to the department | <b>NIL</b> |
| <b>25.</b> | Seminars/Conferences/Workshops organized & the source of funding       | <b>NIL</b> |
|            | • National   | <b>NIL</b> |
|            | • International  | <b>NIL</b> |

## 26. Student profile programme/course wise:

- **BCOM Odd Semester Result Data**

| <b>BCOM ODD SEM</b> | <b>FIRST YEAR (1<sup>st</sup> SEM)</b> |               |                 | <b>SECOND YEAR (3<sup>rd</sup> SEM)</b> |               |                 | <b>FINAL YEAR (5<sup>th</sup> SEM)</b> |               |                 |
|---------------------|--|---------------|-----------------|---|---------------|-----------------|--|---------------|-----------------|
|                     | <b>APPEARED</b>                        | <b>PASSED</b> | <b>RESULT %</b> | <b>APPEARED</b>                         | <b>PASSED</b> | <b>RESULT %</b> | <b>APPEARED</b>                        | <b>PASSED</b> | <b>RESULT %</b> |
| 2010                | 53                                     | 23            | <b>43</b>       | 45                                      | 29            | <b>64</b>       | 15                                     | 12            | <b>80</b>       |
| 2011                | 66                                     | 25            | <b>37</b>       | 50                                      | 19            | <b>38</b>       | 45                                     | 23            | <b>51</b>       |
| 2012                | 88                                     | 34            | <b>38</b>       | 64                                      | 16            | <b>25</b>       | 40                                     | 23            | <b>57</b>       |
| 2013                | 70                                     | 35            | <b>50</b>       | 60                                      | 37            | <b>61</b>       | 64                                     | 40            | <b>62</b>       |
| 2014                | 56                                     | 26            | <b>46</b>       | 67                                      | 22            | <b>32</b>       | 67                                     | 25            | <b>37</b>       |

- **BCOM Even Semester Result Data**

| BCOM EVEN SEM | FIRST YEAR (2 <sup>nd</sup> SEM) |        |          | SECOND YEAR (4 <sup>th</sup> SEM) |        |          | FINAL YEAR (6 <sup>th</sup> SEM) |        |          |
|---------------|----------------------------------|--------|----------|-----------------------------------|--------|----------|----------------------------------|--------|----------|
|               | APPEARED                         | PASSED | RESULT % | APPEARED                          | PASSED | RESULT % | APPEARED                         | PASSED | RESULT % |
| 2010          | 46                               | 26     | 56.52    | 18                                | 7      | 38       | 9                                | 5      | 55       |
| 2011          | 53                               | 16     | 30       | 45                                | 27     | 60       | 15                               | 7      | 46       |
| 2012          | 65                               | 29     | 44       | 44                                | 26     | 59       | 38                               | 26     | 68       |
| 2013          | 77                               | 28     | 36       | 62                                | 41     | 66       | 37                               | 27     | 72       |
| 2014          | 69                               | 47     | 68       | 72                                | 25     | 34       | 58                               | 31     | 53       |

- **BBM Odd Semester Result Data**

| BBM ODD SEM | FIRST YEAR |        |          | SECOND YEAR |        |          | FINAL YEAR |        |          |
|-------------|------------|--------|----------|-------------|--------|----------|------------|--------|----------|
|             | APPEARED   | PASSED | RESULT % | APPEARED    | PASSED | RESULT % | APPEARED   | PASSED | RESULT % |
| 2010        |            |        |          |             |        |          |            |        |          |
| 2011        | 23         | 5      | 21.7     | 22          | 1      | 4.5      |            |        |          |
| 2012        | 23         | 5      | 21.7     | 24          | 5      | 20.8     |            |        |          |
| 2013        |            |        |          |             |        |          |            |        |          |
| 2014        |            |        |          |             |        |          |            |        |          |

- **BBM Even Semester Result Data**

| BBM EVEN SEM | FIRST YEAR (2 <sup>nd</sup> SEM) |        |          | SECOND YEAR (4 <sup>th</sup> SEM) |        |          | FINAL YEAR (6 <sup>th</sup> SEM) |        |          |
|--------------|----------------------------------|--------|----------|-----------------------------------|--------|----------|----------------------------------|--------|----------|
|              | APPEARED                         | PASSED | RESULT % | APPEARED                          | PASSED | RESULT % | APPEARED                         | PASSED | RESULT % |
| 2010         |                                  |        |          |                                   |        |          |                                  |        |          |
| 2011         |                                  |        |          |                                   |        |          |                                  |        |          |
| 2012         | 22                               | 1      | 4.45     |                                   |        |          |                                  |        |          |
| 2013         | 21                               | 2      | 9.5      | 23                                | 9      | 39       |                                  |        |          |
| 2014         | 23                               | 2      | 8.69     | 21                                | 04     | 20       | 19                               | 06     | 31       |

## 27. Diversity of Students

| Name of the Course | %of students from the same state | %of students from other States | %of students from abroad |
|--------------------|----------------------------------|--------------------------------|--------------------------|
| BCOM/BBM           | 100%                             | NIL                            | NIL                      |

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?

NIL

29. Student progression

| Student Progression  | Against % enrolled |
|--|--------------------|
| UG to PG   | 15 to 20 %         |
| PG to M.Phil.  | No data available  |
| PG to Ph.D.  | No data available  |
| Ph.D.to Post-Doctoral  | No data available  |
| <b>Employed</b><br>• Campus selection<br>• Other than campus recruitment | No data available  |
| Entrepreneurship/Self-employment   | 20%                |

30. Details of Infrastructural facilities

|   |            |
|---|------------|
| a) Library                                  | <b>NIL</b> |
| b) Internet facilities for Staff & Students | <b>NIL</b> |
| c) Class rooms with ICT facility            | <b>One</b> |
| d) Laboratories                             | <b>NIL</b> |

31. Number of students receiving financial assistance from college, university, Government or other agencies

60%

32. Details on student enrichment programmes (special lectures/workshops/seminar) with external experts

| SL No. | Name of the Person                | Date of the visit |
|--------|-----------------------------------|-------------------|
| 1      | Mr. Muralisdhar, GFGC-T-Narsipura | 2013              |
| 2      | Dr. Venkatesappa, KAS Officer     | 03-03-2014        |

### **33. Teaching methods adopted to improve student learning**

We have been experimenting with various method of teaching mainly using ICT for classroom teaching. Encourage students to present seminars and take up small projects have field knowledge. We also organize annual budget meet which has been discussed in this report elsewhere. Organize lectures and seminars on various facets of commerce and management.

### **34. Participation in Institutional Social Responsibility (ISR) and Extension activities**

The department has many activities to encourage organizational skills of students and many students are volunteers in NSS, cultural and sports activities.

### **35. SWOC analysis of the department and Future plans**

#### **Strength**

- Most potential department as there has been an increase in enrolment of student's year after year
- The co-operation from the students are good and they are real strength for the organization
- Students are dynamic and teachers are much enthusiastic and participate in every aspect.
- Teachers are highly disciplined with devotion for duty and a sense of responsibility

#### **Weakness**

- Department mainly depends on guest faculty as very less inadequate permanent staff.
- Since the college is rural background students are very weak in the English language
- No supporting staff to the department

#### **Opportunities**

- Students have the opportunity to learn through computer technology and internet facility.
- The present job markets are in favor of commerce and management graduates. So, they can get employed if they develop required skills that the market demands. We are striving our best to imbibe the skills they required to be employable.

#### **Challenges**

- Arranging for campus selection by inviting companies and placement of students into right job according to their abilities.

### **Future Plans**

- Increase student strength
- Increase the pass percentage to maximum
- BBM course will be strengthened
- Make provisions for conducting competitive exams mainly cantered to banking exams

## 5. Department of Political Science

|    |  |                          |
|----|--|--------------------------|
| 1. | Name of the department   | <b>Political Science</b> |
| 2. | Year of Establishment  | <b>1991</b>              |
| 3. | Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.) | <b>UG</b>                |
| 4. | Names of Interdisciplinary courses and the departments/units involved                                      | <b>BA</b>                |
| 5. | Annual/ semester/choice based credit system (programme wise)   | <b>Semester</b>          |
| 6. | Participation of the department in the courses offered by other departments                                | <b>NIL</b>               |
| 7. | Courses in collaboration with other universities, industries, foreign institutions, etc.                   | <b>NIL</b>               |
| 8. | Details of courses/programmes discontinued (if any) with reasons   | <b>NIL</b>               |
| 9. | Number of Teaching posts   |                          |

|                             | Sanctioned | Filled    |
|-----------------------------|------------|-----------|
| <b>Professors</b>           | <b>00</b>  | <b>00</b> |
| <b>Associate Professors</b> | <b>00</b>  | <b>00</b> |
| <b>Asst. Professors</b>     | <b>02</b>  | <b>00</b> |

10. Faculty profile with name, qualification, designation, specialization,(D.Sc./D.Litt. /Ph.D./M.Phil. etc.,)

| Name         | Qualification | Designation   | Specialization      | Years of Experience | No. of Ph.D. Students guided in the last four years |
|--------------|---------------|---------------|---------------------|---------------------|---|
| Mr. Paramesh | MA            | Guest Faculty | Indian Constitution | 06                  | NIL   |



|               |    |  |                         |    |     |
|---------------|----|--|-------------------------|----|-----|
| M. Manju S.K. | MA |  | Public Administration   | 04 | NIL |
| Ms.Sunitha    | MA |  | International Relations | 03 | NIL |
| Mr. Mahesh    | MA |  | Modern Governments      | 05 | NIL |

|            |   |              |
|------------|---|--------------|
| <b>11.</b> | List of senior visiting faculty   | <b>NIL</b>   |
| <b>12.</b> | Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty                | <b>100%</b>  |
| <b>13.</b> | Student -Teacher Ratio (programme wise)   | <b>180:1</b> |
| <b>14.</b> | Number of academic support staff (technical) and administrative staff; sanctioned and filled                        | <b>NIL</b>   |
| <b>15.</b> | Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG.  | <b>NIL</b>   |
| <b>16.</b> | Number of faculty with on-going projects from<br>a)National<br>b)International funding agencies and grants received | <b>NIL</b>   |
| <b>17.</b> | Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received                         | <b>NIL</b>   |
| <b>18.</b> | Research Centre /facility recognized by the University  | <b>NIL</b>   |
| <b>19.</b> | <b>Publications:</b>  |              |

| <b>Number of Paper</b> | <b>Monographs</b> | <b>Chapter in Books</b> | <b>Books with ISBN</b> |
|------------------------|-------------------|-------------------------|------------------------|
| -                      | -                 | -                       | -                      |

|            |   |            |
|------------|---|------------|
| <b>20.</b> | Areas of consultancy and income generated   | <b>NIL</b> |
| <b>21.</b> | Faculty as members in                       | <b>NIL</b> |
|            | • National committees                       | <b>NIL</b> |
|            | • International Committees                  | <b>NIL</b> |
|            | • Editorial Boards                          | <b>NIL</b> |
| <b>22.</b> | Student projects                            | <b>NIL</b> |
| <b>23.</b> | Awards/Recognitions received by faculty and | <b>NIL</b> |

|            |  |     |
|------------|--|-----|
|            | students   |     |
| <b>24.</b> | List of eminent academicians and scientists/visitors to the department | NIL |
| <b>25.</b> | Seminars/Conferences/Workshops organized & the source of funding       | NIL |
|            | • National   | NIL |
|            | • International  | NIL |

## 26. Student profile programme/coursewise:

### ○ BA Odd Semester Result Data

| BA ODD SEM | FIRST YEAR (1 <sup>st</sup> SEM) |        |           | SECOND YEAR (3 <sup>rd</sup> SEM) |        |          | FINAL YEAR (5 <sup>th</sup> SEM) |        |           |
|------------|----------------------------------|--------|-----------|-----------------------------------|--------|----------|----------------------------------|--------|-----------|
|            | APPEARED                         | PASSED | RESULT %  | APPEARED                          | PASSED | RESULT % | APPEARED                         | PASSED | RESULT %  |
| 2010       | 198                              | 114    | <b>57</b> | 141                               | 81     | 57       | 77                               | 65     | <b>84</b> |
| 2011       | 255                              | 159    | <b>62</b> | 164                               | 118    | 71       | 122                              | 94     | <b>77</b> |
| 2012       | 210                              | 144    | <b>68</b> | 177                               | 128    | 72       | 136                              | 114    | <b>83</b> |
| 2013       | 221                              | 164    | <b>74</b> | 163                               | 113    | 69       | 159                              | 108    | <b>67</b> |
| 2014       | 127                              | 75     | <b>59</b> | 177                               | 136    | 76       | 134                              | 116    | <b>86</b> |

### ○ BA Even Semester Result Data

| BA EVEN SEM | FIRST YEAR (2 <sup>nd</sup> SEM) |            |           | SECOND YEAR (4 <sup>th</sup> SEM) |            |          | FINAL YEAR (6 <sup>th</sup> SEM) |        |           |
|-------------|----------------------------------|------------|-----------|-----------------------------------|------------|----------|----------------------------------|--------|-----------|
|             | APPEARED                         | PASSED     | RESULT %  | APPEARED                          | PASSED     | RESULT % | APPEARED                         | PASSED | RESULT %  |
| 2010        | <b>154</b>                       | <b>82</b>  | <b>53</b> | 80                                | 50         | 62       | 108                              | 84     | <b>77</b> |
| 2011        | <b>199</b>                       | <b>100</b> | <b>50</b> | 140                               | 70         | 50       | 80                               | 57     | <b>71</b> |
| 2012        | 210                              | 112        | <b>53</b> | <b>146</b>                        | <b>115</b> | 78       | 103                              | 84     | <b>81</b> |
| 2013        | 189                              | 38         | <b>20</b> | <b>175</b>                        | <b>70</b>  | 40       | 121                              | 54     | <b>44</b> |
| 2014        | 197                              | 116        | <b>58</b> | 147                               | 101        | 74       | 132                              | 116    | <b>87</b> |

## 27. Diversity of Students

| Name of the Course | %of students from the same state | %of students from other States | %of students from abroad |
|--------------------|----------------------------------|--------------------------------|--------------------------|
| BA (HEP)           | 100%                             | NIL                            | NIL                      |

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?

NIL

29. Student progression

| Student progression  | Against%enrolled  |
|--|-------------------|
| UG to PG   | 15 to 20 %        |
| PG to M.Phil.  | No data available |
| PG to Ph.D.  | No data available |
| Ph.D.to Post-Doctoral  | No data available |
| <p style="text-align: center;"><b>Employed</b></p> <ul style="list-style-type: none"> <li>• Campus selection</li> <li>• Other than campus recruitment</li> </ul> | No data available |
| Entrepreneurship/Self-employment   | 20%               |

30. Details of Infrastructural facilities

|   |     |
|---|-----|
| a) Library                                  | NIL |
| b) Internet facilities for Staff & Students | NIL |
| c) Class rooms with ICT facility            | One |
| d) Laboratories                             | NIL |

31. Number of students receiving financial assistance from college, university, Government or other agencies

67%

32. Details on student enrichment programmes (special lectures/workshops/ seminar) with external experts

| SL No. | Name of the Person | Date of the visit |
|--------|--------------------|-------------------|
|        | NIL                |                   |

### **33. Teaching methods adopted to improve student learning**

Organizing students' seminars, invite eminent personalities deliver special lecture, field study

### **34. Participation in Institutional Social Responsibility (ISR) and Extension activities**

The department has many activities to encourage organizational skills of students and many students are volunteers in NSS, cultural and sports activities.

### **35. SWOC analysis of the department and Future plans**

#### **Strength:**

- Qualified and competent young teachers.
- Students interest in Indian political System

#### **Weakness**

- Lack of Permanent teachers
- No separate block for the department

#### **Opportunities**

- Students have the better opportunities have better understanding of the polity.

#### **Challenges**

- Introduce practical class to curriculum and field based exposure to students

## 6. Department of Economics

|    |  |                  |
|----|--|------------------|
| 1. | Name of the department   | <b>Economics</b> |
| 2. | Year of Establishment  | <b>1991</b>      |
| 3. | Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.) | <b>UG</b>        |
| 4. | Names of Interdisciplinary courses and the departments/units involved                                      | <b>BA</b>        |
| 5. | Annual/ semester/choice based credit system (programme wise)   | <b>Semester</b>  |
| 6. | Participation of the department in the courses offered by other departments                                | <b>NIL</b>       |
| 7. | Courses in collaboration with other universities, industries, foreign institutions, etc.                   | <b>NIL</b>       |
| 8. | Details of courses/programmes discontinued (if any) with reasons   | <b>NIL</b>       |
| 9. | Number of Teaching posts   |                  |

|                            | <b>Sanctioned</b> | <b>Filled</b> |
|----------------------------|-------------------|---------------|
| <b>Professor</b>           | 00                | 00            |
| <b>Associate Professor</b> | 00                | 00            |
| <b>Assistant Professor</b> | 02                | 00            |

10. Faculty profile with name, qualification, designation, specialization,(D.Sc./D.Litt. /Ph.D./M.Phil. etc.,)

| Name                   | Qualification | Designation   | Specialization         | Years of Experience | No. of Ph.D. Students guided in the last four years |
|------------------------|---------------|---------------|------------------------|---------------------|---|
| Ms. Madhukumari G.M.   | MA., M.Phil.  | Guest Faculty | Agricultural Economics | 09                  | NIL   |
| Mr. Somanna            | MA., M.Phil   | Guest Faculty | Indian Banking System  | 09                  |   |
| Mr. Eraja              | MA            | Guest Faculty | Indian Banking System  | 08                  |   |
| Mr. Vishwanath D.G.    | MA., M. Phil. | Guest Faculty | Econometrics           | 08                  |   |
| Mr. Chandrashekar K.S. | MA            | Guest Faculty | Indian Economics       | 14                  |   |
| Ms. Sumithra           | MA            | Guest Faculty | Indian Economics       | 04                  |   |

|            |  |                     |
|------------|--|---------------------|
| <b>11.</b> | List of senior visiting faculty  | <b>NIL</b>          |
| <b>12.</b> | Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty                 | <b>100%</b>         |
| <b>13.</b> | Student -Teacher Ratio (programme wise)  | <b>105:1</b>        |
| <b>14.</b> | Number of academic support staff (technical) and administrative staff; sanctioned and filled                         | <b>NIL</b>          |
| <b>15.</b> | Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG.   | <b>M. Phil (03)</b> |
| <b>16.</b> | Number of faculty with ongoing projects from<br>a) National<br>b) International funding agencies and grants received | <b>NIL</b>          |
| <b>17.</b> | Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received                          | <b>NIL</b>          |
| <b>18.</b> | Research Centre /facility recognized by the University   | <b>NIL</b>          |
| <b>19.</b> | Publications:  |                     |

| Number of Paper | Monographs | Chapter in Books | Books with ISBN |
|-----------------|------------|------------------|-----------------|
| -               | -          | -                | -               |

|     |  |     |
|-----|--|-----|
| 20. | Areas of consultancy and income generated                              | NIL |
| 21. | Faculty as members in  | NIL |
|     | • National committees  | NIL |
|     | • International Committees   | NIL |
|     | • Editorial Boards   | NIL |
| 22. | Student projects   | NIL |
| 23. | Awards/Recognitions received by faculty and students                   | NIL |
| 24. | List of eminent academicians and scientists/visitors to the department | NIL |
| 25. | Seminars/Conferences/Workshops organized & the source of funding       | NIL |
|     | • National   | NIL |
|     | • International  | NIL |

## 26. Student profile programme/course wise:

### • BA Odd Semester Result Data

| BA ODD SEM | FIRST YEAR (1 <sup>st</sup> SEM) |        |          | SECOND YEAR (3 <sup>rd</sup> SEM) |        |          | FINAL YEAR (5 <sup>th</sup> SEM) |        |          |
|------------|----------------------------------|--------|----------|-----------------------------------|--------|----------|----------------------------------|--------|----------|
|            | APPEARED                         | PASSED | RESULT % | APPEARED                          | PASSED | RESULT % | APPEARED                         | PASSED | RESULT % |
| 2010       | 202                              | 117    | 57       | 202                               | 133    | 65       | 87                               | 71     | 81       |
| 2011       | 253                              | 120    | 47       | 166                               | 105    | 63       | 122                              | 100    | 81       |
| 2012       | 203                              | 85     | 41       | 174                               | 93     | 53       | 107                              | 83     | 77       |
| 2013       | 183                              | 73     | 39       | 163                               | 113    | 69       | 159                              | 108    | 67       |
| 2014       | 96                               | 39     | 40       | 93                                | 53     | 56       | 93                               | 66     | 70       |

• **BA Even Semester Result Data**

| BA EVEN SEM | FIRST YEAR (2 <sup>nd</sup> SEM) |        |           | SECOND YEAR (4 <sup>th</sup> SEM) |        |          | FINAL YEAR (6 <sup>th</sup> SEM) |        |          |
|-------------|----------------------------------|--------|-----------|-----------------------------------|--------|----------|----------------------------------|--------|----------|
|             | APPEARED                         | PASSED | RESULT %  | APPEARED                          | PASSED | RESULT % | APPEARED                         | PASSED | RESULT % |
| 2010        | 202                              | 91     | <b>45</b> | 141                               | 94     | 66       | 85                               | 64     | 75       |
| 2011        | 220                              | 137    | <b>62</b> | 145                               | 115    | 79       | 116                              | 90     | 77       |
| 2012        | 190                              | 79     | <b>41</b> | 172                               | 111    | 64       | 107                              | 93     | 86       |
| 2013        | 183                              | 117    | <b>63</b> | 133                               | 110    | 82       | 135                              | 109    | 80       |
| 2014        | 93                               | 51     | <b>54</b> | 93                                | 68     | 73       | 93                               | 74     | 79       |

**27. Diversity of Students**

| Name of the Course | % of the Students from the state | % of the Students from other state | % of the students from abroad |
|--------------------|----------------------------------|------------------------------------|-------------------------------|
| BA                 | 100%                             | NIL                                | NIL                           |

**28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?**

NIL

**29. Student progression**

| Student Progression  | Against % enrolled |
|--|--------------------|
| UG to PG   | 15 to 20 %         |
| PG to M.Phil.  | No data available  |
| PG to Ph.D.  | No data available  |
| Ph.D.to Post-Doctoral  | No data available  |
| <b>Employed</b><br>• Campus selection<br>• Other than campus recruitment | No data available  |



|                                  |     |
|----------------------------------|-----|
| Entrepreneurship/Self-employment | 20% |
|----------------------------------|-----|

**30. Details of Infrastructural facilities**

|   |            |
|---|------------|
| a) Library                                  | <b>NIL</b> |
| b) Internet facilities for Staff & Students | <b>NIL</b> |
| c) Class rooms with ICT facility            | <b>One</b> |
| d) Laboratories                             | <b>NIL</b> |

**31. Number of students receiving financial assistance from college, university, Government or other agencies**  
**60%**

**32. Details on student enrichment programmes (special lectures/workshops/seminar) with external experts**

| SL No. | Name of the Person | Date of the visit |
|--------|--------------------|-------------------|
|        |                    |                   |

**33. Teaching methods adopted to improve student learning**

- Encouraging classroom interactions
- Student seminars

**34. Participation in Institutional Social Responsibility (ISR) and Extension activities**

The department has many activities to encourage organizational skills of students and many students are volunteers in NSS, cultural and sports activities.

**35. SWOC analysis of the department and Future plans**

**Strength:**

- Students keen interest in the subject
- Competent teaching faculty with good years of experience

**Weakness**

- Lack of Permanent faculty since 2008

**Opportunities**

- Introducing new elective subjects for students
- Potential job markets for economic graduates

**Challenges**

- Motivate students to take up competitive exams
- Develop application oriented skills to apply economic theory

## 7. Department of Sociology

|    |  |                  |
|----|--|------------------|
| 1. | Name of the department   | <b>Sociology</b> |
| 2. | Year of Establishment  | <b>1991</b>      |
| 3. | Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.) | <b>UG</b>        |
| 4. | Names of Interdisciplinary courses and the departments/units involved                                      | <b>BA</b>        |
| 5. | Annual/ semester/choice based credit system (programme wise)   | <b>Semester</b>  |
| 6. | Participation of the department in the courses offered by other departments                                | <b>NIL</b>       |
| 7. | Courses in collaboration with other universities, industries, foreign institutions, etc.                   | <b>NIL</b>       |
| 8. | Details of courses/programmes discontinued (if any) with reasons   | <b>NIL</b>       |
| 9. | Number of Teaching posts   |                  |

|                            | <b>Sanctioned</b> | <b>Filled</b> |
|----------------------------|-------------------|---------------|
| <b>Professor</b>           | 00                | 00            |
| <b>Associate Professor</b> | 00                | 00            |
| <b>Assistant Professor</b> | 01                | 00            |

### 10. Faculty profile with name, qualification, designation, specialization,(D.Sc./D.Litt. /Ph.D./M.Phil. etc.,)

| <b>Name</b> | <b>Qualification</b> | <b>Designation</b> | <b>Specialization</b> | <b>Years of Experience</b> | <b>No. of Ph.D. Students guided in the last four years</b> |
|-------------|----------------------|--------------------|-----------------------|----------------------------|--|
|             |                      |                    |                       |                            |  |

|                       |          |               |                  |    |     |
|-----------------------|----------|---------------|------------------|----|-----|
| Prof. K.G. Rangaswamy | MA       | Principal     | Social Movements | 20 | NIL |
| Dr. Nafizulla Shariff | MA, PhD. | Guest Faculty | Urban Sociology  | 15 | NIL |
| Mr. Manuja            | MA       | Guest Faculty | Rural Sociology  | 03 | NIL |

|            |  |                    |
|------------|--|--------------------|
| <b>11.</b> | List of senior visiting faculty  | <b>NIL</b>         |
| <b>12.</b> | Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty               | <b>100%</b>        |
| <b>13.</b> | Student -Teacher Ratio (programme wise)  | <b>105:1</b>       |
| <b>14.</b> | Number of academic support staff (technical) and administrative staff; sanctioned and filled                       | <b>NIL</b>         |
| <b>15.</b> | Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG.   | <b>Ph.D. (one)</b> |
| <b>16.</b> | Number of faculty with ongoing projects from<br>a)National<br>b)International funding agencies and grants received | <b>NIL</b>         |
| <b>17.</b> | Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received                        | <b>NIL</b>         |
| <b>18.</b> | Research Centre /facility recognized by the University   | <b>NIL</b>         |
| <b>19.</b> | Publications:  |                    |

| <b>Number of Paper</b> | <b>Monographs</b> | <b>Chapter in Books</b> | <b>Books with ISBN</b> |
|------------------------|-------------------|-------------------------|------------------------|
| -                      | 02                | -                       | -                      |

|     |  |     |
|-----|--|-----|
| 20. | Areas of consultancy and income generated                              | NIL |
| 21. | Faculty as members in  | NIL |
|     | • National committees  | NIL |
|     | • International Committees   | NIL |
|     | • Editorial Boards   | NIL |
| 22. | Student projects   | NIL |
| 23. | Awards/Recognitions received by faculty and students                   | NIL |
| 24. | List of eminent academicians and scientists/visitors to the department | NIL |
| 25. | Seminars/Conferences/Workshops organized & the source of funding       | NIL |
|     | • National   | NIL |
|     | • International  | NIL |

## 26. Student profile programme/coursewise:

### • BA Odd Semester Result Data

| BA ODD SEM | FIRST YEAR (1 <sup>st</sup> SEM) |        |          | SECOND YEAR (3 <sup>rd</sup> SEM) |        |          | FINAL YEAR (5 <sup>th</sup> SEM) |        |          |
|------------|----------------------------------|--------|----------|-----------------------------------|--------|----------|----------------------------------|--------|----------|
|            | APPEARED                         | PASSED | RESULT % | APPEARED                          | PASSED | RESULT % | APPEARED                         | PASSED | RESULT % |
| 2010       | 202                              | 117    | 57       | 202                               | 133    | 65       | 87                               | 71     | 81       |
| 2011       | 253                              | 120    | 47       | 166                               | 105    | 63       | 122                              | 100    | 81       |
| 2012       | 203                              | 85     | 41       | 174                               | 93     | 53       | 107                              | 83     | 77       |
| 2013       | 183                              | 73     | 39       | 163                               | 113    | 69       | 159                              | 108    | 67       |
| 2014       | 96                               | 39     | 40       | 93                                | 53     | 56       | 93                               | 66     | 70       |

### • BA Even Semester Result Data

| BA EVEN SEM | FIRST YEAR (2 <sup>nd</sup> SEM) |        |          | SECOND YEAR (4 <sup>th</sup> SEM) |        |          | FINAL YEAR (6 <sup>th</sup> SEM) |        |          |
|-------------|----------------------------------|--------|----------|-----------------------------------|--------|----------|----------------------------------|--------|----------|
|             | APPEARED                         | PASSED | RESULT % | APPEARED                          | PASSED | RESULT % | APPEARED                         | PASSED | RESULT % |
| 2010        | 202                              | 91     | 45       | 141                               | 94     | 66       | 85                               | 64     | 75       |
| 2011        | 220                              | 137    | 62       | 145                               | 115    | 79       | 116                              | 90     | 77       |
| 2012        | 190                              | 79     | 41       | 172                               | 111    | 64       | 107                              | 93     | 86       |
| 2013        | 183                              | 117    | 63       | 133                               | 110    | 82       | 135                              | 109    | 80       |
| 2014        | 93                               | 51     | 54       | 93                                | 68     | 73       | 93                               | 74     | 79       |

## 27. Diversity of Students

| Name of the Course | % of the Students from the state | % of the Students from other state | % of the students from abroad |
|--------------------|----------------------------------|------------------------------------|-------------------------------|
| BA                 | 100%                             | NIL                                | NIL                           |

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?

NIL

29. Student progression

| Student Progression  | Against%enrolled  |
|--|-------------------|
| UG to PG   | 15 to 20 %        |
| PG to M.Phil.  | No data available |
| PG to Ph.D.  | No data available |
| Ph.D.to Post-Doctoral  | No data available |
| <b>Employed</b><br>•Campus selection<br>•Other than campus recruitment | No data available |
| Entrepreneurship/Self-employment                                       | No data available |

30. Details of Infrastructural facilities

|   |            |
|---|------------|
| a) Library                                  | <b>NIL</b> |
| b) Internet facilities for Staff & Students | <b>Yes</b> |
| c) Class rooms with ICT facility            | <b>One</b> |
| d) Laboratories                             | <b>NIL</b> |

**31. Number of students receiving financial assistance from college, university, Government or other agencies**

**55%**

**32. Details on student enrichment programmes (special lectures/workshops/ seminar) with external experts**

| SL No. | Name of the Person | Date of the visit |
|--------|--------------------|-------------------|
|        |                    |                   |

**33. Teaching methods adopted to improve student learning**

- Student Seminars
- Students debate and Q & A Sessions with students

**34. Participation in Institutional Social Responsibility (ISR) and Extension activities**

The department has many activities to encourage organizational skills of students and many students are volunteers in NSS, cultural and sports activities.

**35. SWOC analysis of the department and Future plans**

**Strength:**

- Co-operative teaching staff with good academic credentials

**Weakness**

- No permanent teaching staff
- No separate department block

**Opportunities**

- Sociology is becoming more and more interdisciplinary
- Potential job opportunities in NGOs

**Challenges**

- Bring down the decreasing students strength

## 7. Department of Geography

|     |  |                   |
|-----|--|-------------------|
| 10. | Name of the department   | <b>Geographys</b> |
| 11. | Year of Establishment  | <b>2012</b>       |
| 12. | Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.) | <b>UG</b>         |
| 13. | Names of Interdisciplinary courses and the departments/units involved                                      | <b>BA</b>         |
| 14. | Annual/ semester/choice based credit system (programme wise)   | <b>Semester</b>   |
| 15. | Participation of the department in the courses offered by other departments                                | <b>NIL</b>        |
| 16. | Courses in collaboration with other universities, industries, foreign institutions, etc.                   | <b>NIL</b>        |
| 17. | Details of courses/programmes discontinued (if any) with reasons   | <b>NIL</b>        |
| 18. | Number of Teaching posts   |                   |

|                            | <b>Sanctioned</b> | <b>Filled</b> |
|----------------------------|-------------------|---------------|
| <b>Professor</b>           | 00                | 00            |
| <b>Associate Professor</b> | 00                | 00            |
| <b>Assistant Professor</b> | 01                | 00            |

10. Faculty profile with name, qualification, designation, specialization,(D.Sc./D.Litt. /Ph.D./M.Phil. etc.,)



| Name             | Qualification | Designation   | Specialization         | Years of Experience | No. of Ph.D. Students guided in the last four years |
|------------------|---------------|---------------|------------------------|---------------------|---|
| Mr. Somashekar   | MA.           | Guest Faculty | Regional Geography     | 08                  | NIL   |
| Mr. Raveesha     | MA.           | Guest Faculty | World Geography        | 08                  | NIL   |
| Mr. Adarsh Kumar | MA.           | Guest Faculty | Geography of Economics | 04                  | NIL   |
| Ms. Sunitha      | MA.           | Guest Faculty | Regional Geography     | 02                  | NIL   |

|            |  |             |
|------------|--|-------------|
| <b>11.</b> | List of senior visiting faculty  | <b>NIL</b>  |
| <b>12.</b> | Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty                 | <b>100%</b> |
| <b>13.</b> | Student -Teacher Ratio (programme wise)  | <b>30:1</b> |
| <b>14.</b> | Number of academic support staff (technical) and administrative staff; sanctioned and filled                         | <b>NIL</b>  |
| <b>15.</b> | Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG.   | <b>NIL</b>  |
| <b>16.</b> | Number of faculty with ongoing projects from<br>a) National<br>b) International funding agencies and grants received | <b>NIL</b>  |
| <b>17.</b> | Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received                          | <b>NIL</b>  |
| <b>18.</b> | Research Centre /facility recognized by the University   | <b>NIL</b>  |
| <b>19.</b> | Publications:  |             |

| Number of Paper | Monographs | Chapter in Books | Books with ISBN |
|-----------------|------------|------------------|-----------------|
| -               | -          | -                | -               |

|     |  |     |
|-----|--|-----|
| 20. | Areas of consultancy and income generated                              | NIL |
| 21. | Faculty as members in  | NIL |
|     | • National committees  | NIL |
|     | • International Committees   | NIL |
|     | • Editorial Boards   | NIL |
| 22. | Student projects   | NIL |
| 23. | Awards/Recognitions received by faculty and students                   | NIL |
| 24. | List of eminent academicians and scientists/visitors to the department | NIL |
| 25. | Seminars/Conferences/Workshops organized & the source of funding       | NIL |
|     | • National   | NIL |
|     | • International  | NIL |

**26. Student profile programme/course wise:**

Data not available

**27. Diversity of Students**

| Name of the Course | % of the Students from the state | % of the Students from other state | % of the students from abroad |
|--------------------|----------------------------------|------------------------------------|-------------------------------|
| BA                 | 100%                             | NIL                                | NIL                           |

**28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?**

NIL

**29. Student progression**

| Student Progression | Against % enrolled |
|---------------------|--------------------|
| UG to PG            | No data available  |
| PG to M.Phil.       | No data available  |

|  |                   |
|--|-------------------|
| PG to Ph.D.  | No data available |
| Ph.D.to Post-Doctoral  | No data available |
| <b>Employed</b><br>• Campus selection<br>• Other than campus recruitment | No data available |
| Entrepreneurship/Self-employment   | No data available |

**30. Details of Infrastructural facilities**

|   |     |
|---|-----|
| a) Library                                  | NIL |
| b) Internet facilities for Staff & Students | NIL |
| c) Class rooms with ICT facility            | One |
| d) Laboratories                             | NIL |

**31. Number of students receiving financial assistance from college, university, Government or other agencies**

60%

**32. Details on student enrichment programmes (special lectures/workshops/ seminar) with external experts**

| SL No. | Name of the Person | Date of the visit |
|--------|--------------------|-------------------|
|        |                    |                   |

**33. Teaching methods adopted to improve student learning**

- Encouraging classroom interactions and practical exposure
- Student seminars

**34. Participation in Institutional Social Responsibility (ISR) and Extension activities**

The department has many activities to encourage organizational skills of students and many students are volunteers in NSS, cultural and sports activities.

**35. SWOC analysis of the department and Future plans**

Data not available

## **Declaration by the Head of the Institution**

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

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

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



PRINCIPAL  
Government First Grade College  
Periyapatna-571107

**Signature of the Head of the institution with seal**

**Place: Periyapatna**

**Date: 07-12-2015**