

CRITERION I: CURRICULAR ASPECTS

1.1 CURRICULUM DESIGN and DEVELOPMENT

Introduction

Higher education is subjected to the influence of a number of forces. Competition among traditional institutions, changing global economy, use of new technology in imparting education, concept of distance and online education system, privatization and role of corporate sectors in education have become prominent issues in higher education in a globalised world. The ability to sustain academic excellence and innovation in higher education is a major determinant of global economy. A challenging task for higher education is how to ensure social justice in the context of changed situation. In this regard universities and colleges are expected to play a curial role.

In view of these consideration serious attempts are made to review and revise academic programmes to meet the requirements of getting international recognition without subordinating the grassroot level needs. Therefore curriculum development plays a vital role in making learning and teaching process meaningful and it ultimately aims at contributing to building knowledge society.

1.1.1 State the vision and mission of the institution

Vision

- To be a learner centric, knowledge-processing hub of higher education catering to the needs of the region and the nation
- To facilitate continuous learning environment with the help of ICT and other latest technology in order to keep abreast of recent developments in the science and arts
- To promote seminal and fundamental research which will open up new horizons of understanding and insights into the study of new trends of thought
- To ensure uniform quality of higher education by internalizing best and innovative practices such as total academic autonomy, peer and industry based evaluation, introduction of choice based credit courses and reorganization of Departments into schools
- To offer student-friendly courses in modular forms with multiple lateral entry and exit points, enhancing the employment opportunities for the students
- To promote an educational environment that is holistic, involving not only dissemination of knowledge and information but also germination of values among the students

Mission

- To design new generation multidisciplinary courses reflecting the current needs of the nation and industry
- To deliver these new generation courses through a living and dynamic delivery system

- The delivery of these live courses are monitored and evaluated by a system of student evaluation of teachers and courses along with peer evaluation and also evaluation by industry experts
- Improving quality of evaluation of all students by adopting the credit system in all postgraduate Departments
- Gradual decentralization of evaluation for postgraduate courses by exempting odd semester examinations from the University system of evaluation (being evaluated by the concerned teachers only)
- Encourage extensive use of digital technologies for access to information using Internet and by completing a massive computerization exercise along with setting up of Local Area Network (LAN) for all Departments
- Introduction of online examinations in selected Departments along with online course instruction - thus bringing in use of most modern technology
- Facilitate lateral movements for all postgraduate students across Departments having similar courses by introducing the Choice Based Credit System (CBCS)
- To ensure uniformity in quality of higher education amongst all colleges by using modular approaches in syllabus through semesterisation of all UG courses
- To bringing more accountability in the delivery of these courses by having half of the exams evaluated by the college teachers
- To encourage competition, flexibility and better updating of course by giving more support for autonomous courses and colleges

Goals and objectives of the University

The following are the goals and objectives of the University that can be deduced from the report of the Karnatak University Report Committee, Dharwad, under the chairmanship of Justice Lokur which became the basis for the Karnatak University Act, 1949:

1. To provide quality education in humanities, arts, science, commerce, management and technology, fine arts and sports, keeping in mind the special demands of modernization and globalization.
2. To provide opportunities for research on topical themes, necessary infrastructure and, financial base needed to carry out quality research.
3. To hone the skills of young students through appropriate innovative teaching/training and prepare them for careers of their option.
4. To motivate teachers, to serve as outstanding communicators, friends, philosophers and able guides vis-à-vis role models.
5. To train students for true citizenship, inculcating in them values of hard work, commitment and loyalty.
6. To ensure an educational environment which is disciplined, fair and need based keeping in mind a balanced development of all regions under the University.
7. To provide secular based value education without neglecting humanistic elements in our traditions.

8. To strive and build educational institutions and a University which would become, not only a pride of the region but also of the nation.

1.1.2 What are the major considerations addressed by the goals and objectives of the institution? (intellectual, academic, training, access to the disadvantaged, equity, self-development, community & national development, ecology and environment, value orientation, employment, ICT introduction, global demands, etc.)

The following issues are considered for realizing the goals and objectives of the University:

1. Academic activities and intellectual development
2. Access to and use of ICT
3. Access to higher education to the disadvantaged
4. Building sustainable environment
5. Cater to the needs of the people
6. Community service
7. Democratic and secular values
8. Development of the region and the country
9. Employment
10. Global demands
11. Nation building
12. Training the future leaders

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

The academic programmes, research and extension activities are in conformity with the goals and objectives of the University in fulfilling the aspirations of people by providing quality higher education. The syllabus is periodically revised according to the needs of the society and new courses are introduced for generating employment opportunities in public sector as well as corporate sectors. The higher education ultimately aims at inculcating the democratic and secular values in the students from the viewpoint of training the future leaders of India and to safeguard the interest of common people.

The PG Departments identify the regional needs on the basis of field work and feedback. Through the BOS, some components are incorporated in the syllabus for meeting the regional needs. Goals and objectives of the University are manifested more clearly in Ph.D. and M.Phil. programmes, specifically in the Faculties of Science and Technology, Social Sciences and Arts. Extension activities of the University aim at disseminating awareness and strengthening the values of democracy and secularism at the grassroots. Prasaranga and several Departments undertake these programmes.

In the last five years the University has affiliated 200 colleges in rural areas. Besides, the University not only encourages the introduction of professional courses but also conventional PG courses in the affiliated and constituent colleges. In this regard the University attempts to maintain the quality of such courses in terms of infrastructure and human resource. The primary concern of the University is to impart higher education to the people of rural areas which contributes to minimize the gap between rural India and urban India. All these aim at fulfilling the aspirations of the people of this region.

1.1.4 How does the University guide its colleges to develop programmes based on their regional needs? (not applicable for unitary universities)

The role of BOS in respective disciplines and the Local Inquiry Committee constituted from time to time is crucial in framing and implementing the academic programmes in the colleges in order to fulfill the regional needs. The College Development Council guides the colleges for promoting research and development activities. The Vice Chancellor convenes the meeting of all principals of colleges to guide them about new curriculum and its implementation.

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

The faculty members of all Departments attempt to assess the needs of the society based on the feedback from students, alumni, employers and academic experts. They then develop an exhaustive information data base required for curriculum designing and updating.

The draft syllabus prepared by the department council will be placed before the respective Board of Studies (BOS) which consists of experts from other universities. After an intensive discussion, the BOS finalizes the syllabus for approval of the higher academic bodies like Faculties and Academic Council. The respective Faculties and AC discuss the curricular programmes indepth; provide useful suggestions before according approval.

In some subjects the faculty members discuss curricular aspects with the experts from foreign universities like Cambridge University, University of Groningen, Marshall University and other universities .

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

The BOS reviews the syllabi from time to time and revises them by incorporating the components based on the recent developments. Accordingly the BOS identifies elective options of contemporary relevance, which enables the University to make the courses meaningful and relevant to face the emerging challenges of higher education in the 21st century.

Globalization and ICT have a significant bearing on all disciplines. In the light of these, course contents of every discipline are being modified for making them relevant to the globalized society. The members of BOS understand the implications of globalization and ICT for curriculum redesigning. This is essential to make the discipline relevant in terms of facing the challenges in the era of globalization. All these indicate the efforts of the University to make the curriculum relevant to the needs of society.

1.1.7 How employability is ensured through curriculum design and development?

Priority is given to design the curriculum from the perspective of employment opportunities for students. For this purpose the syllabus of competitive examinations and requirements of corporate and public sectors and multinational companies are taken into consideration. Keeping these factors into consideration a number of new courses have been introduced to cater to the needs of students and ultimately promote the development of the country by enhancing quality of human resources.

The University has signed MoU with Infosys for training the students which ultimately generates more employment opportunities for them.

1.1.8 State the curricular design and model adopted by the University in the organization of its curricula.

The UGC Curriculum Development Reports invariably form the models for designing the curricular aspects of both UG and PG courses. The primary concern is to make courses meaningful in terms of serving the interest of society as a whole.

In tune with global, national and regional needs, the University has implemented semester system at both UG and PG levels to accommodate innovative and interdisciplinary courses.

The following factors are taken into consideration in the curriculum development process:

1. Regional needs
2. National and Global level challenges to higher education
3. Syllabus of UPSC, state PSC, UGC/CSIR, NET, SLET and other Indian universities
4. UGC Curriculum Development Reports
5. Requirements of corporate and public sectors and MNCs
6. Personality development of students
7. Quality of human resource development
8. In-depth exposure to the subject
9. Academic skill enhancement
10. Employability

Faculty members of the various Departments have been associated with the UGC National Curriculum Development Committees and premier science academies of the country.

Many faculty members are associated with autonomous colleges as members of the governing body, Academic Council and BOS. They are also associated with BOS and the School of Board of Central Universities and Faculties of many other universities. These assignments contribute significantly to the curriculum development programmes of the University.

1.1.9 How are the global trends in higher education reflected in the curriculum?

Consideration of the impact of globalization and ICT is very crucial for the development of curriculum in all disciplines. Apart from the INFONET service in the central library, every Department is equipped with computer facility and are connected to the Internet. Faculty members have independent computer and Internet by which it is possible to download the current developments in the field all over the world.

The faculty members participate in international seminars, workshops and conferences held in different parts of the world. The interactions of the faculty members with the participants from various countries enable them to understand the recent developments in the world. This enables them to understand the global and national level developments in their discipline. This automatically gets reflected in curriculum development.

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

The University emphasizes the enhancement of quality of human resources which is ensured through appropriate and relevant curriculum. This ultimately contributes to the development of the country since human resource is a crucial component of development.

Research output of the University is a major contribution to national development. The faculties' contribution to national development is clearly visible through their research and publications in the areas of reproductive biology, fluid mechanics, medical plants, environment, patents, defence, archaeology, etc.

PG courses in Languages and Social Sciences, PG Diploma and Certificate courses contribute to strengthening the fabric of Indian secularism and democracy. All these initiatives stand testimony to University's efforts to produce relevant and valid knowledge upgradation for promoting National Development.

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

Majority of the Departments have separate BOS for UG and PG Courses. The PG BOS consists of all professors, two readers and one lecturer on the basis of seniority and rotation. The UG BOS consists of Chairman of PG BOS and three members from colleges (affiliated and constituent) on the basis of seniority. The BOS has one member from a sister university. The chairmanship of BOS rotation and the Chairperson is common for both UG and PG Board of Studies.

The common BOS for both UG and PG (for some courses) consists of all professors, two readers and one lecturer from PG department and one member representing colleges. Two members are from other universities. The Chairman of BOS is a professor of PG Department. There is a provision to co-opt experts on BOS.

1.1.12 Does the institution use the UGC/AICTE guidelines for developing or restructuring the curricula?

The UGC and AICTE guidelines form the main basis for developing/ and restructuring the curricula. Academic programmes are mainly based on UGC guidelines and the courses like BCA, MCA, BBA and MBA are based on AICTE guidelines.

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

The focus of Science courses on experiential learning including practical and work experience is on an average 50 per cent at PG level and 40 per cent at UG level.

The University identifies the regional needs and overall development of students. North Karnataka is a backward region of Karnataka State. A large number of students suffer from lack of development of communication skills and personality. The University has considered these regional needs and has given priority to introduce the following as compulsory papers at the UG level:

1. Indian Constitution
2. Human Rights and Environmental Studies
3. Development of Communication Skills and Personality
4. Computer Application

As a part of modernization of higher education, the University decided to switch over from non-semester system to semester system. Accordingly, the PG Departments have revised their syllabi during the year 2002-03 and subsequently some Departments have revised their syllabi by incorporating relevant components and increasing the number of papers based on their experience of the semester system and developments in recent times. The PG Departments also give due consideration to counselling, project work and placement. All these aspects contribute to an overall development and welfare of the students.

1.1.14 What are the courses aiming to promote value education or social citizenship roles?

The courses like Gandhian Studies, Ambedkar Studies, Yoga Studies, Basava Studies, Social Work, Kanaka Studies, Anthropology and field-based Arts and Social Science studies have been playing significant role in promoting value education and social citizenship. In every course it is implicitly attempted to inculcate these values in the students.

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

There is a provision for incorporating computer related components in PG and UG courses. All Departments have computer facilities, many Departments have their own state of the art computer laboratories which enable the students to develop computer skills.

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

The Ph.D., M.Phil. and PG programmes in all Arts and Social Sciences give due consideration for the study of issues and problems of women. The University has a Research Centre for Women's Studies which is running a PG Diploma Course in Women's Studies. Some science subjects like Demography, Reproductive Biology and Applied Genetics also deal with the issues relating to women's health in their curriculum. The Department of English has introduced gender studies paper to create awareness among students.

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

The University takes special care in encouraging differently-abled students by making specific provisions for their admission, and scholarships. A writer for writing in the examination and extra time for writing the examination is provided for such students.

1.1.18 What programmes are developed for distance education in the corresponding units?

Those who are not able to pursue regular UG and PG courses are given opportunity of higher education through external courses in Faculties of Arts and Social Sciences.

To overcome the limitations of the external mode of education, the University introduced distance education for Social Sciences and Commerce. Now the School of Correspondence Education runs these distance education/external courses. (Appendix –I.1)

1.2 ACADEMIC FLEXIBILITY

1.2.1 What is the range of programme options available to learners in terms of degrees, certificates and diplomas? Give the cut off percentage for admission at the entry level.

The University provides wide options and choices. It runs 50 PG courses, 4 Advanced Diploma, 28 Diploma, 11 Certificate courses, 26 M.Phil. courses and 42 Ph. D. programmes.

International Diploma in Reproductive Health Management course is run in collaboration with the University of Groningen, the Netherlands, and the JSS, Institute of Economic Research, Dharwad. The main objective is to generate trained personnel in handling the “Reproductive and Sexual Health”.

The PG courses like Anthropology, Social Work, Criminology, Microbiology, Biotechnology, Applied Genetics, Polymer Science, Linguistics, Folklore, Library and Information Science, Psychology, Mass Communication and Journalism and Management, permit admission to a variety of students from cognate subjects to the respective disciplines. This flexibility is also extended to admission to Ph. D. programmes.

Similarly, the Certificate and Diploma courses are open to the eligible candidates from all disciplines. This has enabled the students to take up these courses, in addition to their regular courses.

Flexibility is also permitted in writing examination in either English or Kannada language, as far as the subjects in Social Science are concerned. This flexibility goes a long way in enabling the students coming from the predominantly rural areas of north Karnataka where undergraduate teaching in majority of the colleges is done in the regional language. The cut-off percentage of admission for PG courses is 45 in the concerned subject as well as in aggregate. For SC, ST and Category I students it is 40 per cent. (Appendix I.2)

1.2.2 What other programmes are offered for employees/professionals in terms of training for career advancement?

The University has an Academic Staff College where refresher courses in various subjects and orientation courses for college and University teachers are organized from time to time. Training programmes are also organized for the principals of the colleges. The Kousali Institute of Management Studies organized

training programmes for the chairpersons of the PG Departments and office staff of the University. It has Manpower Development Programmes for training the persons in different walks of life. The University has a provision of training the non-teaching staff for developing the ICT skills.

1.2.3 Give the list of programmes offered by the University for the colleges to choose from.

List of programmes offered by the University for the colleges:

Arts	Commerce	Science	Law	Education	Management	Social Science
B.A.	B.Com.	B.Sc.	L.L.B.(2 years and new 6 subjects)	B.Ed.	BBA	B.H.M.
B.A. (ILRD)		B.Sc. Inf. Science	L.L.B.(3 years and new 6 subjects)	B.P.Ed.		B.S.W.
B.Music	B.Com. (CS)	B.A.Sc.	L.L.B.(3 years 9 subjects)			
		B.H.Sc.	L.L.B.(3 years 6 semesters)			
		B.H.M.	B.A., L.L.B. (Hons.)			

(Appendix I.3)

1.2.4 What programmes are available for international students?

The University hosted south zone international students meet held on 14th to 16th December, 2006. The University encourages such meetings and conferences of the international students. The International Diploma in Reproductive Health Management (IDRHM) course which has been started in collaboration with University of Groningen and JSS Institute of Economic Research, Dharwad, has made provision for admission to the students from other countries.

1.2.5 Does the University provide twinning programmes? Give details

The visiting professors of the University of Groningen also teach the students of IDRHM course. The teachers of Karnatak University have visited the Faculty of Spatial Science and interacted with the students of Population Research Centre and Spatial Sciences at Groningen University.

1.2.6 Does the institution offer any self-financing programmes in the institution? If yes, list them.

In all PG Departments provision has been made to admit students in the range of 5 to 15 per cent of intake under the enhanced fee category (partially self-financed). Apart from this the PG course in BBA (Hotel and Tourism), e-Commerce. M.Com. in Corporate Secretaryship, M. Sc. in Applied Genetics, M. Sc. in Biotechnology, M. Sc. in Computer Science, M. Sc. in Microbiology, Master of Tourism Administration, MBA (CBCS), MBA (evening programme), MBA in International Business, MCA, PG Diploma in Bank Management and PG Diploma in Risk Management are self financing courses.

1.2.7 What is the procedure adopted to extend additional programmes of studies to affiliated institutions?

The Local Inquiry Committee visits the institutions and understands their demands. The University gives direction to the BOS for taking initiative to design the courses to meet the local needs.

The BOS of the concerned subject initiates the proposal of extending additional programme of studies to the affiliated institutions. This proposal then has to be approved by the higher academic bodies like Faculty, Senate and Syndicate before seeking approval of the government. The Government is encouraging PG courses in affiliated and constituent colleges. The list of such PG courses in affiliated colleges is given in Appendix I.4

1.2.8 Does the institution follow annual system, semester system, trimester system and choice based credit system (CBCS)?

The University followed annual system for a number of years. MBA, MCA and M.Com courses are semesterized earlier to 2002-03. In tune with national and global level changes, the University decided to go in for semesterization of the courses. Accordingly all the PG courses were semesterized with effect from 2002-03, with the exception of Master of Music and Master of Fine Arts.

All the UG courses were semesterised w.e.f. 2005-06 onwards except the B. Music, BFA, ILRD, BHMS and B.A.Sc., courses.

It is proposed to shift all the PG courses from semester system to Choice Based Credit System from the next academic year. The Kousali Institute Management Studies has already initiated CBCS from the academic year 2007-08.

1.2.9 Does the institution provide flexibility to pursue the programme with reference to the time frame (flexible time for completion)?

The normal time for the completion of a PG course is 2 years. But there is a provision of two successive examinations to complete the PG course.

1.2.10 Does the institution have any provision for slow and disadvantaged learners? If yes, for what courses?

Suitable provisions have been made for slow and disadvantaged learners for admission to various courses. Such candidates are given admission to the PG courses.

1.2.11 How does the institution identify slow and advanced learners? How are the advanced learners facilitated to meet the challenges?

The institution identifies slow and advanced learners based on their performance in the internal assessment and semester examinations. Advanced learners have the provision to pursue their studies for M. Phil. and Ph. D. programmes with fellowships offered by the University, UGC, CSIR, SC/ST Cell, Minority Cell, etc.

1.2.12 Does the institution provide flexibility to the students to move from one discipline to another? Give details.

Before finalizing the list of admission, students have the option to change the subject within the framework of University rules.

1.2.13 Does the institution provide facilities for credit transfer if the students migrate from one institution to another institution in or outside the country?

No

1.2.14 Does the institution provide a) core options b) elective options c) enrichment courses?

The University has made provision for elective options at both PG and UG levels in accordance with the local and national requirements keeping in mind the contemporary relevance.

The University has a number of PG Diploma and Certificate courses as enrichment courses.

1.2.15 Does the institution provide the flexibility of combining the conventional and distance mode of education for students to make use of the combination of courses they are interested in?

The flexibility of combining the conventional and distance mode of education was very much in vogue before the introduction of the semester system at UG and PG levels. At present there is no provision of flexibility (Appendix I.5).

1.3 FEEDBACK on CURRICULUM

1.3.1 How does the University obtain feedback from

a. Students' feedback

The University has made provision for establishing a unit to obtain the feedback from the students about the curriculum and performance of the teachers. Besides, counselling is held periodically in several Departments and this provides another opportunity for students to give their feedback about curriculum.

b. Alumni feedback

The members of the Alumni Association working in the various fields provide feedback about the curriculum of their Department based on the experience of working in other institutions and organizations. In the meeting of Alumni Association, suggestions are made about curriculum and placement. This experience provides good feedback from the alumni.

c. Employers feedback

The Departments do not directly get feedback from the employers. The alumni's interview performance for appointment in various institutions and organizations at the national and global level indicates the quality and relevance of curriculum of respective discipline. Informally the alumni visit the Department and share their experience of interview in various institutions and organizations with the faculty members. This feedback promotes incorporation of relevant changes in the syllabus.

d. Community feedback

When the faculty members and students are involved in the community services and extension activities, informally feedback on curriculum is obtained.

e. Academic peers feedback

Feedback is obtained from the distinguished scholars who are invited for foundation lecture series and special lecture series. Opinion of some participants on the subjects of seminars, workshops and conferences organized by the University constitute a part of feedback. Interaction with the external examiners also provides the needed feedback.

f. Industry feedback

The PG course on paper technology at Dandeli is a classic example of University-Industry interaction where established Paper Industry the West Coast Paper Mills takes the responsibility of running the course and the University provides academic support. This enables the University to understand the requirements of the industry and accordingly relevant components are incorporated in the syllabus.

The faculty members and students of KIMS regularly interact with industrialists and get feedback from them about the curriculum. The faculty members of PG Department of Commerce get feedback on curricular aspects by interacting with the office bearers of the Chamber of Commerce and Industry, Hubli.

g. Parents feedback

Parents Associations are formed in many Departments. In the meeting of the Parents Association feedback is obtained from them about the curricular aspects. Besides, whenever parents visit the Department, they interact with the members of the faculty on curricular aspects. This becomes feedback for curriculum development.

1.3.2 How are the feedbacks used for significant changes in the curriculum?

The feedback obtained as stated above plays a significant role in the curriculum development. The members of the faculty and all academic bodies give due consideration to such feedback.

1.3.3 Which courses had major syllabus revision during the last five years? (with change in title and content)

All UG and PG courses have been substantially revised while switching over to semester system.

1.3.4 How do the affiliated institutions give feedback to the University on curricula?

The members of BOS representing colleges provide feedback. Further, almost all subjects have college teachers' forum. These forums debate and discuss about the curricular aspects in their subjects every year and give feedback to the members of BOS.

1.4 CURRICULUM UPDATE

1.4.1 Does the institution refer UGC/National/International models while updating curricula?

The BOS in each subject takes into consideration the UGC Curriculum Development Reports and International Reports relating to curricular aspects.

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

Most of the Departments give priority to incorporate interdisciplinary components in curriculum designing by identifying emerging thrust areas. Some of Departments have incorporated interdisciplinary papers

in their curriculum. Courses like Applied Genetics, Microbiology, Biotechnology, MCA, MBA, MBA (International Business), Integrated Course of Master of Tourism Administration, International Diploma in Reproductive Health Management, M.Com. Corporate Secretaryship (CS), PG Diploma in Comparative Religion, PG Diploma in Kanaka Studies, Master in Marketing, PG Diploma in e-Commerce, BCA, Pulp and Paper Technology, BBA, Sericulture, Women's Studies, Gandhian Studies, Ambedkar Studies, Basava Studies, etc. are exclusively interdisciplinary in nature.

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

The BOS in all subjects gives priority to include certain components to meet the emerging needs in order to make the course meaningful.

1.4.4 What value added courses are introduced which would

a) develop skills, b) offer career training, c) promote community orientation?

The courses on Computer Application, Mineral Processing, Remote Sensing, Statistical Computing, Bioinformatics, Molecular Biology, Biochemical Techniques, etc., help the students to develop the specialized skills catering to the changing needs of society.

The courses like Applied Genetics, Microbiology, Biotechnology, e-Commerce, Corporate Secretaryship, MBA, Tourism Administration, Mass Communication and Journalism, Library and Information Science and Sericulture offer specialized career training to the students and enable them to get employment opportunities immediately after they complete the course.

Some courses like Gandhian Studies, Ambedkar Studies, Social Work, Anthropology, Yoga Studies, Kanaka Studies, Basava Studies, etc. strive to provide and promote community orientation and social awareness to the students.

1.4.5 Does the institution focus on multi skill development in its programmes?

If yes illustrate.

The University focuses on the development of multifaceted skills in most of the PG programmes. In the courses like Applied Genetics, Biotechnology, Microbiology and International Diploma in Reproductive Health Management, the students are exposed to a variety of skills namely Bioinformatics, Biophysical methods, Molecular Biology techniques, Qualitative Computational skills and hands-on training to design, execute and monitor the health projects.

The introduction of compulsory papers on Computer Application, Environmental Problems and Human Rights, Development of Communication Skills and Personality and the Indian Constitution illustrate multi skill development programmes at the UG level.

1.4.6 What thrust is given to 'Information Communication Technology' in the curriculum for equipping the students for global demands?

Both UG and PG courses give priority for incorporating the ICT components in the curriculum with due consideration to the global demands.

The University has provided the ICT facilities and it is one of the first universities to link its Departments through optical fiber cabling during 1998-99. The present Internet service is provided through VSAT connectivity, with a bandwidth of 512 kbps, provided by the UGC under the UGC-INFONET programme. The service provider is ERNET-India, a Government of India organization. The Internet is available round the clock. Under the UGC-INFONET programme national and international online journals are accessed by the faculty and students. The campus network is being expanded to the new buildings during 2007-08. The OFC link is being installed to Language Departments, Kousali Institute of Management Studies, Sports Complex, Biotechnology and Microbiology, the new Computer Centre at Students' Home, Ambedkar building, Printing Press, Music and Yoga Departments and Kanaka Bhavana.

A full-fledged computer centre is being developed in the Students' Home under UGC assistance. The centre caters to the requirements of the students for browsing and computation.

1.4.7 How often is the curriculum pertaining to the affiliated institutions updated and diversified?

It is a regular practice to update the syllabus once in three years in both PG and UG programmes. It is examined by the BOS very systematically as far as the diversification and updating the components keeping in view the emerging trends.

1.4.8 What were the initiatives to restructure the UG courses to make them socially relevant and/or job oriented?

Due consideration is given to the requirements of corporate and public sectors, MNCs and syllabus of competitive examinations in restructuring the UG courses. Both social relevance and job orientation have been taken into account while restructuring the UG courses.

1.5 BEST PRACTICES in CURRICULAR ASPECTS

1.5.1

1. Some Departments have the practice of presenting the draft Ph.D. thesis in the meeting of faculty members for suggestions and advice six months before submitting the final thesis.
2. The College teachers have their forum in the faculties of Management, Science and Technology, Social Sciences, Arts, Law, Education and Commerce. The PG Departments in collaboration with college teachers' forum have the practice of organizing workshops on curriculum development and orientation courses for smooth implementation of the revised syllabus. These activities aim at enhancing the quality of curricular aspects.
3. Special lecture series, Endowment lectures and Memorial lectures are arranged in all Departments by inviting eminent scholars. The University also arranges a series of foundation lectures every year. These practices help in understanding the developments in various fields which ultimately contribute to the evolution of meaningful curriculum.
4. The KIMS has signed an MoU with the North Karnatak Management Association, Hubli and Small Scale Industry Service Institute, Gokul Industrial Estate, Hubli, to offer an evening MBA programme for working executives.

1.6 FOR REACCREDITATION

1.6.1 What were the evaluative observations made under curricular aspects in the previous assessment report and how have they been acted upon?

In response to the suggestion of the 2000 NAAC Peer Team the University has brought into effect frequent revision of the syllabi and that has become a continuous process.

1.6.2 What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to curricular aspects?

Time to time feedback from chairpersons, experts, the observations of Academic and Administrative Audit Committee are taken into consideration for sustenance of quality of curricular aspects and thereby enhance the quality of higher education.

CRITERION II: TEACHING – LEARNING and EVALUATION

2.1 ADMISSION PROCESS and STUDENT PROFILE

Introduction

Teaching, learning and evaluation constitute the primary objectives of University education system. In the context of contemporary global education scenarios ensuring their realization is of utmost concern of the University administration. The regional universities play a major role in fighting social exclusion and in bringing the peripheral communities to the mainstream of education. This will not only help strengthen the civil society but also emancipate the deprived classes. This can be achieved only through a transparent administrative mechanism that promotes social justice. The executive authorities of the University play a vital role in matters relating to curricular and extracurricular activities, preserving the sanctity of social justice policies of the government and in maintaining openness that are the hallmark of the institution of higher learning.

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

- (a) The PG admission details are published in the leading news papers (both in Kannada and English), the University website and a circular is sent to the postgraduate departments. There are two streams of seats: (a) normal fee and (b) enhanced fee.
- (b) The admission process is transparent. The list of candidates selected for admission is displayed on the notice board carrying details of merit, roster category, etc. 50% of the total intake is earmarked for the General Merit students which includes a list of candidates in a descending order of merit irrespective of the candidates' roster category. The remainder of seats is distributed as per the roster system of Karnataka State Government.
- (c) The 'provisional list' is notified after the approval by the Dean and Registrar.
- (d) Normally three lists are put up depending on the vacancies arising from the first and second list. Each list is valid for a fixed period to enable the selected candidates to remit admission fees. The candidates selected in the first list and those who opt out of admission will not be considered for the second list. The same procedure is followed while preparing the third list.
- (e) After exhausting the normal fee seats, the enhanced fee seats will be filled by adhering to the roster system.

(f) M.Phil. admission is made by following the above procedure. The intake is limited to two students per guide each year.

(g) Admission to Ph.D. course is made on the basis of following eligibility criteria:

The Ph.D. candidates are broadly divided into two groups:

a) Full-time/Regular and b) Part-time

The part-time candidates are teachers working either in the University/College or any other recognized institution in India.

The cut-off percentage for GM candidates is 55% and 50% for SC/ST and Cat-I candidates.

The candidates will be selected on the basis of an Entrance Test. The merit list of such candidates is prepared by taking the average of both the Entrance Test marks and the marks secured at the Masters Degree. However, the candidates who have passed NET/SLET/GATE/TRF/M.Phil. or those under FIP/QIP programmes are exempt from appearing for Entrance Test. Each guide can have only 6 students for Ph.D. at any point of time.

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

(a) General: The minimum qualification for admission for a postgraduate course is pass class (40%) at the qualifying examination. A minimum of 45% for the General Merit category, 40% for SC/ST and Cat-I candidates is essential for admission to a given course. There is no Entrance Test for general postgraduate courses. The roster system is followed strictly.

(b) Professional: The admission process is same as above but preceded by the Entrance Test. 50% weightage is given to both qualifying examination and Entrance Test. The minimum qualification is a second class (50%) at the qualifying examination, with 5% relaxation to SC/ST and Cat-I candidates.

(c) Vocational: Any graduate

2.1.3 What strategies are adopted to create access to

(a) Disadvantaged community: By adhering to the government reservation policy.

(b) Women: Not applicable.

(c) Differently-abled: Those with a lower percentage of marks at the qualifying examination are admitted under a separate quota. If there are more than one candidate a merit list as per the roster system will be prepared, to make sure that this quota is available for more than one such candidate.

- (d) Economically-weaker sections of the society: As per the reservation policy of the government.
- (e) Athletes and sports persons: Under a separate quota for candidates who excel in sports, such as University blues.

2.1.4 How many applications were received and how many were granted admissions for the following courses?

Courses	No. of Applications	No. Admitted
Professional	1500	0470
General courses	5000	1979
Vocational courses	0100	0060
Postgraduate Diploma courses	1500	1057
Undergraduate courses	110000	98877
For all courses	128100	102443

2.2 CATERING to DIVERSE NEEDS

2.2.1 Is there a provision for assessing student’s knowledge/needs and skills before the commencement of the teaching programme?

Only in case of professional and some general courses the entrance test helps assess the students’ knowledge/skill.

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

Students belonging to SC/ST/Cat-I and other minority communities are given bridge courses through the various Cells established by the University. Students admitted for MBA course generally go through the bridge course, as they come from diverse disciplines.

2.2.3 What programmes are offered to the students from the disadvantaged communities?

Remedial courses are offered through various Cells on the campus. The UGC special coaching class as for remedial course, entry in service and NET are organized by SC/ST Cell of the University. The Cells supply books purchased out of UGC grant to various Departments for the benefit of students of disadvantaged communities.

2.2.4 What specific strategies are adopted for facilitating

- a. Advanced students: They possess natural abilities to be in the lead and are encouraged to organize class room seminars, workshops, field trips, preparation of field reports, collection of samples, projects and dissertations.
- b. Slow learners: Are encouraged to work hard and are advised to frequently interact with the teachers, consult the library on a regular basis and participate actively in the normal student oriented academic activities, in addition to participating in the activities as above.

2.3 TEACHING-LEARNING PROCESS

2.3.1 How does the institution plan and organize the teaching learning evaluation schedule into the total scheme? Does the University have an academic calendar? How is it prepared? Whether it has an academic calendar? Elaborate.

As per the guidelines of the UGC: Taking into consideration the number of working days, teaching days, holidays, etc. the internal tests and semester examination schedules are prepared.

Micro-teaching is practiced (e.g. education course): It involves a small group of students in a small classroom wherein one teaching skill at a time, for example, the skill of explaining, skill of questioning, stimulus variation, etc., is given special attention to enable the students to acquire competency in specific areas.

Programmed instruction: This is a self-instructional learning programme where the student learns on his own and gets feedback at all stages. The computer assisted instruction is also being designed to enhance the quality of instruction.

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

Basic instruction is provided by following the lecture method. In addition, interactive sessions, seminars, workshops, fieldworks, study tours, are organized as part of teaching.

Modern devices for teaching and learning including audio-visuales, slides, OHP, and PowerPoints are used. The central library is equipped with CD-ROMs.

Audio-visuales produced by the UGC-EMRC centres are additional sources of teaching aids and it has been possible to equip several Departments with TV and VCD/VCR/DVD players.

In case of professional courses practical sessions are most commonly used.

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

The participatory learning activities include interactive sessions with the teachers; seminars; assignments; designing the experiments/fieldwork; documentation; micro-teaching; programmed instruction; computer assisted instruction; and dissertation/project reports .

2.3.4 What are the modern teaching aids used in classroom instruction? What are the other student learning experiences?

The modern teaching aids used in classroom instruction are as follows:

OHP; LCD; educational and research software; models; audio-visuals; computer assisted instruction; access to the Internet.

Student learning experiences include: Observations, study tours, fieldwork participation (social sciences/sericulture), visits to industries (Commerce and MBA students, biochemistry, electronics, etc.); libraries (M.L.I.Sc.), schools/ practice teaching (B.Ed., M. Ed.), special lectures, practice journal (news bulletin), internship training, concurrent fieldwork practicum, block placement/in- plant training (MBA) and public outreach archaeology (History and Archaeology); Summer internship/major concurrent project/rural outreach programme (MBA). Summer and winter school training is given wherever and whenever opportunities arise, including rural health awareness programme (Anthropology and Reproductive Health students). Law students both at undergraduate and postgraduate level experience placement with lawyers, NGOs, police department and corporate sector to obtain practical and first hand knowledge; they undergo vacation placement for trial advocacy and appellate advocacy. They conduct legal literacy programmes in villages for empowering the rural folk. Research students go abroad for higher training (History and Archaeology). On an average five students of Physics and Chemistry participate in summer training programmes organized by the national level institutes.

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

Many Departments have identified teachers to perform the task of student counselling wherein small groups of students are assigned to a teacher. The Psychology Department organizes counselling on stress management (related guidance) and personality development.

2.3.8 Give details of the course by sessions of work assigned and implemented in the Tutorial session?

Concerned teachers provide counselling to those who do not perform well in the internal tests/seminars/assignments.

2.3.9 How do students and faculty keep pace with recent developments in the subjects?

By regularly attending/presenting papers in national/international seminars, symposia, workshops, conferences, congresses; visiting libraries in and outside India; by consulting electronic journals, documentation centres, archives; by participating in orientation and refresher courses, summer and winter schools, and add-on courses. Latest literature is acquired by accessing international journals through the Internet (INFONET consortia) and by making offprint requests to authors. Many authors have uploaded their publications on their websites in PDF format, which can be downloaded freely.

2.3.10 Are there departmental libraries for the use of faculty and students? If yes, give details.

Given the availability of space some Departments have maintained their own library for the use of students and teachers.

2.3.11 On an average, how many students and faculty use the library per week?

Approximately 3024 students and faculty members use the library per week.

2.3.12 What are the initiatives taken to make optimum utilization of INFLIBNET/DELNET facility by the students and faculty?

Periodic ICT workshops are conducted for students and teachers to equip them with the skill to utilize and access electronic information through INFLIBNET's INFONET consortia.

2.3.13 How does the library collect books and journals for all departments?

Book publishers, distributors and sellers are invited to exhibit recent publications on all subjects and the selection of books is made by the faculty of different Departments. Recommendations of books are also made by the chairpersons to meet the requirements of the students in particular and teachers in general. Online journals are available through INFLIBNET.

2.3.14 How does the library manage to cater to the needs of teachers and students with access to books and journals and timings?

The library provides user friendly OPAC (online public access), open access system. Some rare books are under closed access (available on request), computerized data base of the existing books, journals and Ph.D. theses is also maintained. Working hours are 8 am to 8 pm during working days and 11 am to 6 pm during vacation. Inter-library and resources sharing is in common practice.

2.4 TEACHER QUALITY

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

Faculty strength is 374; posts filled against sanctioned strength are 210; 05 of them are from other States

2.4.2 How are the members of the faculty selected? Does the University have the required number of qualified and competent teachers to handle all the courses for all departments? If not, how does the University cope with the requirements?

The Board of Appointment, constituted by the University as per the UGC guidelines and approved by the Chancellor, interviews the eligible candidates and selects the suitable candidates. This is preceded by an advertisement of vacant positions, both through a University circular and national level news papers. CAS opportunities are brought to the notice of the eligible candidates through a circular from time to time. A scrutiny committee constituted by the University examines the basic eligibility of the candidates who apply for direct selection or career advancement.

Both permanent and guest faculty handle the courses in all departments.

2.4.3 Does the University appoint substitutes/additional faculty to teach existing and new programmes? How many such appointments were made during the last year?

Yes: 450

2.4.4 What is the teacher student ratio?

1:9

2.4.5 What percentage of the teachers have Ph.D. as the highest qualification?

90.7%

2.4.6 What percentage of the teachers have M. Phil. as the highest qualification?

1.8%

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

4.1%

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

The University provides delegation, deputation, travel grant, study leave and sabbatical. The faculty and others are encouraged to raise research grants from national and international funding agencies. Teachers avail opportunities for in-service training and faculty improvement programmes offered by the UGC. The University also encourages the faculty to organize

national and international conferences as well as provide support for publication of proceedings. Members of the faculty who obtain international fellowships get selected under cultural/academic exchange programmes are provided with OOD for the duration of the fellowship along with protection of salary.

2.4.9 What are the teaching innovations made during the last five years? How are innovations rewarded?

Not applicable

2.4.10 Does the institution have representation of women among the staff? If yes, what percentage?

Yes: 18.1 %

2.4.11 List the faculties who have been recognized for excellence in teaching during the last five years?

Professor C. R. Karisiddappa, ILA Lifetime Achievement award

2.4.12 List the faculty who have undergone staff development programmes during the past five years (refresher courses, orientation programmes and staff training conducted by the University and other institutions)

Year	Number of persons
2001-2002	3
2002-2003	4
2003-2004	3
2004-2005	8
2005-2006	8

2.4.13 What percentage of the faculty served as resource persons in workshops/seminars/conferences during the last five years (average)?

Year	Number of persons	Percentages
2001-2002	73	36.5
2002-2003	94	45.0
2003-2004	95	45.2
2004-2005	100	47.6
2005-2006	100	47.6

2.4.14 What percentage of teaching staff participated in workshops/seminars/ conferences and presented papers during the last five years? (Average)

Year	Number of persons	Percentages
------	-------------------	-------------

2001-2002	148	70.5
2002-2003	152	72.3
2003-2004	158	75.2
2004-2005	160	76.2
2005-2006	167	79.5

2.4.15 Has the faculty been introduced and trained in the use of

- a) Computers: Yes
- b) Internet: Yes
- c) Information Technology: Yes
- d) Audio Visual Aids: Yes
- e) Computer Aided Packages: Yes

2.4.16 Does the University have an Academic Staff College? If yes, give the details of programmes it offers.

Yes: orientation and refresher courses and workshops.

The ASC has so far trained 866 faculty members during the period between 2001 and 2006. The breakup of PG teachers is shown in the following table.

Year	Number of persons
2001-2002	3
2002-2003	4
2003-2004	3
2004-2005	8
2005-2006	8

2.5 EVALUATION PROCESS and REFORMS

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

Yes, in accordance with the UGC guidelines evaluation of teaching and research is carried out through the annual Academic and Administrative Audit and Advisory Boards. This evaluation helps in further improvement of the ongoing research in terms of quality, monitoring the rate of progress, proper utilization of allocated grants and add on problems. Student evaluation of teachers is performed.

2.5.2 Has the institution introduced evaluation of the teachers by the students? If yes, how is the feedback analyzed and implemented for the improvement of teaching and learning?

Yes, the evaluation report of the individual teacher is pre-circulated to each of them. The Council discusses them threadbare, identifies ways and means to improve upon the inadequacies addressed by the students. This has been in practice since 2005.

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

Yes, annually.

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

Yes: The Vice Chancellor sends a note to the concerned teacher if his or her performance needs to be improved.

2.5.5 Does the institution have an academic audit of the department? If yes, illustrate

Yes. The specific recommendations of the AAA Committee are sent to the respective Departments for implementation.

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

Measures include revision of budgetary allocations for infrastructural development, supply of learning and teaching aids, study tour, etc. Steps will be taken to promote teachers' participation in academic activities including seminars and publication of research papers in reported peer reviewed journals that have an impact factor. Steps are also taken to improve classroom interaction and internal assessment of students.

2.5.8 How does the institution monitor the performance of the students? (annual/semester exam, trimester exam, midterm exam, continuous assessment, final exam, etc.).

Through semester, continuous assessment, internal assessment and viva voce (for dissertations, practicals, postgraduate diploma courses, etc.).

2.5.9 Are the evaluation methods communicated to the students at the beginning of the year? If yes, how?

Yes, at the time of welcome ceremony to the newly admitted students the Vice Chancellor and Director of Students' Welfare introduce the academic calendar to the students. In addition each Department head and the faculty also introduce the evaluation methods at the inaugural ceremonies. The prospectus supplied to the students along with the admission forms and, the University website also carries this information.

2.5.10 What is the method of evaluation followed? (central, door, double evaluation, etc.)

Central and double valuation.

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

Re-totalling, third valuation, revaluation and challenge valuation.

2.5.12 When are the examination results declared? Give the time frame.

Within four to six weeks after the last examination.

2.5.13 Does the institution communicate to the parents regarding the evaluation outcome?

Not being practiced.

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

Central valuation has been in practice for the last fifteen years; double valuation for 40 years; internal assessment for the last four years (20% weight-age).

2.5.15 Has the institution developed any evaluation reforms?

The semester system has been in practice since 2002; the current valuation system does not warrant reformation and is doing extremely good.

2.5.16 What are the reforms made with reference to evaluation? (Double evaluation, pen book examination, question bank, moderation, internal assessment).

The need for reformation is not being felt necessary as yet.

2.5.17 Is evaluation procedures made transparent, If yes, how? Illustrate the different stages of evaluation till the declaration of results?

Internal assessment marks are notified.

2.5.18 Does the University have continuous assessment, If yes, please specify the weight-age?

20%.

2.5.19 What is the scheme /system of examination in practice for the affiliated institutions?

Semester system

2.5.20 Give details of the number of question papers set, examinations conducted per year.

Two sets of question papers are set in each paper as prescribed by the University in respect of different courses. Two semester examinations per year.

2.5.21 Mention the number of malpractice cases reported and how they are dealt with.

There are no instances of malpractice at the postgraduate level. There have been about 1890 malpractice cases at the undergraduate level during the last 5 years.

2.5.22 Does the University provide the photocopy of answer scripts to students? If yes, give details of the practice.

Yes, photocopy of the answer scripts is provided on demand.

2.5.23 Give details regarding the computerization of the examination system?

The Examination Department has a computer centre for processing data, declaration of results and issue of marks cards. The Department has introduced security features in data entry, marks cards, and degree certificates. The data processing is carried out with the help of a programme developed in COBOL language, by the centre, works on UNIX platform. The system can handle data, both numerical and character, relating to 1.5 Lakh students each season (semester), with nearly zero error. The processing time is 1 Hr. As a result, the Examination Department has been handling 300 examinations in an academic year.

2.6 BEST PRACTICES in TEACHING-LEARNING and EVALUATION

2.6.1 What innovations/best practices are followed by the University with regards to teaching, learning and evaluation? With reference to admission process, student profile/catering to diverse needs/teaching-learning process/teacher quality/evaluation process and reforms or any other quality initiatives.

Encouraging students to participate in extra curricular activities both inside and outside the University including inter-University, intra-University, zonal national sports and cultural activities.

Students' evaluation of teachers is one of the best practices introduced by the University. Academic audit helps to bring about self-consciousness, sense of duty and accountability among teachers.

Inviting veteran senior scholars from outside the University to deliver special lectures which expose the students to scholars from outside their University provides them with an entirely new academic experience.

Teachers encourage students to learn languages other than their mother tongue so that their knowledge horizons expand.

Teachers emphasize the importance of consulting the journals over the text books, as the former provide them with new developments both in method and theory in related subjects.

Students of Art History, Tourism, Epigraphy, Library and Information Science, Social Work, Anthropology, Botany, Zoology and Sericulture are encouraged to go on fieldwork under the tutelage of teachers

The University maintains a botanical garden, nursery and a glass house to meet the immediate requirements of botany students. The Sericulture department maintains mulberry garden.

The Department of Physics organizes a tour of the laboratory facilities and introduces the newly admitted students to the gamut of sophisticated instruments both in the departmental laboratory as well as the USIC. The department also organizes a session on sky observation.

The PG Department of Law provides a practical experience to students, through Moot Court.

Awareness of cultural heritage through the celebration of heritage week. This is an annual activity.

The Political Science department organizes a tour of the legislative assembly and legislative council, while the sessions are on, to acquaint the students with a firsthand knowledge of the proceedings of these two bodies.

Many students belonging to professional courses, particularly those from the Department of International Diploma in Reproductive Health participate as volunteers on Pulse Polio Days and in health awareness programmes organized by the Red Cross.

Both Ph.D. and postgraduate students participate in public outreach archaeology while attending excavation of archaeological sites.

CRITERION III: RESEARCH, CONSULTANCY and EXTENSION

3.1 PROMOTION of RESEARCH

Introduction

Major and minor research projects in all the faculties of the University not only contribute to the growth of fundamental knowledge but also to the national development. A large number of UGC, DST, CSIR, ICSSR and NCERT funded research projects that are active in the University, the awards, fellowships and honours received by the University faculty and their publications in journals of national and international repute stand testimony to the fact that research is at the heart of teaching and learning in the University. The implementation of liberalized guidelines for organizing research projects and delegation of powers to the investigators enabling a smooth and efficient operation of research grants is a morale booster and an expression of confidence by the authorities.

3.1.1 Is there a research committee to facilitate and monitor research? If yes, give details.

The Advisory Committees constituted for each thrust area meet periodically and monitor the progress of research; the Purchase Committee monitors the infrastructure requirements, of ancillaries, etc. The phase-wise progress of the research projects is monitored by the review committees constituted by the funding agencies.

The University has taken due care to facilitate and monitor the relevance and quality of Ph.D. research through the respective Departmental Councils and subsequently through the Doctoral Committee with Dean of the Faculty as the chairperson. This Committee has a decisive and significant role in according recognition to research guides, scrutinizing research proposals and in monitoring and evaluating the progress of research.

The University has laid down clear-cut comprehensive guidelines in the form of Regulations Covering Doctoral degree programme (see Appendix III.1). One of the notable features of these guidelines is emphasis on interdisciplinary research. Interdisciplinary research is encouraged by permitting the candidates to conduct research in a subject other than the one chosen for the Master's degree but which is of interdisciplinary character. In such a case, the candidate may have two guides-one from this University and another from the other institution/University.

3.1.2 Is research a significant activity of the University, If yes, how does the institution promote faculty participation in research?

Research is accorded utmost importance and constitutes a major activity in every Department of the University. Almost all the Departments have Ph.D. and M.Phil. programmes. The teachers are encouraged to take up research projects. Every teacher is allowed to avail the

University funds every year to participate in national level conferences, seminars and workshops anywhere in the country. Even participation in the international conferences and seminars outside the country is encouraged by supplementing their expenditure when they receive insufficient financial assistance from the funding agencies.

Sufficient number of research fellowships is earmarked for young researchers each year. The SC/ST Cell, the Category -I Cell, and the Cell meant for the Welfare of the Minority and Other Backward Classes have been active in providing research fellowships to researchers belonging to these weaker sections of the society.

Several scholarships and fellowships have been instituted by the University with the help of contributions from its alumni, munificent public, industrialists and software giants and collaborating international institutions, to promote and foster the career in higher studies and research. Notable among them are as follows:

Nilekani Scholarship: Two scholarships of the value of Rs. 3000/- per month with a annual contingency of Rs. 4000/- are awarded to eligible candidates every year. Dr. D.C. Pavate Foundation Fellowship for study at the University of Cambridge. At present one fellowship is awarded annually on all India basis, from this year onwards 3 fellowships will be awarded.

The University of Groningen Fellowships are awarded to deserving students of the International Diploma in Reproductive Health Management.

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

In order to promote research and development, annually around Rs. 37 to 50 Lakhs is earmarked under various heads as fellowships, scholarships, deputation to national and international seminars and conferences, conduct of conferences and seminars, research and advanced studies, purchase of software/hardware, Pavate Fellowship and for faculty exchange programme.

3.1.4 Does the University promote participation of the students in research in the academic programme?

Students are encouraged to participate in regular research work through the project works, dissertation works, field trips and practical laboratory works.

3.1.5 What are the major research facilities developed and are available to faculty and students on the campus?

The major research facilities are:

The University Scientific Instrumentation Centre has been rendering yeomen service in the promotion of research by acquiring and maintaining sophisticated scientific equipments and instruments. In the five-year period, it has acquired equipments worth Rs.37, 47,000/-.

The Kannada Research Institute (KRI) houses old documents, manuscripts and an independent museum with rare specimens along with an independent library providing ample scope for research in the domain of history and archaeology.

The Dr. R. C. Hiremath Institute of Kannada Studies which houses an independent library with rare collections of manuscripts, books, folklore materials, is another important centre of research in this part of Karnataka.

Considering excellent research carried out, the UGC sanctioned a Centre of Excellence in Polymer Science with a grant of Rs. 5 Crores.

The University of Groningen, has collaborated with Karnatak University in organizing International Diploma in Reproductive Health Management where intensive training in field-based studies is imparted.

The research centre for DNA diagnostics is a special feature of the Department of Applied Genetics. The Government of Karnataka has granted Rs.3 Crores for its establishment.

The Research Centre for Women's Studies is active in carrying out research on gender issues, focusing on the women of north Karnataka.

The University has a well equipped central library named after one of the founding fathers of the University, Prof. S. S. Basavanal, with 3,68,584 books. The library is known in this part of Karnataka for its collections of gazetteers, rare manuscripts, historical books, and encyclopedias, some of which are out of print now.

Several postgraduate Departments also have developed their own exclusive libraries, which are immensely helpful in their research activity

3.1.6 Does the University subscribe research journals for reference as per the different Departmental requirements?

The University subscribes to 4,450 international *e*-journals and 446 hard copies of national journals, as per the requirements of different faculties.

3.1.7 Does the University extend recognition to National institutions that provide research training leading to research degrees?

The University has always considered relating itself to the national institutions where high quality research and training are undertaken.

Scientists/teachers working in the research institutes/Department/universities such as Indian Institute of Science, Bhaba Atomic Research Centre, Physical and Chemical Research Laboratories, National Institute of Oceanography, Jawaharlal Nehru Centre for Advanced Scientific Research, Institute of Social and Economic Change, Central Institute of Indian Languages, are recognized by the University as research guides/co-guides as per the University research regulations.

3.2 RESEARCH and PUBLICATION OUTPUT

The quantum of research and publication output of the faculty members of the University has been substantial and commendable, in terms of both quality and quantity.

3.2.1 Details about the ongoing minor and major research projects

- Currently there are 47 ongoing major research projects and 3 minor research projects involving an amount of Rs. 2,94,23,217 and Rs. 2,78,000, respectively
- There are 15 ongoing Departmental programmes/schemes involving a financial grant of Rs. 12,56,95,000
- 8 Departments have received financial support from the UGC under its SAP, DRS, DSA and COSIST Programmes and Innovative schemes
- 5 Departments obtained financial assistance from the DST under its FIST Programme.
- Rs. 3 Crores grant from the Government of Karnataka for setting up the DNA Research and diagnostics centre
- The Indo-Dutch Programme on Alternatives in Development (IDPAD) considering the capacity building potential of the International Diploma in Reproductive Health Management course has come forward to establish an exclusive library for the course with a grant of Rs. 4,50,000
- The UGC has also sanctioned additional grant of Rs. 20 Lakhs each to Physics, Chemistry and Zoology Departments under the DSA project towards infrastructure
- The Department of Mathematics is receiving a Book Grant of Rs. 4,50,000 every year from the National Board of Higher Mathematics (NBHM)
- The Department of Biotechnology has received Rs. 20 Lakhs for establishing Bioinformatics infrastructure facility from the Department of Biotechnology, Ministry of Science and Technology, New Delhi

3.2.2 Research funding from the government, industry, NGO and international agencies (ongoing)

The Staff members have obtained research funding from different agencies.

Among the ongoing projects, 26 research projects have been sanctioned by the UGC; 6 by DST; 3 each by BRNS and NCERT; 2 each by CSIR and ICHR; and 1 each by DBT, ICSSR, NCW, IUAC and Industry. The total research grant received by the University, including the Departmental programmes, amounts to nearly Rs. 11 Crores and support for about 50 project/research fellows/assistants/associates. The details are as below:

Funding Agency	Major projects		Minor projects	
	No.	Amount	No.	Amount
UGC	26	1,24,32,300	3	2,78,000
DST	6	64,78,592	-	-
BRNS	3	45,97,250	-	-
NCERT	3	5,72,250	-	-
CSIR	2	13,98,000	-	-
ICHR	2	1,25,000	-	-
DBT	1	19,51,000	-	-
ICSSR	1	3,12,825	-	-
NCW	1	2,31,000	-	-
Industry	1	13,25,000	-	-
IUAC	1	12,01,816	-	-
CEPS (UGC)	1	5,00,00,000	-	-
DNADRC (Govt. of Karnataka)	1	3,00,00,000	-	-
All	49	11,06,25,033	3	2,78,000

3.2.3 Details of research students currently registered for Ph.D.

Faculty	2001-02	2002-03	2003-04	2004-05	2005-06	Total
Arts	153	143	230	201	187	914
Science	138	144	176	206	175	839
Social Science	189	134	243	192	316	1074
Commerce	32	29	32	32	32	157
Education	0	3	8	0	39	50
Law	0	0	22	22	23	67
Management	0	0	13	16	16	45
Total	512	453	724	669	788	3146

3.2.4 Fellowships/scholarships provided to research students

The research scholars of the University receive fellowships/scholarships from various sources and agencies. The details of the fellowships received during the last five years are as follows:

Australian National Research Fellowship	01
Category-I Scholarships	128
Commonwealth Fellowship	01
Indian Council of Medical Research Fellowship	01

Institute of Development Studies Fellowship	01
Nandan Nilekani Fellowships	08
Minorities and Other Backward Classes Cell Scholarships	23
Rajiv Gandhi Research Fellowships for SC/ST Students	07
SC/ST Scholarships	328
UGC/CSIR, JRF and SRFs	07
University Research Scholarships	170
University of Groningen, the Netherlands Fellowships	10
TOTAL	685

3.2.5 Post-doctoral fellows working in the University

Many students after completion of their Ph.D. degree continue work with their supervisors or work independently. This process is also operative in the research projects and programmes undertaken by the teachers and the Departments.

3.2.6 Highlights of collaborative research by the faculty

Many of the research projects and activities undertaken by the faculty are interdisciplinary in nature and hence they collaborate with other institutions and individuals. Details are given in 3.5.2 (collaborations).

3.2.7 Research awards and patents received by the faculty

A number of teachers of the University have received awards and recognitions for their research and overall academic contributions. Some of the notable ones during the last five years are as follows:

Research(Number) Award/Recognition	Faculty and Department
Patents Awarded/Applied	Dr. B.M. Swamy, Biochemistry, Dr. Shashikala Inamdar, Biochemistry, Dr. H.S. Aparna, Biochemistry
Professor Emeritus/Emeritus Fellow	Dr. S.S. Savadattimath, Kannada Dr. N.M. Bujurke, Mathematics, Dr. S.K. Saidapur, Zoology
Fulbright Visiting Lecturer	Dr. Ravi Korisettar, History and Archaeology
Commonwealth Academic Fellowship	Dr. H.B. Manjunatha, Sericulture, Dr. Niranjana Murthy, Botany Dr. M.K. Rabinal, Physics

	Dr. J. Seetharamappa, Chemistry
	Dr. Shashikala Inamdar, Biochemistry
Sir. C.V. Raman Young Scientists Award	Dr. S.R. Inamdar, Physics
KAAS Young Scientist Award	Dr. K.M. Hosamani, Chemistry
State Dramatics Award (Karnataka Academy)	Dr. A. Murigeppa, Kannada
Fellow of Indian National Science Academy, New Delhi (FNA)	Dr. N.M. Bujurke, Dr. Bhagyashri Shanbhag
Fellow of Indian Academy of Science, Bangalore. (F.A.Sc.)	Dr. Bhagyashri Shanbhag, Zoology
Young Labour Economist	Dr. R.R. Biradar, Economics
Lifetime Achievement Award	Dr. C. R. Karisiddappa, Library and Information Science, Dr. Noorjehan N. Ganihar, Education
Sir Ratan Tata Fellowship	Dr. R.R. Biradar, Economics
Literary Awards	Dr. B.M. Gaikwad, Marathi, Dr. Vidwan J.V. Malagi, Sanskrit, Dr. Channkka Pawate, Kannada, Dr. M.N. Joshi, Sanskrit, Dr. Shanta Imprapur, Kannada, Dr. V.B. Rajur, Kannada, Dr. T.R. Bhat, Hindi , Dr. T.V. Kattimani, Hindi, Dr. K.B. Archak, Sanskrit, Dr. Shantinath Dibbad, Kannada
Total	38

3.2.8 Research papers published by the faculty

Good academic output is evident in the form of books, research papers, seminar/conference presentations, theses and dissertations, during the last five years and is given in the Table below:

Sl. No.	Publication	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	Total
a.	Books	57	68	42	51	60	n.a.	278
b.	Research Papers	658	306	524	376	416	n.a.	2280
c.	Theses	111	113	105	115	135	133	713

3.2.9 List of publications by the faculty members

The list of publications is appended to the respective Departmental profiles.

3.3 CONSULTANCY

The University is involved in the consultancy service in the form of societal and industry interaction since its inception. During the last five years, many Departments involved themselves in sharing their knowledge and expertise with the society (schools, colleges & NGOs) and also participated in government undertakings to promote better services by the above organizations in the society:

- The Department of Geology conducts ground water survey for identification of water resources to the farmers and public
- The Department of Botany is involved in the identification of plants and laboratory development of tissue culture in colleges
- The Department of Zoology provides guidance for vermiculture to the farmers and also in bee-keeping
- The Department of Kannada is involved in maintaining the old manuscripts dating from the 16th to 18th centuries.
- The Department of Biochemistry is involved in consultancy services like Clinical Biochemistry and Blood Bank Services
- The Department of Commerce provides consultancy to the public and entrepreneurs relating to Costing, Banking, Finance, Taxation and Small Scale Industries.
- The Departments of Ancient Indian History and Epigraphy and History and Archeology provide an awareness programme on historical heritage and tourism.
- The Department of Social Work provides consultancy services in HIV/AIDS prevention, Pulse Polio programme, Literacy and Adult Education by delivering lectures under various organizations such as DIET, Dharwad, Nehru Yuva Kendra, All India Radio, etc.
- The Department of Sericulture has developed a Website under novel database IND SILK DATA BASE/SOIL DATA BASE for the benefit of farmers and other organizations
- The faculty of Department of Political Science delivered special lectures to educate and trained the elected members of Municipal Corporation and other local governing bodies
- The Research Centre for Women's Studies is involved in training and consultancy programme on gender issues through enterprise development
- The Department of English provides coaching in communication skills in English and personality development

Thus, several Departments of various faculties are involved in consultancy of “knowledge sharing” activities in various ways with the society at large. Consultancy services undertaken by four Departments, namely Kousali Institute of Management Studies, Department

of Polymer Science, Department of Chemistry and Department of Marine Biology fetched more than Rs. 3 Lakhs to the University.

3.3.1 List the broad areas of consultancy service available.

Following are the broad areas in which expertise is available for extending consultancy services:

- Agricultural activities and vermiculture development
- Awareness programmes on historical heritage
- Banking, finance, taxation and entrepreneurship
- Blood bank services
- Crime detection
- Educational management and educational technology
- Diagnosis of silkworm diseases, development mulberry garden and silkworm rearing
- Ground water and mineral resources.
- Identification and analysis of narcotic samples, analysis of metal in blood serum and tissue
- Identification of plants up to species level and development of medicinal plants
- Health awareness programmes, especially HIV/AIDS prevention and pulse polio programme
- Leadership building: the training of officials and non-officials of rural and urban government
- Library automation, Internet services and database access
- Management services
- Preservation of manuscripts
- Social justice, gender issues and women's empowerment
- Translation services

3.3.2 Publishing the expertise available for consultancy services

The Departmental brochures and the University website amply reflect the expertise available with the faculty in the University.

3.3.3 Give details regarding the nature of consultancy services and finances generated?

The University organizes consultancy services to outside agencies. Recently the following faculty members of the University offered their consultancy services to the industries shown against their names.

S.No.	Name of Teachers	Department	Industry
1	Prof. M.A. Kulkarni	Dept. of Studies in Chemistry Bangalore	Astra/Zeneca,
2	Prof. T.M. Aminabhavi	Centre for Excellence in Polymer Science	BHEL, Bangalore
3	Prof. M.S. Subhas	Dept. of Studies in Master of Business Administration	HDMC, Hubli
4	Dr. Vineeta Pai Dr. S.Y. Swadi	Dept. of Social Work crew members	NWKRTC on absenteeism among

3.4 EXTENSION ACTIVITIES

Karnatak University being a seat of higher learning is fully involved in the generation, preservation and dissemination of knowledge and skills through extension activities. Extension lectures delivered by the University faculty are published by Prasaranga.

3.4.1. What out reach programmes does the institution organize? How are they integrated with the academic curricula?

The University has undertaken two types of outreach programmes:

a) Dissemination of expertise/knowledge through awareness building and training, and b) rendering/provision of (actual) services to the needy.

Under the former mode, the staff and students of over 30 Departments have been involved in several meaningful extension-awareness building activities in the community. For instance, the Department of Social Work, Research Centre for Women's Studies, the Departments of Gandhian Studies, Anthropology, Education, Law, Management, Sciences, Yoga Studies, Kannada, Folklore, and the NSS wing of the University, conduct awareness and sensitization campaigns through lectures, focused group discussions, street plays, audio-visual shows and other cultural presentation. The issues focused are: the burning social problems, social evils, issues of human rights, social justice, development and empowerment (Appendix III.2)

The University in order to reach out to the general community and to disseminate the (scholastic) expertise generated here established the Prasaranga (publication division) in 1952. This happens to be a publication and extension wing of the University. Besides arranging seminars, symposia, endowment and special lectures, the extension (extramural) wing conducts *Vyasanga Vistarana* or extension lecture camps on various subjects in the mofussil areas of the University jurisdiction. This way the knowledge generated and accumulated at the University is carried to the door steps of the common people.

The publication wing aptly supports the extension wing by publishing the generated knowledge in the form of low priced booklets and books in both Kannada and English. The exhibition cum sale of books at discount rates is arranged during the extension lecture camps.

This wing has the distinction of having conducted the highest number of lectures in the rural areas compared to any other university in Karnataka or elsewhere. Up to March 2006, it has conducted 475 extension lecture camps and has arranged more than 2140 lectures, of which 535 have already been published in the form of low-priced booklets.

3.4.2. How does the University promote University-Neighbourhood Network in which students acquire training, which contribute to sustained community development?

The syllabi of several disciplines have a provision for field oriented learning/training, under which the students are sent to various organizations, industries, fields/communities either to learn their profession by operationalising the theory learnt in the classroom or by practising skills in applied fields. The courses, Social Work, Anthropology, Criminology, Sericulture, Management Studies, Gandhian Studies, Education, Law, etc., have these components in their syllabi.

The association and interaction of the Departments in general and the students in particular, with the GOs, NGOs, VOs, Industries, and Communities help in identifying the specific needs of the organizations/neighbourhood and fulfilling the same, thereby contributing to sustained community development.

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

The University adopted the NSS in 1969-70. Since then colleges (constituent and affiliated) have been encouraged to have NSS Units. In the last five years there has been a substantial growth in the subscription and enrolment to this programme as shown below:

Year	No. of colleges	No. of NSS Units	No. of volunteers		
			Male	Female	Total
2001-02	129	146	8,853	4,647	13,500
2002-03	133	147	8,853	4,647	13,500
2003-04	149	149	7,650	3,850	11,500
2004-05	166	170	9,060	6,440	15,500
2005-06	163	185	11,760	5,240	17,000
2006-07	168	201			19,225

Activities of NSS

NSS Units of the colleges have adopted villages/slums to carry out their regular activities and special camping programmes. The units are active in popularizing the aims and objectives of the NSS among the youth. These units apart from celebrating national festivals, significant world and international days, NSS day, etc., also organized a variety of programmes on a regular basis

(Appendix III.3). It is worth mentioning here that the NSS Units in Gadag have joined hands with the municipality in cleaning and sanitation operations. They have started a novel project of managing the solid waste and producing manure, which can be sold to the farmers and revenue can be generated. In recognition of the yeoman services rendered by the NSS, a number of NSS programme officers and volunteers have received awards (Appendix III.4).

All the Departments and NSS units have been associated with various GOs, NGOs and societal organizations such as Rotary Club, Lions Club and Round Table while undertaking these extension activities.

To promote participation in cultural activities on the campus, a cultural organization called “Vishwa Chetana” is formed to provide a forum to the teachers, non-teaching employees, and the students to participate in cultural and theatrical activities under the patronage of the Vice Chancellor.

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

The University, through its various PG Departments is carrying on a number of extension activities for socially deprived classes, women and children with the assistance from Government Departments and NGOs (Appendix III.5-6).

3.4.5. What is the impact of the institution’s extension programmes on the community? Specify.

The bond between the University and the community is strengthened as a result of extension activities and this can be perceived from a number of invitations the Departments, especially the Department of Social Work, Gandhian Studies, Research Centre for Women’s Studies, have received from various Gram Panchayats, Social Welfare organizations, to organize awareness camps, training programmes and other extension activities, without any financial burden on the University.

The Department of Social Work conducted four village level camps during the last two years (2005-07). Two of these were financed entirely by the Zilla Panchayat, Dharwad. Besides, one camp organized at Bhootaramanahatti, Belgaum District was sponsored by the Departments of Women and Child Development, Health and Family Welfare, Information and Publicity, etc., and one more camp organized at Devihosur village in Haveri District was sponsored by the Gram Panchayat, and the local residents and donors from Haveri and Ranebennur.

The blood donation camps organized were sponsored by the SBI, Syndicate Bank, the Karnatak Institute for Cancer Research and Therapy, District Hospitals, Blood Banks, etc. The demand for such activities is on the rise.

3.5 Collaboration

Research and development is an integral component of any seat of higher learning and thrives well with interaction with other institutes of education, research and industry, government as well as non-government organizations. Karnatak University has collaborative projects with many leading national and international academic and scientific institutes, NGOs and industries and this has promoted interdisciplinary research, improvement of curricula and academic exchanges.

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

The Table below shows University's collaboration with National and International institutions

Name of Department	Indian collaborators	International collaborators
Applied Genetics	Anthropological Survey of India, Mysore, CCMB, Hyderabad	—
Ancient History & Epigraphy	Directorate of Archaeology & Museums, Govt. of Karnataka, Mysore	—
Biochemistry	Bioscience R&D Centre, Unichem Laboratories Ltd. Bangalore. National Centre for Cell Science, Pune UAS, Dharwad	Emory University, Atlanta, USA University of Liverpool, UK Inst. for Biological Research, Athens (Greece) Univ. of Giessen, Friedrichstrasse, Germany
Chemistry	Bangalore University, Bangalore, Bharatidasan University, Tiruchanapalli IISC, Bangalore, University of Pune, St. Joseph PG & Research Centre, Bangalore University of Mysore, KLE College of Pharmacy, Belgaum	—
Economics	UAS, Dharwad IIM, Kozhikode	—
Foreign Languages	—	University of Hagen, Germany
Mathematics	IISc, Bangalore, IIT, New Delhi, Indian Statistical Institute, Kolkata, University of Mysore, Mysore A.K. College of Engineering, Anannagar, Krishnakoil	Cambridge University, UK Clemson University, Clemson, USA Baruch College (CUNY) New York, USA Univ. of Kragujevac, Yugoslavia Univ. of Science & Technology, China,
Political Science	Center for Public Affairs,	—

	Bangalore, CSDS, New Delhi Bangalore University	
History & Archaeology		University College London, London, Leverhulme
	Centre, Cambridge,	
Geography	—	The McDonald Institute for Archaeological Science, Cambridge; CNRS, Paris, Oxford Dating Laboratory, England, Groningen University
Polymer Science	Indian Inst. of Chemical Technology, Hyderabad, NCL, Pune, Central Leather Research Inst.Chennai, BHEL, Bangalore,	South West Texas University, USA
Physics	IISc, Bangalore, BARC, Mumbai, TIFR, Mumbai, IUCAA, Pune, IUCA, New Delhi, University of Hyderabad, Hyderabad, Mangalore University, Mangalore Gulbarga University, Gulbarga, Bangalore University, Bangalore	Abdus Salam International Centre for Theoretical Physics, Trieste, Italy Third World Academy, Trieste, Italy, University of Athens, Greece, University of Patras, Greece, University of Nottingham, UK Argentina LNLS Synchrotron Centre, Canpinos, Brazil
Sericulture	KRSRAC, Bangalore	—
Social Work	NIMHANS, Bangalore, CAPART, NIRD, Tata Institute of Social Science, Mumbai, IVHAP, KSAPS, KHPT, IDS, BAIF, DRC, FQAT; Dept. of G.O.K, HMT, BHEL, BEML, BEL, MICa, ITI, JITAN, BPL, Madura Garment, Indian Designs, Indo-US Mintek, Kalyani Steels, HIDALCO, Kirloskar Electrical, Ltd.	
Statistics	Gulbarga University, Gulbarga, UAS, Dharwad, Population Research Centre, Dharwad, Rural Engineering College, Haliyal	—

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

Collaborative research programmes in various Departments have resulted in a significant number of research publications in the journals of repute. University has linkage, through MoU since a decade, with the BARC. The faculty of Physics Department regularly visit BARC for training and research. Scientists from BARC also visit KUD for delivering lectures. Similarly faculty in Biochemistry has MoU with Unichem Lab. Bangalore and has also filed for a patent. The collaboration of faculty from Biochemistry with NCCS, Pune has led to an Indian patent for work on 'Lectins from *Sclerotium rolsfsii* and *Rhizoctonia bataticola* with unique cell surface recognition ability for potential application in cancer/tumor diagnosis'. Dr. C. R. Karisiddappa coordinated with the Indian Library Association in translation of IFLA publication on guidelines to public libraries in 18 languages of the country. In addition, he is formulating developing countries division group in IFLA in collaboration with North Carolina University. The newly started Department of Applied Genetics has initiated work on cloning of genes Bouganin I, a ribosome inactivating gene, *Snakin* gene from potato and *Chitinase* gene from *Serratia arcescens* and the University has a MoU with the CCMB. Collaboration is of large help to the PG and research students of the Departments of Social Work/Anthropology/Social Sciences to refine their research methodology and for the collection of data. Students also get Internship/block placement and campus interviews for absorption. Karnatak University's collaboration with the University of Groningen, the Netherlands has resulted in the generation of suitably trained personnel to design, execute and monitor the reproductive and sexual health programmes to provide individual need based quality health care in rural and urban populations.

3.5.3 How does linkage promote?

Linkage has promoted the development of the following:

a) Curriculum development

Collaborative research and exchange of thoughts/ideas with researchers from other institutes has helped in bringing about innovative changes in curricula.

b) Internship

Students especially in Social Work and Business Management Departments get internship/ block placement and campus interviews for absorption.

c) On-the-job training

Faculty members' visits to other institutes of repute under various collaborative programmes have enhanced learning capabilities and skills, which would have not been possible otherwise. This has helped in creating additional facilities. For instance, periodic visits by the

faculty of Physics, Mathematics, Biochemistry to certain research institutes abroad like Abdus Salam International Centre for Theoretical Physics, Trieste, Italy; Oxford University, U.K; Clemson University, Clemson, USA; University of Groningen, and University of Liverpool have greatly helped in keeping abreast of the latest developments in the field.

d) Faculty exchange & development

Collaborations do help in development of faculty in specific disciplines. The Centre of Excellence in Polymer Science has an exchange programme with different laboratories in India wherein scientists from these laboratories are invited to Karnatak University and the centre sends its staff to other laboratories. Collaboration with the University of Groningen has facilitated the movement of faculty and students resulting in mutual academic enrichment.

e) Research

Collaboration has led to advanced research as evidenced by funding of research grants to several Departments by national R & D agencies as well as private laboratories. This has helped in strengthening the infrastructure of laboratories on the campus. The research in certain cases has generated Indian patents. Students are also getting the necessary training in laboratories of collaborating institutions.

f) Consultancy

Many Departments are involved in sharing their knowledge with schools, colleges, NGOs and society at large by way of organizing lectures and demonstrations through video shows (for details please see column 3.3).

g) Extension

Some of the research programmes of the Departments of Social Work, Research Centre for Women's Studies, Anthropology, Education, Law, Management, Folklore, History and Archaeology have helped in creating public awareness in their respective fields through lectures and focused group discussions (please refer section 3.31).

h) Publications

Collaborative researches have resulted in publications in journals of high repute, translation of international publications in Indian languages and publication of books (shown in Departmental profiles).

i) Student placement

Collaboration with industries has resulted in campus interviews in some Departments. KIMS has its own placement centre. Thus, opportunities of absorption in jobs have increased to a great extent.

3.6. BEST PRACTICES in RESEARCH, CONSULTANCY and EXTENSION

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

The University has instituted 35 research scholarships each of Rs.1500/- pm with annual contingency of Rs. 3000/- to the meritorious students opting for research for a period of 3 years. This serves as incentive to encourage the students to pursue research. Apart from these the SC/ST Cell, Category-I Cell and Minority and Other Backward Classes Cell have also created a good number of studentships for the meritorious students belonging to SC/ST/Category-I categories. Other important fellowships include Nandan Nilekani Fellowship, Dr. D.C. Pavate Cambridge University Fellowships, Groningen University Fellowship.

The research scholars meet and have academic discussions periodically under a common platform i.e., the Karnatak University Research Forum.

- With a view to encourage the students to pursue research in interdisciplinary subjects the University has identified cognate subjects for most of the courses.
- Research students from Social Sciences are permitted to submit their Ph.D. theses in regional/local language (Kannada).
- During the last 5 years the University Scientific Instrumentation Centre has acquired essential state-of-the-art analytical scientific instruments that cater to the needs of the researchers of all the Science Departments. The use of these equipments is monitored and regulated by way of maintaining log books.
- Over the last 5 years the Laser Spectroscopy facility of the University has been extended not only to researchers in Science Departments of the University but also the students of sister universities in the state and outside the state.
- Under extension programmes, the Prasaraanga organizes lecture series and lecture camps in the rural areas to educate the common people on various topics. Many science Departments arrange lecture series, demo sessions, for high school and college teachers on advanced topics in frontier areas with a view to enhancing knowledge of the teachers as well as to motivate them to undertake research. Visits on request basis for the students of high school and colleges to the University research laboratories, museums, library are also annual features in many Departments.
- With the revamping of the Planning and Development section there is a significant change in the research scenario and smooth functioning and effective implementation of projects in the University. Karnatak University has been the first in the country to frame

separate R & D guidelines for the smooth functioning and effective implementation of the sanctioned research projects. These guidelines are revised as and when necessary, to provide more and more autonomy to the principal investigators and project coordinators.

- The University periodically publishes high quality peer reviewed research papers in its own journals in Science, Social Sciences and Arts.

FOR REACCREDITATION

(i) **Earlier observation:** Though it is a significant contribution it works out to be slightly less than one paper per person per year. **Present Status:** The research output and publication output have considerably increased in the last five years. It works out to be 2 papers per person per year.

(ii) **Earlier observation:** The University has undertaken extension activities under the Prasaranga a concept conceived by the University for extension programmes. Some of the important programmes under the scheme include arranging lecture series and lecture camps in the rural areas to inform and educate the common mass on various topics of current interest. The Peer Team, however, feels that this dimension needs to be strengthened and must form a part of the University's strategic plan. **Present Status:** The outreach programmes and extension activities have considerably increased with several Departments taking up these activities in a big way (see Appendix- 4, 5 and 6). Though the University has not formulated a strategic plan, the dimension of extension activities has been given due consideration and individual Departments

CRITERION IV: INFRASTRUCTURE and LEARNING RESOURCES

The existing physical facilities, the assets of the library and ICT learning resources, hostels, student strength, Health Centre, facilities for sports, workshop and instrumentation centre and other learning resources stand testimony to the dynamic state of developmental activities undertaken by the University.

4.1 PHYSICAL FACILITIES

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

The University is spread over in 752 acres with lush green surroundings, well planned layout on top of the Chhota Mahabaleshwar Hill in the city of Dharwad. It has postgraduate (PG) centres at Belgaum (178 acres), Bijapur (31 acres), Haveri (42 acres), Gadag (32 acres) Karwar (6 acres) and Dandeli in order to cater the needs of local people as well as to promote specialized studies.

All PG Departments have well equipped classrooms which are upgraded from time to time with modern infrastructure. An administrative building located at the centre of the campus is easily accessible to faculty, students and public.

Campus View

The satellite image (Appendix IV.1) of the University campus depicts its areal layout and physical infrastructure with the monumental Vidya Soudha, which is the best show piece on the campus. The Rani Channamma sports ground and open stadium, Manasollasa auditorium, library, guest house, residential quarters, various Departments, the botanical and mulberry gardens, and administrative buildings are other major landmarks on the campus.

A bird's eye view of the campus clearly reveals the scope for a new blue print for development and a road map for implementation of various future schemes to promote advanced curricular, extracurricular and research activities.

Water

During the past five years a novel step has been taken to address the water crisis on the campus by signing an agreement with the Karnataka Urban Water Supply and Drainage Board, Bangalore, for supply of adequate (9150 KL per month) treated water (Appendix IV.2) to the

campus on payment of Rs. 37.50 Lakhs as prorated cost. In addition 10 bore wells supply water to the campus.

Power supply

The Hubli Electricity Supply Company Limited (HESCOM) has installed 33 KV substation to regulate the power supply on the campus and very soon it will be upgraded to 110 KV. In addition, 3 transformers of 100 KV each are installed to cater the needs of Kreedha Bhavana, Golden Jubilee and MCA buildings and necessary steps have been taken to install two more transformers. In order to cope with the problem of load shedding, four generators and many inverters have been fixed in different Departments.

Transport

There are 16 vehicles for conveyance of academic and administrative personnel and 2 ambulances to meet medical emergency. In addition, the KSRTC and private city buses help the commuters to University.

4.1.2. What are the infrastructure facilities available for

a) Academic activities

- The majority of Science Departments have independent buildings with adequate office space, classrooms, laboratories and seminar hall
- The monumental Vidya Soudha houses several Departments of the Faculties of Social Sciences, Science and Technology, Commerce and Arts
- The Departments of Management Studies and Reproductive Health Management are housed in the Golden Jubilee building, with modern classrooms, seminar halls and an auditorium
- The Department of Physical Education is housed in Kreedha Bhavana
- The Gandhi Bhavana accommodates the Department of Gandhian Studies
- Bhasha Bhavana houses the Departments of Foreign Languages, Hindi, Urdu and Persian
- The R.C. Hiremath Institute of Kannada Studies building accommodates the Departments of Kannada, Folklore, Sanskrit and Marathi
- The Ambedkar Studies Centre is situated in the Dr. B.R. Ambedkar Bhavana
- The Viswachetana building accommodates Examination Section, Distance Education, Minority and OBC Cell and the University's computer section
- The University Prasaraanga is housed in an independent building

b) Co-curricular activities

The University has created adequate and state-of-the-art infrastructure for organizing academic programmes and cultural events as listed below:

- *Gandhi Bhavana*: This is the largest auditorium on the campus and is being used for organising the University convocation function and cultural programmes
- *Golden Jubilee Building*: This is a multipurpose building built on the occasion of the golden jubilee of the University
- *Manasollasa*: This is an auditorium-cum-guest house, with a seating capacity of 250-300, ideally suited for organizing conference/symposium and cultural events
- *Senate Hall*: It is situated in the Vidya Soudha and accommodates about 500 people. Most of the academic and co-curricular events take place in this hall

c) Sports

The University has adequate facilities, equipments and playgrounds to promote sports events, as listed below:

- | | | |
|-----|---|-----|
| 1) | Multipurpose open air stadium (50 thousand capacity) | 01 |
| 2) | Multipurpose Rani Channamma Stadium for
(400 mts. athletic mud track, Cricket, Foot Ball and Hockey) | 01 |
| 3) | Courts for outdoor games, | |
| a. | Ball-Badminton | 01 |
| b. | Basket Ball | 02 |
| c. | Kabaddi | 01 |
| d. | Kho-Kho | 01 |
| e. | Tennis | 02 |
| f. | Volley Ball | 02 |
| 4) | Courts for indoor games | |
| a. | Shuttle Badminton Hall | 01 |
| b. | Table Tennis Hall | 01 |
| 5) | Ergo Meter Bicycle | 01 |
| 6) | Foot Ball goal post | 01 |
| 7) | Hockey goal post | 02 |
| 8) | Hurdles | 120 |
| 9) | Individual Weight Training | 03 |
| 10) | Multigym (one) | |

	16 Station	01
	8 Station	01
11)	Swimming Pool (25 m)	01
12)	Tread Mill	01
13)	Weight lifting sets	02
14)	Wrestling (Mats 72 pieces)	01 Set

4.1.3 Has the institution augmented the infrastructure to keep pace with academic growth? If yes, specify the facilities and the amount spent during the last five years.

Yes. The following are some noteworthy infrastructures created during the last five years,

	Cost (in Lakhs)
1. Biology Museum Building	23.00
2. Golden Jubilee Building	270.00
3. Kanaka Peetha	125.00
4. Kreedha Bhavana	90.00
5. Laboratory Facilities in the existing Departments (additional)	
a. Music	8.00
b. Physics	10.50
c. Yoga	5.00
6. MCA & Journalism Building	45.00
7. OFC based campus networking with 512 kbps V-SAT installation	26.40
8. Prasaranga	21.00
9. Silkworm Rearing House	5.00
10. Science Centre/park	23.00
11. Telephone (BSNL) connection to all PG Departments	
12. Working Women's Hostel.	126.00

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

Yes, the Student Home provides facilities for reading, indoor games and recreation. Many Departments have separate rooms for ladies. Facilities like wash/rest room are provided for women students and staff.

4.2 MAINTENANCE of INFRASTRUCTURE

The Building Department maintains the entire campus infrastructure. This is headed by a Resident Engineer (Executive Engineer) with a supporting staff of 3 Assistant Executive Engineers, 1 Assistant Engineer, 1 Junior Engineer, 5 technical and 23 administrative staff.

4.2.1 What is the budget allocation for the maintenance of a) Land, b) Building, c) Furniture, d) Equipment, e) Computers, f) Transport

The budget allocation for maintenance of land, building, furniture, equipment, computer and transport is shown below:

4.2.2 How is the budget optimally allocated and utilized?

The budget allocation is made primarily to augment the infrastructure to keep pace with the growing academic diversification and related infrastructure.

An amount of Rs. 4 Crores was granted under UGC X Plan, with separate allocation for individual Departments and specific grants for infrastructure and development. The budget allocated has been optimally utilized.

To ensure transparency and quality of work, all the technical procedures are followed as per the University and Government rules.

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

The Resident Engineer and his supporting staff share the responsibility of maintaining all the University buildings, residential quarters (207), guest houses (2) and hostels (21). In addition, they maintain water supply, electrical works, etc. on the University campus and PG Centres.

The University has a separate Garden Department. An Horticulture Officer and 49 supporting staff maintain the Botanical Garden, avenue trees and all other gardens vis-à-vis greenery on the campus.

The beautification of the campus that was initiated two years ago has resulted in the creation of lawns and ornamental gardens in front of the administrative block and Vidya Soudha. The garden development and crop sale committees look after maintenance and crop sale and auction of mango, tamarind, chikkoo, coconut, eucalyptus trees, etc. that are grown on the campus.

The qualified and experienced staff in the University Science Instrumentation Centre (USIC) maintains the sophisticated, high end scientific instruments and also attends to minor repairs of equipments in different Departments.

Computers of the University are maintained by private contractors under Annual Maintenance Contract. A special officer supervises the maintenance of the campus network and the University website, supported by a junior engineer and a technical assistant.

4.1.5 How is the infrastructure optimally used?

As a variety of curricular, co-curricular and extra curricular activities are held throughout the year and the available infrastructures is fully utilized. Adequate support services are provided to meet the requirements of the University faculty and students to organize such activities.

4.3 LIBRARY as LEARNING RESOURCE

The library is the most important component of learning resources. The salient features of the Professor S.S.Basavanal Library and its utility are given below.

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

Library is practicing open access system. All the collections are well organized and catalogued. The Online Public Access Catalogue (OPAC) is created and made available both within the library and on the campus. Bar coding is in progress to facilitate the use of resources both in and outside the library. The bibliographic services, reference and referral services including interlibrary lending is provided for maximum utilization of resources.

Security guards monitor the unauthorized entrants at the main entrance. The access to library and information resources is facilitated through identity cards, circulation of library books through borrower's tickets, regulated access to rare/classical collections, reports, theses and dissertations.

4.3.2 What are the facilities available in the library? (computers, Internet, reprographic facilities, etc.).

- 25 high end systems are installed to access the Internet, with 512 kbps SCPC through the campus LAN. The computers are used for administration, acquisitions, subscription, circulation, scanning, to train the user for accessing the Internet, access to open sources and databases (offline)
- Reprography facility was maintained till recently by the library and now it is given to a private agency. The users can avail the reprography services by paying nominal charges
- Internet Browsing Centre has been established to facilitate students and researchers to access the Internet

4.3.3 How do the library collection cater to the needs of the user?

Library staff register the requirements of the user community on priority and serve them by providing access to the information resources. Further, the services such as reference service, referral service, interlibrary lending enable the users to have access and delivery of information both inside and outside the library. In addition, *e-mail* facility, downloading of *e-journals*, linking to the national and international databases is facilitated to cater to the needs of all users.

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

The purchase and subscription of journals is exclusively based on the recommendation of the Departmental Council against the budget allocated to individual Departments. Further, the list of new books and brochures are circulated among the faculties for recommendations. The recommended books, journals and other reading materials are acquired by following the purchase formalities of the University. Publishers and distributors periodically exhibit books to be selected by teachers for library acquisition.

4.3.5 If the library has an archives section, to what extent, it is used by the students, faculty and researchers?

Library has maintained an exclusive section for rare and out of print books, theses, journals, reports and important government documents such as gazetteers.

4.3.6 How are online and Internet services in the library used by students and faculty? Specify the hours and frequency of use.

Library has Internet browsing facility to access UGC-INFONET *e-resources*. This facility is being used during library working hours between 11am and 6 pm by the students and most of the faculty members access it through campus LAN round the clock in their offices.

4.3.7 Are the library services computerized? Does the institution make use of INFLIBNET/ DELNET/IUC facilities? If yes, give details.

The Library is in the process of automation, the SOUL (Software for the University Library) package of INFLIBNET has been installed. Further, the library being a member of the UGC-INFLIBNET-INFONET programme has acquired V-SAT connectivity, through which 4500 *e-journals* and several databases are accessed.

4.3.8 For how many days is the library kept open in an academic year? How many hours is the library kept open per day?

The library is kept open for 316 days in an academic year. It opens for 12 hours per day on all working days and 7 hours per day during Sundays and holidays.

4.3.9 Does the library have an advisory committee? What are its functions?

The Library Advisory Board (LAB) is a statutory body and functions under the chairmanship of Vice Chancellor with the Librarian as member secretary.

Functions of Library Advisory Board are as follows:

- i) The Library Advisory Board shall, subject to the control of the Syndicate, manage the Library and advise the Syndicate on any matter connected with the library referred to it by the Syndicate.

In particular and without prejudice to the generality of the foregoing powers, the Board has the powers to make recommendations to the Syndicate for,

- a) Allotment of funds for the Library
 - b) All the matters connected with the Library
- ii) The LAB shall report to the Syndicate, for information, the purchase of books and the disposal of such books as in the opinion of the Board are worthless, unserviceable or otherwise useless. For the purpose of this ordinance, books shall include manuscripts and periodicals.
 - iii) The LAB shall have the power to make rules governing the use of the Library from time to time and to amend them, and any changes made therein shall be reported to the Syndicate.
 - iv) The LAB shall keep an account of all the funds provided to the library and forward a statement of such accounts to the Registrar, for submission to the Syndicate every three months.
 - v) There shall be a separate bank account for the library.
 - vi) All bills in respect of books and other materials purchased for the library shall be verified, checked and signed by the Librarian in attestation of their correctness.
 - vii) All cheques shall be signed by the Finance Officer, after satisfying himself that the amount entered tallies with the bills.

4.3.10 Amount of money spent for new books, journals during the last five years?

Books

S. No.	Year	UGC	KU	NBHM	DST-FIST	SAP	Total
1	2002-03	-	2,83,242	3,76,678	-	-	6,59,920
2	2003-04	-	1,84,507	3,87,653	2,94,633	-	8,66,793
3	2004-05	33,50,000	2,34,686	4,10,945	2,45,176	41,225	42,82,032

4	2005-06	20,30,000	-	4,24,970	-	87,150	25,42,120
5	2006-07	31,05,000	-	4,25,965	-	-	35,30,965

Periodicals

Year	State Govt. grants				Grand total	
	Indian		Foreign		No.	Amount (Rs.)
	No.	Amount (Rs.)	No.	Amount (Rs.)		
2001-02	330	1,22,990	121	54,78,379	451	56,01,369
2002-03	331	1,52,790	120	52,80,632	451	54,33,422
2003-04	310	1,38,818	—	—	310	1,38,818
2004-05	320	2,04,123	—	—	320	2,04,123
2005-06	390	1,51,853	—	—	390	1,51,853
2006-07	404	2,41,191	—	—	404	2,41,191

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

Library conducts orientation/awareness programmes periodically for students, research scholars and faculty members to appraise the information resources available and their uses. It displays new arrivals on display racks and circulates the list of new arrivals among the Departments. The circulation in-charge acts as Public Relation Officer to make library user friendly. By providing library information services on demand and in anticipation the Librarian draws the attention of active users to be the total exploiters of the collected information. Constant interaction of library staff with teachers and students to a large extent has an impact on the users.

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

The library has a separate reading room at the entrance for physically challenged students. A trained professional is attached to the reading room to facilitate the easy access of information resources.

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

1. Acquisition of library stacks, glass door cupboards, peacock chairs and periodical display racks
2. Automation of library and bar-coding of books
3. Establishment of a separate reading room for the physically challenged users
4. Good library signage systems

5. Internet browsing centre
6. World Bank Public Information – KIOSK

4.4 ICT as LEARNING RESOURCES

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

The University has provided computers to all the Departments and additionally computers are acquired through SAP, COSIST, FIST, etc. and individual grants.

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

The University has earmarked, funds for conducting ICT programmes for the faculty as well as office staff. In addition, the University library in collaboration with the Department of Library and Information Science conducts training programmes for accessing electronic information and database. Further, faculty has shown keen interest in the process of self directed learning by utilizing the available computer facility with 24 hour Internet access. The Department of Sericulture conducted an awareness programme on remote sensing in collaboration with Regional Remote Sensing Centre and ISRO.

4.4.3 Is there a central computing facility? If yes, how favourable are its timings, access and cost to both the students and faculty?

A full-fledged computer centre has been set up in the Students' Home. The centre has networked 40 thin clients, 2 high end servers and 6 laser jet printers. The charges are nominal.

4.4.4 How are the computers and its accessories maintained in the department?

The maintenance of the University computers and the LAN are being entrusted to maintenance contractors through a tender process. These contractors are responsible for a comprehensive maintenance.

4.4.5. What is the output of the various departments in developing ICT packages for their discipline?

- The vast majority of teachers use computer aided tools and techniques for designing PowerPoint presentations for classroom lectures and seminar presentations
- A novel database INDSILK DATABASE is developed by the Department of Sericulture using HTML and Dream Viewer Softwares and this has been uploaded to the website of Karnatak University
- The Examination section has developed a package for the announcement of UG and PG results through the University website

- Information and advertisements pertaining to the University are notified on the University website
- A package for online examination has been developed by the KIMS

4.5. OTHER FACILITIES

The University has budget allocations for study tour, fieldwork and teaching and learning equipments for each Department to support innovation of teaching.

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

The University has provided accommodation to 2655 students in 21 hostels (both PG and UG). The details of various hostels and their strength are as follows:

Sl. No.	Name of the hostels	Students category	No. of rooms	Total intake	Total admitted
1.	Aganashini	Gents	25	55	167
2.	Akkamahadevi	Ladies	76	152	206
3.	Bheema	Gents	35	25	35
4.	Cauvery	Ladies	104	250	297
5.	Ghataprabha	Gents	20	56	60
6.	Godavari	Gents	44	95	104
7.	Krishna	Gents	15	45	37
8.	Malaprabha	Gents	82	164	57
9.	Netravathi	Gents	84	252	315
10.	New Boys	Gents	32	93	93
11.	Nijalingappa	Gents	162	252	252
12.	Rani Channamma	Ladies	75	150	238
13.	Saraswati	Ladies	24	48	82
14.	Shyalmala	Gents	139	272	246
15.	Sulabha	Ladies	09	45	37
16.	Tungabhadra	Gents	21	52	52
17.	Varada	Gents	33	165	219
18.	Working Women's	Ladies	73	75	101

4.5.2 What facilities are provided in the hostel?

The following facilities are provided in the hostel for the benefit and comfort of the students:

1. Necessary furniture and electrical connections
2. Clean and tidy mess and canteen

3. Recreation hall with TV and cable connection
4. Reading room with leading local news papers and magazines
5. A common hall for indoor games
6. Solar heaters
7. Kitchenette facility where there is no provision for mess and canteen
8. Most of the hostels are provided with aquaguard for pure drinking water.

4.5.3. What are the facilities provided by the health centre?

The Health Centre is located in prime place on the campus to provide health services to students, employees and their family members.

A senior medical officer, visiting physicians, surgeons, psychiatrists, pediatricians and ENT specialists provide medical service to the campus community. Essential medicines are provided free of cost to the patients. The chronic patients are referred to specialists in the Civil Hospital for treatment and the University reimburses the cost of medicine.

It has good infrastructure and advanced medical equipments as shown below:

- | | |
|----------------------|------------------|
| • Blood cell counter | (Rs. 3,70,000/-) |
| • Computerized ECG | (Rs. 61,308/-) |
| • Nebuliser | (Rs. 23,401/-) |
| • Ophthalmic unit | (Rs. 5,68,000/-) |
| • Semi auto analyzer | (Rs. 1,15,000/-) |
| • Urine strip reader | (Rs. 53,000/-) |

The following diagnostic tests are routinely conducted in the University clinic:

- Blood urea (BU)
- Fasting blood sugar (FBS)
- Haemoglobin content (Hematocrit value)
- Lipid profile
- Liver function test
- Post prandial blood sugar (PPBS)
- Random blood sugar (RBS)
- Serum creatinine

All these test results are provided to students and employees of the University free of cost.

- Two vans (ambulance) provide service to the campus community round the clock.
- First aid kit is provided to students while going on study tour and services are also extended during annual sports meets of the University.

4.5.4. What are the physical and infrastructure facilities available for the sports and physical education?

- The details see section 4.1.2 (c: sports)
- A separate Kreedha Bhavana has been constructed to accommodate sportsmen and women during sports meet. The Bhavana houses multigym, treadmill, etc.
- Three flood light fixtures of 800 Wats each are installed in the Rani Channamma stadium

4.5.5. How does the institution ensure participation of women in intra and inter institution sports competitions?

- The selected sportswoman undergoes the following training with the guidance of woman coaches for a period of 15-30 days
 - Technical training for skill building
 - Weight training for development of motor qualities
 - Team tactics for leadership, motivation and team cohesiveness
- In addition, counselling and confidence building programmes are also conducted to overcome inhibitions and to enhance competitive spirit in intra and inter institution sports competitions
- Sportswomen who have excelled in national sports competitions are adopted and their cost of education is borne by the University
- Cash prizes of Rs.10,000/-, 7,000/- and 5,000/- as first, second and third, are given along with University blazers and crests
- A Golden Jubilee Scholarship worth of Rs.10,000/- is instituted for the best sportsman of the year

4.5.6. Does the institution have a workshop/instrumentation centre? If yes, what are the physical and infrastructure facilities available in the centre?

Workshop

The central workshop has adequate infrastructure and adequate staff.

- *Glass blowing unit* – has glass blowing lathe machine, glass blowing oven, glass blowing burners and glass blowing tools for fabrication and repairs of glass apparatus
- *Mechanical unit* – has lathes, milling, shaping, drilling and grinding machines to undertake any work that demands the application of mechanical skill
- *Electrical unit* - has electric megger, tong tester, multimeter and earth tester, which have been used to attend all kinds of electrical works in the University
- *Welding unit* - has arc, gas and spot welding machines for fabrication of metal articles that are required for the University

The workshop is headed by a workshop officer, technicians and skilled helpers. The workshop extends the required services to all the Departments, hostels, printing press, etc.

Instrumentation centre

The University Scientific Instrumentation Centre (USIC) enjoys grade III status of the UGC. It has sophisticated and advanced equipments with appropriate fixtures and suitable backups for uninterrupted performance. In addition, a 45 KVA generator is installed to maintain all equipments and freezers.

The major equipments installed in USIC are listed below

- Atomic absorption spectrometer (AAS)
- Deep freezer (-40°C)
- Fluorescence spectrophotometer
- Fourier transform infrared spectrometer (FT-IR)
- Gas chromatography
- High performance liquid chromatography (HPLC)
- Liquid nitrogen plant
- Liquid scintillation centre
- Nuclear magnetic resonance (NMR)
- UV-VIS spectrophotometer
- X-ray detector

The USIC has qualified and trained engineers and technicians to operate and maintain the instruments and also to analyze the biological, chemical and physical samples. In addition, the centre also extends required services to research scholars and faculties of Gulbarga, Kuvempu, Mangalore universities in Karnataka and Shivaji University at Kolhapur, Maharashtra.

University printing press

To mark a new chapter in the history of University the press is equipped with the following new printing machines:

- AW 370 RW Riso to facilitate online printing
- CTP unit for pre-press operation
- Sheet feed offset of 15" x 20" with swing gripper to facilitate printing of 4 colour works on single machine
- Web offset unit for production of answer booklets and textbooks

4.6. BEST PRACTICES in the DEVELOPMENT of INFRASTRUCTURE and LEARNING RESOURCES

The University has followed novel and innovative steps to cater to the growing needs of students and faculties by providing adequate infrastructure and learning resources. The best practices are summarized below.

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

Infrastructure

- Emphasis on need based expansion of building and laboratory space, health centre, sports building, etc.
- Providing sign boards to Departments, sign boards and road index map of the campus and maintenance of all buildings on the main campus and in the PG centres
- The advanced and sophisticated scientific equipments are made available in USIC for the benefit of teachers and students to promote research

Learning and ICT resources

- Campus networking with V-SAT connectivity (512 kbps) exclusively to access electronic resources and e-communication
- A full-fledged computer centre for use and to develop IT skills
- Library OPAC made available through campus LAN to the Departments

4.6.2 FOR REACCREDITATION

Observation of the Peer Team 2000: An increase in the student enrolments would require a corresponding expansion of infrastructure in the respective disciplines. Infrastructure acquired over the years in the form of building, equipments, class rooms, 9 laboratories, etc. may not be adequate enough to meet the emerging academic needs, especially for introduction of innovative Job Oriented Courses.

- To keep pace with the increasing student enrolment, the number of classrooms, with necessary furniture, and modern electronic teaching and learning aids like OHP, LCD, the Internet facility have been proportionately increased. Sophisticated scientific equipments have been installed in the USIC (details given in 4.5.6b). Many new buildings have been constructed for the new academic programmes and courses, including some for extra curricular activities. Extension of laboratory space has been provided in the Departments of Electronics, Music and Yoga Studies.

CRITERION V: STUDENT SUPPORT and PROGRESSION

The development of a student, in his quest for knowledge and perfection, becomes easy and smooth if the University can create congenial and progressive environment. Achieving Student excellence is the motto of university education.

In this endeavour Karnatak University has stood the test of time and by promoting quality education it acts as catalyst for a changing society. It has made commendable efforts to expand its international impact, while catering to the rural base of north Karnataka.

The University provides a vibrant academic atmosphere and provides training to students to develop analytical mind capable of meeting the challenges of the future.

5.1 STUDENT PROGRESSION

5.1.1 What is the student strength of the institution for the current academic year? Give the data gender wise, state wise and nationality wise, along with analysis and comments.

Girls students constitute 47% of the total strength, including postgraduate, diploma, M.Phil. and Ph.D. courses. 6% of the students are from outside the State.

The number of overseas students for PG is 3, for M.Phil. and Ph.D. one each.

In view of the increasing demand for computer personnel, the Department of Computer Science has been increasing its infrastructure and intake from 25 to 35 to 45 during last three years.

In other Departments, the intake has been increased by about 10%, during the last five years.

5.1.2 Details of the last two batches of students and their profile (SC, ST, OBC, BC, General, etc.) prefixing the socio-economic profiles also.

To eliminate social exclusion and to promote social justice there is reservation of seats for SC, ST, OBC, Minorities and BC categories in accordance with the reservation system prescribed by the State Government.

5.1.3 What percentage of the students on an average progress to further studies?

Give details for the last five years.

In Karnatak University there are 7 broad Faculties. 1) Science and Technology, 2) Social Sciences, 3) Commerce, 4) Management, 5) Arts, 6) Law and 7) Education. Student progression in these Faculties varies, as shown in the following Table.

Faculty	M.Phil./ Ph.D.	Teaching	Administration/ Industries/ Org.	PDF
Science	18%	10%	67%	5%
Social Science	10%	68%	17%	1%
Languages	10%	74%	15%	1%
Commerce/Management	4%	15%	80%	1%

1. Science postgraduates generally find jobs in private industries. The Ph.D. students continue their studies as Post-Doctoral Fellows or join in R & D sectors of industries. The number of Ph.D. students in science is higher, because of higher employment opportunities in multinational companies and PDF programmes.
2. Commerce and Management students get employed as management trainees, business executives (entering into middle level management) and other commercial establishments.
3. The mass media agencies offer lucrative salaries to students qualified in Mass Communication and Journalism.
4. The increasing number of government and private undergraduate colleges has increased the demand for postgraduate degree holders and they have ample opportunities to become lecturers in Arts, Science and Commerce colleges.
5. The FIP programme of the UGC encourages college lecturers to improve their qualification through M.Phil. and Ph.D. research. The UGC has recognized M.Phil. and Ph.D. degrees as essential qualifications for lectureship in college and university respectively. And these degree holders are exempted from UGC-NET qualification. As a result there is increasing demand for M.Phil. and Ph.D. admissions.

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

The drop out rate in various postgraduate courses is generally low. The faculty wise average drop out rate is given in the following Table.

Courses	Average dropout rate
Management	Nil
Law	2%
Education	3%
Science	9%
Commerce	11%
Arts	15%

Diplomas	7%
Social Sciences	20%
Average	8.375%

1. The 9% dropout in science courses is significant and a clear indication of the grater employability of science graduates.
2. Because of the government's policy of greater support for primary and secondary education there has been a spurt in the number of B.Ed. colleges in the State and has resulted in an increase in the dropout rate among the arts and social sciences courses. The students admitted for PG courses leave their courses mid-way through the semester and join the B.Ed. courses.
3. In professional Departments like Management, Law and Education the dropout rate is nil.

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

The faculty takes keen interest in employment counselling for the graduating students in each Department. The mode of operation adopted by the Departments is different in different faculties.

In Social Sciences, the placement in colleges and non-governmental organizations is secured mainly through personal contacts with principals of colleges and through regular advertisements. Placement cells are functioning in the Departments of Library Science, MBA, Mass Communication and Journalism, Chemistry, etc. Their main activity is to invite private industries and other NGOs to conduct campus interviews.

In addition, the University has established the Employment Information and Guidance Bureau to provide necessary information on employment and new emerging educational opportunities.

Number of students employed during the last three years.

Department of Chemistry

Sl. No.	Name of the Company	Number of students employed & year		
		2004	2005	2006
i)	PI Drugs Limited	05	03	04
ii)	HIKAL-India Limited	03	04	03
iii)	Syngeta, Goa	-	02	03
iv)	Vetcare Industries Limited	02	-	06

v)	Biocon India Limited	05	05	07
vi)	Cipla-India Limited	04	02	05
vii)	Trans Chem, Mumbai	05	02	06

Department of Mass Communication and Journalism

Sl. No.	Name of the Organization	2004	2005	2006
i)	Prajawani	04	02	04
ii)	Deccan Herald	02	01	03
iii)	Udaya TV	03	02	03
iv)	ETV	06	04	03
v)	Web Duniya	04	04	01
vi)	The New Indian Express	02	01	01
vii)	Vijaya Karnataka	04	01	01
viii)	TV9	-	-	09

Kousali Institute of Management Studies

Sl. No.	Name of company	2004	2005	2006
1	HDFC Bank	00	01	05
2	ICICI Bank	02	01	08
3	Progeon	04	02	11
4	The Associates	01	00	00
5	Transport Corporation of India	01	00	00
6	BASIX	00	01	00
7	India Markets	02	00	00
8	Reliance Infocom	01	01	00
9	Touchtel	02	00	00
10	Smith Kline	01	00	00
11	CITI Financials	04	02	02
12	Systems	01	00	00
13	IBM	01	00	00
14	Bharathi Teleservices	01	00	00
15	Spandana Software	01	00	00
16	Converges Software	01	00	00
17	Mandovi Distilleries	01	00	00
18	QSIT	01	00	00
19	CIMER	01	00	00

20	Fairy Systems UAE	01	00	00
21	DSL Software	04	00	00
22	Accenture	01	00	00
23	TCI	01	01	04
24	Bharathi Infotel Ltd.	00	02	00
25	Tata Rallies	'00	01	00
26	Nectar Beverages	00	02	00
27	MetLife	00	02	00
28	Total Accounting Solution	00	03	03
29	Forbes Gokak Mills	00	05	00
30	Oceanic Ad Agency	00	01	00
31	Honeywell India	00	01	00
32	KIMS, Dharwad	00	01	00
33	Kotak Securities	00	02	00
34	RPG Food World	00	03	00
35	Bangalore Stock Exchange	00	01	00
36	Syntax Software	00	01	00
37	BOB Technologies	00	01	00
38	Zenith	00	01	00
39	Reutiers	00	01	00
40	Affinity Software	00	01	00
41	Swiss Watch House-UAE	00	01	00
42	Seeyaram	00	01	00
43	Cambell Knitwear	00	01	00
44	Equera Consultancy	00	02	00
45	COKE	00	03	00
46	Avience Software	00	00	04
47	Career Net	00	00	02
48	People Plus	00	00	03
49	Mahindra & Mahindra	00	00	01
50	Tyre Sole	00	00	01
51	BAJAJ Allianz	00	00	01

5.1.6 How many students appeared/qualified in UGC-CSIR-NET, SLET, IAS, GATE/CAT/GRE/TPFEL/GMAT/Central/State services, etc. through competitive examinations (last two years).

During the last two years, 53 students have qualified NET and 8 SLET. The number of students who have passed TOFEL is 06 and 02 students have passed GRE. 8 students have joined state civil services (KPSC).

The number of students qualifying NET/SLET exams is more in Social Sciences than in Arts and Science Faculties.

The yearwise data is given in section Criterion V-7 b PART-1 (Appendix V.1)

5.2 STUDENT SUPPORT

5.2.1 Does the institution publish its updated prospectus and handbooks annually? If yes, what is the information contents disseminated to students?

Karnatak University publishes prospectus and handbooks and presents its courses and programmes in a methodical and organized manner, catering to the diverse needs of students, teachers and the society at large.

The University profile presents a graphic description of its architectural grandeur, the salubrious environments of its campuses at Dharwad, Belgaum and Karwar. The profile outlines the courses offered for study in Science, Commerce, Arts, Management, Education and Law Faculties. The basic facilities available on the Dharwad campus include library, canteen, post office, banks, hostels, health centre, recreation, etc. It also briefly mentions about the nature and purpose of foundation lectures, activities of the academic staff college and various cells, such as SC/ST, Minority, etc.

In addition to this, each Department publishes a brief profile of its own. A typical Departmental profile includes information on faculty, their research area, scholarships, equipment facilities, publications, etc.

The prospectus includes the syllabi of various courses, scheme of examination and books for reference. It also includes information about the courses, internal evaluation methods, rules and regulations regarding examinations, etc.

The above information, including the results of the postgraduate examinations, is updated on the University website www.kud.ernet.in

5.2.2 Does the institution provide financial aid to the students? If yes, specify the type and number of scholarships/freeships given to the students last year.

Yes. A number of studentships, scholarships and cash awards are awarded to deserving students every year. The chief among them are Nilekani Scholarship and University Research Studentship for Ph.D. and M.Phil. courses; University Studentships (at ratio of 20:1) and Government Fellowship for postgraduate students. The Nijalingappa Nidhi Scholarship is awarded to undergraduate students irrespective of the disciplines. The following Table gives the details. The SC/ST and Cat-I Cells award stipend to the students belonging to these categories, both for postgraduation and research.

The number of scholarship/freeships given to the students during last year 2005-2006, is given in the following Table.

Sl. No.	Name of the scholarship	Amount (Rs.)	No. of students
1	Endowment Scholarships	2,47,095=00	123
2	Scholarship for Gandhian Studies	4,200=00	07
3	University Research Studentships	24,51,00=00	91
4	Student Merit Scholarship	72,000=00	36
5	University OBC Scholarship	55,200=00	138
6	Scholarships for Physically Disabled Students	72,000=00	24
7	National Merit Scholarship	4,87,500=00	65
8	SC/ST Cell (including IAS coaching)	1,52,62,400=00	1202
9	Scholarships from Category-I cell	28,89,000=00	307
10	Scholarship from Minority Cell	71,000=00	06
11	Scholarships from other Funding Agencies	27,96,800=00	16
12	Prizes from Sports Section	22,000=00	03
13	Scholarships for Physically Disabled Students from students welfare office KUD	311000=00	311
14	Golden Jubilee Sports Scholarship	40000=00	03
	Total	2,47,81,265=00	2332

All the above mentioned scholarships have regular, well defined guidelines approved by the University authorities and these have been appended separately.

5.2.3 What types of support services are available to over-seas students?

Karnatak University has been attracting students from various countries like UAE, Nigeria, South Africa, Bangladesh, Iran, etc. The Department of Foreign Languages has regular faculty in Russian, German and French languages. The chairperson of this Department is also functioning as International Student Advisor, helps foreign students in their academic activities and helps them in obtaining supporting documents for visa, cultural familiarization and helps with the issue of degree certificates (Appendix V.2).

5.2.4 What support services are available to SC/ST students?

The University is fully committed to promoting social justice among the students and strictly adheres to the provisions enshrined in the Indian Constitution. The State Social Welfare Department provides financial assistance, which is disbursed to the deserving and eligible students through the offices of the SC/ST and Cat-I Cells.

The student supports are as follows:

- a. The concessional eligibility criterion for the PG courses is adopted.
- b. The quantum of reservation in all the Departments is according to the government rules.
- c. In addition to the regular library facilities, the main library and several of the individual Departments have SC/ST book-banks, which are issued to SC/ST students regularly. Books worth about Rs. 4 Lakhs per year are purchased through SC/ST Cell and are made available exclusively to them.
- d. To make their campus life a learning environment, the University has set up hostels, takes care of their boarding and pays Rs.500/- per month to all SC/ST and Cat-I postgraduate students.
- e. To boost their employment potential, SC/ST students are trained for stenography, typing skills and they are also offered coaching for competitive exams like IAS, KAS, UPSC, KPSC, UGC-NET, etc.
- f. Students who join for M.Phil. and Ph.D. courses get financial assistance of Rs. 2000 as contingency to meet the cost of preparation of the thesis expenses. A special grant of Rs. 60,000/- is earmarked for their participation in national seminars and symposia. All SC/ST students get a monthly fellowship of Rs.1500/- per month during their M.Phil. (1 year) and Ph.D. (4 years) tenures. Karnatak University is spending more than one and a half crore rupees each year for the benefit of SC/ST students (Appendix V.3).

5.2.5 What are the support services made available to differently-abled students?

The University takes special care of differently abled students and a few of them are mentioned below:

- a. One seat is specially reserved for admission to the postgraduate course
- b. Priority treatment for such students is offered in the library, hostels and banks
- c. Emergency ambulance services are readily available for them
- d. Science Departments provide all additional facilities to carry out experiments
- e. Tricycles are provided to them to make their movement easy
- f. For blind students assistance is provided to write their examinations
- g. During the previous year, the University has spent Rs. 3,11,000/- for 311 students by awarding them a scholarship of Rs.1000/-per month per candidate

5.2.6 Does the institution offer placement and counselling services to students?

A part of this information has already been presented in section 5.1.5. In addition to this, the University has a well established Employment Information and Guidance Bureau, which works in collaboration with the Govt. of Karnataka, provides the following services to the students.

- a) provides information on various occupations, training facilities and admission to courses in various universities, national institutes, competitive examinations, fellowships and financial assistance
- b) provides information on several courses and opportunities in higher education in India and abroad
- c) maintains career information room and disseminates occupational information
- d) arranges career lectures by expert speakers from business, industry and government agencies to speak on professions, which are in demand and also arranges industrial visits to the students
- e) arranges career exhibition-cum-conferences
- f) registers postgraduates, technical graduates and professional degree and diploma holders for employment assistance. Sponsors suitable candidates for employment and arranges for campus interviews
- g) arranges workshops and lectures by entrepreneurs to guide students for starting their own ventures

5.2.7. Is there a counselling service for women students?

Girl students in every Department are guided by the faculty members as part of a regular interactive counselling on their career and employment prospects. Some of the counselling services rendered to girl students through wardens of their hostels are as follows:

- Orientation programme involving counselling for their personality development and career choice is conducted for the hostel inmates
- Local doctors of high standing are invited to deliver lectures on various aspects of women's health
- NGOs are invited to create awareness among girl students about strengths of entrepreneurship
- Girl students have been made aware of pros and cons of police action in case of dowry deaths

Further details are appended separately (Appendix V.4)

5.2.8 Does the faculty participate in academic and personal counselling? If yes, how many have participated last year?

Academic and personal counselling activity has been localized to individual Departments with a view to make it reach at the grass roots.

The faculty helps the students in addressing their academic and personal problems. The lady teachers particularly attend to the increasing number of women students. The difficulties experienced by students are appreciated and addressed then and there only, at the point of their origin.

Research scholars are properly guided by their guides to take up training at the institution. The guides through their personal contacts suggest suitable employment opportunities.

5.2.9 Has the employment cell encouraged students to be self-employed during the last five years?

The University Employment Information and Guidance Bureau (UEIGB) has a tie up with RUDSET, a government organization which arranges training programmes in Tailoring, Beauty Parlouring, Fashion Technology, Animal Husbandry and other activities. For this training programme, 40% of the expenditure is borne by Canara Bank, another 40% by Syndicate Bank and the remaining 20% is borne by Dr. Veerendra Heggade's Charity Trust. About 80% of the students who were trained here have started their own ventures. In addition, the UEIGB arranges workshops and lectures by entrepreneurs to guide students for starting their own ventures.

The Kousali Institute of Management Studies is conducting programmes for entrepreneurship through its placement cell.

5.2.10 Does the institution have an alumni association? If yes, what are its activities?

During this academic year the Alumni Association of Karnatak University has been formed with the strong support from Kannadiga NRIs.

All the postgraduate Departments of Karnatak University have Alumni Associations.

Alumni associations foster fellowships and provide a forum to bring the alumni together on a common platform to organize programmes like the following:.

- a) Seminars/symposia
- b) Promote academic activities
- c) Some associations which have chapters in various parts of India and abroad also help to institute awards, fellowships and other grants
- d) To help the younger alumni in locating suitable placements
- e) The alumni have been generous enough to donate books to Departments and help in improving the infrastructure

5.2.11. List the names of top 10 most renowned alumni of the University along with their designation?

During the period that spans over 6 decades Karnatak University has produced graduates who have occupied prominent positions in the field of science and technology, administration, culture, arts, national laboratories, private organizations, politics, journalism and media, consulates and Embassies, IT companies, etc. The number of alumni who have brought laurels to the university is very large.

A very select eminent alumni of the University are listed below:

- | | | |
|----|---------------------------|---|
| 1 | Dr. M.G.. Betgeri | Deputy Director -BARC |
| 2 | Dr. K. Eshwaran | Anthropologist and philanthropist |
| 3 | Dr. V.K. Gokak | Jnana Peeth awardee |
| 4. | Shri R.S. Hugar | MD and Chairman, Corporation Bank |
| 5 | Dr. S.M. Jamdar | Principal Secretary Revenue Government of Karnataka |
| 6 | Shri S.C. Javali | Advocate, Supreme Court, New Delhi |
| 7 | Dr. Kousali Chandrasekhar | Philanthropist (Management) |
| 8 | Dr. S.U. Kulkarni | President, GE Technologies |
| 9 | Shri P.B. Mahishi | Present Chief Secretary, Government of Karnataka |

10	Dr. Mrs. Sarojini Mahishi India.	Ex-Civil Aviation Minister, Government of
11	Dr. Mallikarjuna Mansur	Pandit, Hindustani Music
12	Dr. V. R. Panchamukhi to Government of India	Economist and Former Economic Advisor
13		Dr. V.T. Patil Ex-Vice Chancellor, Pondichery University
14	Dr. S.K. Saidapur	S. S. Bhatnagar awardee
15	Dr. M.I. Savadatti	Ex- Vice Chancellor, Mangalore University
16	Dr. S. Settar	Chairman, Indian Council of Historical Research, New Delhi
17	Prof. K.J. Shah	Distinguished Professor of Philosophy
18.	Dr. K.C. Wali	Distinguished Professor of Physics and a nominee for Nobel Prize in Physics

5.2.12 Are the alumni contributing to the development of the institution? If yes, please specify how?

The contribution by the alumni is quite significant towards development of the institution. Hundreds of endowments have been made by several alumni of the University. On several occasions, sponsorships were given by the alumni to organize seminars, conferences and workshops. Our alumni working in various industries and organizations frequently conduct campus interviews and recruit our students. They are also funding research activities in the University.

5.2.13 Does the institution have a grievance redressal cell? If yes, what are its functions?

Karnatak University cares for the rights of its students and employees. Their grievances are systematically and effectively addressed. Presently it has an established cell with well defined powers and functions.

The approved guidelines, existing powers, functions and duties of the grievance redressal cell are appended separately (Appendix V.5).

5.2.14 List the number of grievances redressed during the last two years.

The grievance redressal committee met seven times during 2004-05 and three times during 2005-06. It has received 45 cases and took decisions and the same have been implemented.

Notable among the several grievances redressed are mentioned below:

- a) Extension of the last date for submission of application for examination and evaluation
- b) Extension of the last date for admission to the colleges for B.Sc. I, for those students seeking admission through CET for professional courses
- c) Early declaration of revaluation results
- d) Declaration of results of lower failure candidates
- e) Complaints against teachers and college staff
- f) Immediate communication of MPC decisions to the student concerned
- g) To give more chances to the students of the old courses, viz 3 year L.L.B. and Commerce
- h) Extension of tuition fees to the MCA students
- i) Delay in the dispatch of degree certificates

5.2.15 Is there a provision for welfare schemes for students? If yes, specify?

- a. University has a separate Directorate of Student's Welfare, which is functioning under the leadership of a statutory officer (a university professor) as the Director, appointed by the Chancellor. It is fully devoted to implementing welfare measures for students not only within the campus but also outside. The Directorate of Students Welfare extends help to all students to participate in various co-curricular activities and also provides a scholarship of Rs. 1000 per month to the physically disabled students. A few physically disabled students are being provided with supportive tools like tricycles.
- b. All the students of the University both postgraduate and undergraduate are covered by insurance. For an accident, an amount of Rs.10,000 is paid and for death Rs.20,000 as compensation.

The detailed information on the duties and responsibilities of this office and the related guidelines are appended separately (Appendix V.6).

5.2.16 What were the specific measures initiated by the institution to enhance the quality of education with reference to student support and progression?

The following measures have been initiated to enhance the quality of education with reference to student support and progression:

- a) A series of foundation lectures by eminent scholars from India and abroad are being arranged regularly to expose our students to the latest developments in the fields of

science and technology, literature, social sciences and current issues confronting the society at large

- b) Students are provided with 24 hour Internet facility to keep themselves abreast with the latest developments
- c) Regular workshops are being arranged on hygiene, communication skills and presentation and personality development
- d) To improve the debating skills, Kannada and English language debates on current issues are arranged periodically
- e) For the benefit of students of law, moot courts are arranged
- f) Students are being encouraged and trained for summer research fellowships awarded by reputed institutions like the Indian Academy of Sciences, Jawaharlal Nehru Centre for Advanced Scientific Research, Tata Institute of Fundamental Research, etc.
- g) Students of management, commerce, social work, journalism and law are being deputed for inplant training
- h) Periodically awareness programmes are conducted to help them make use of the library resources both in print and electronic forms
- i) Student assessments are the most reliable and accessible indicators of the effectiveness of teaching. When used appropriately they are likely to lead to significant improvements in the quality of teaching. With the commitment of imparting quality teaching, the University collects feedback from every student and the results are made available for all the Departments and the individual teacher. The Departmental council also deliberates on the feedback for initiating effective measures to meet the needs of students

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

Yes. It functions in accordance with the UGC guidelines. A specially appointed committee examines the veracity of complaints and justice is provided after a thorough enquiry.

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

Karnatak University has been instrumental in generating a large number of highly educated and professionally competent women workforce in the State.

The first effort in making women aware of their legal rights was to create the Karnatak University Women's Forum (KUWF). The UGC sponsored Research Centre for Women's Studies regularly organizes activities relating to their social status, legal rights, communication skills and employment opportunities.

Among the various exercises carried out, the following are a few pertaining to women legal literacy:

A special lecture series on Women and Law was organized on 13th and 14th Feb. 2006. Following topics were covered under this special lecture series:

- a. CEDAW and its implementation
- b. Laws pertaining to working women
- c. Violence against women: Domestic violence
- d. Women and Human Rights
- e. Women and Constitutional Rights

The details of the related activities is appended separately.

The Department of Social Work is actively engaged in the welfare activities of women and children.

The Directorate of the Students' Welfare has also been instrumental in organizing special programmes for the all round development of women.

5.3 STUDENT ACTIVITIES

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

- The students proficient in sports are being encouraged by reserving seat(s) at postgraduate level up to of 2% in all the Departments
- The University has the provision for providing Blazer and Cash award to the 1st –3rd place winners in the Inter University competition:

Cash award

1st Place winner: Rs. 10,000/- + Blazer & Crust

2nd Place winner: Rs. 7,000/- + Blazer & Crust

3rd Place winner: Rs. 5,000/- + Blazer & Crust

- To encourage the students to excel in sports, the University has instituted Karnatak University Golden Jubilee Sports Scholarships. The scholarships are as follows:

For the Best sportsmen of the year - Rs. 10,000/-

Golden Jubilee Sports Scholarship

For the Best Sportswomen of the year - Rs. 10,000/-

Golden Jubilee Sports Scholarship

For the High Performed team of the year - Rs. 20,000/-

5.3.2 Give details of the participation of the students in sports and the outcome, at the state, regional, national and international levels during the last five years.

The students of Karnatak University have occupied a unique position in the national sporting scene. Along with the Dharwad District Lawn Tennis Association, it has conducted international and national level tennis tournaments. The achievements during the last five years bear a testimony of our past performance, wherein students have won as many as 27 prizes in athletics, marathon and weight lifting at the national level. The names of the students are given in the following Table.

Sl. No.	Name	Affiliation	Place won	Event	Place	Year
1	Miss Renuka Hede	KCD Dharwad	I	10,000 Mts.	Calicut, Kerala	2001
2	Miss Renuka Hede	KCD Dharwad	III	5,000 Mts.	Calicut, Kerala	2001
3	Miss Renuka Hede	KCD Dharwad	III	15,000 Mts.	Calicut, Kerala	2001
4	Shri Rohit Haval	909 th Com BGM	II H	110 Mts.	Calicut, Kerala	2001
5	Shri Balakrishan Avalakki	JSS Dharwad	II	Half Marathon	Calicut, Kerala	2001
6	Shri Rohit Haval	909 th Com BGM	II H	110 Mts.	Calicut, Kerala	2001
7	Shri Balakrishan Avalakki	JSS Dharwad	II	Half Marathon	Calicut, Kerala	2001
8	Miss Sangeeta H College, Dharwad	Karnatak Arts College, Dharwad	I	Half Marathon	Gulbarga	2002-03
9	Miss Sangeeta H College, Dharwad	Karnatak Arts College, Dharwad	I	10,000 Mts.	Gulbarga	2002-03
10	Miss Daya Kudachikar	P.G.Gymkhana, Belgaum	III	400 Mts. Hurdles	Gulbarga	2002-03
11	Miss Sangeeta H College, Dharwad	Karnatak Arts College, Dharwad	III	10,000 Mts.	Jamshedpur	2003-04
12	Shri Neelgond Vilas	JJVPS Bsaveshwar College, Gadag	III	100 Mts.	Guntur	2004-05
13	Miss Sangeeta H College, Dharwad	Karnatak Arts College, Dharwad	III	10,000 Mts.	Guntur	2004-05
14	Shri Santosh Hosamani	Karnatak Arts College, Dharwad	I	400 Mts. Hurdles	Tirunelveli	2005-06
15	Shri Sharat Raj	SJTVP Bsaveshwar College, Gadag	III		Javelin	Bangalore 2006-Throw
16	Shri R. B. Yententh		I	100 KM Road Race	Kerala	2000

17	Shri Sandeep Athatni	I	100 KM Road Race	Ludhiana	2001
18	Miss Sharada Nimbaragi	III	50 KM Road Race	Ludhiana	2001
19	50 Km. Road Race KUD Team Shri Asif Kusugal	III		Ludhiana	2001
		III	Best Physique 85 KG	G.N.D.U.	2005-06
20	Shri Asif Kusugal	II	Best Physique 90 KG	L.N.C.P. Gwalior	2006-07
21	Shri Ashok Enagi	II	66 KG	Rothak	2004-05
22	Shri Ram Budaki (PG.G. Dharwad)	III	50 KG	Rothak	2004-05
23	Shri Ram Budaki (PG.G. Dharwad)	II	55 KG	Gulbarga	2006-07
24	Shri Siddappa Kattiker (L.J. College, Gokak)	II	66 KG	Gulbarga	2006-07
26	KU Cricket (Men) South Zone	IV		Nagpur	
27	KU Kabaddi (Men) South Zone	III		Dharwad	

5.3.3 How does the institution collect feedback from students for improving the support systems?

Karnatak University is a strong advocate of the policy of collecting feedback from the students is the real test of the proposal and implementing the same at various levels.

- Director of Students' Welfare frequently visits all the hostels and interacts with the students for a first hand information
- Suggestion boxes are kept in all the support service centres and they are systematically monitored by their heads from time to time. Action taken is regularly reported to the authorities
- Students are encouraged to put forward their feedback for the support services to the respective chairperson of the Department

Teaching activity

- The University collects feedback from every student at the end of the academic year and this feedback is analyzed through the external agencies and is given to the Academic

Audit Committee for its appraisal. The assessments are to be made available for all the Departments and the individual staff member

- In addition to this, teachers in the majority of Departments make special attempts to obtain feedback from students who join various national organizations and industries to adopt newer methods to design new experiments to get exposed to current literature

Others

- The library attends to the needs of the students and improves its services constantly.
- The University Scientific Instrumentation Centre (USIC) provides services and demonstrations as per the requirements of the PG students and research scholars
- The University Health Centre apart from providing medical services is open to the suggestions of its users and works towards its upkeep
- The University Gymkhana and Students' Home are dedicated to student activities, particularly extracurricular and cultural

5.3.4 Does the institution collect feedback from employers? If yes, how is the feedback used? Illustrate the outcome.

It is a practice in the University to honour the feedback from employers including suggestions from different organizations and institutions. Many renowned industrialists, editors and entrepreneurs are members of the Boards of Studies and nominated to various Academic and Administrative Boards, including the Syndicate. Many of them are also our alumni. They take active part and give us regular feedback on the performance of our students.

5.3.5 Furnish information regarding the participation of students in extra curricular activities and recreational activities?

Culture thy name is Dharwad. This city has been the home of outstanding artists, musicians, poets and social reformers. True to its rich heritage, the University has been playing a key role in grooming such talents through a well laid out plan for extra curricular activities. The PG Gymkhana is run by an elected body of enthusiastic students and teachers who organise sports and other cultural activities.

Cultural activities

Cultural activities play a key role in fostering the traditions and culture of our country and hence have occupied an important position in this area. These activities help in inculcating higher values of life in our younger generation. In the prevailing technical age, Karnatak

University has taken it as its responsibility to preserve, encourage and reward such cultural activities. In the process, it has not only provided a platform to many forms of arts, but has tremendously encouraged such activities by organizing inter-collegiate and state level youth festivals.

In every academic year, in the first round, competitions will be held in the five zones and the winners will take part in youth festivals. During the previous year, a total of 535 students had participated in the first round. The youth festival was held on 26th and 27th October 2006 on the University campus. A total of 73 students had participated in 28 items. The postgraduate students bagged 15 prizes.

The details are appended separately (Appendix V.7).

Sports

- The University conducts regular sports-meet for its students, indoor and outdoor games for men and women
- Inter-university hockey, athletics and tennis tournaments have been organized in recent years
- Individual Departments also conduct their intra-Departmental sports activities for both individual and team events like badminton, chess, cricket, volley ball, etc.
- NSS students adopt villages and make an effort to bring an awareness of cleanliness, hygiene and overall development of the village

5.4 BEST PRACTICES in STUDENT SUPPORT and PROGRESSION

5.4.1 Describe the best practices in student support and progression practiced by the college in terms of student progression and student support /activities.

Karnatak University has been adopting several methods in support and progress of its student community. Some of the best practices are as follows:

- With a sense of gratitude the University celebrates August 2, as the educationist day in memory of the former Vice Chancellor the late. Dr. D. C. Pavate, the architect of Karnatak University
- The University celebrates poets day in memory of the late poet laureate of Dharwad, Dr. D. R. Bendre, the Jnanapeetha awardee
- A number of foundation lectures in science, social sciences and other fields are arranged by the University by eminent persons

- The Departments of Social Work, Commerce and Management Studies have introduced a dress code to the students and other methods of discipline to create a sense of equity and confidence among the students
- The University periodically organizes value oriented programmes for the benefit of students:
 - i) Yoga and meditation classes for students to improve their concentration
 - ii) Personality development workshops
- State of the art information networking facilities are made available to students
- The University has introduced insurance scheme for the students at an affordable cost
- Postgraduate Departments encourage their students (5%) for summer research fellowships in IITs, IISc, etc.

CRITERION V: STUDENT SUPPORT and PROGRESSION

The development of a student, in his quest for knowledge and perfection, becomes easy and smooth if the University can create congenial and progressive environment. Achieving Student excellence is the motto of university education.

In this endeavour Karnatak University has stood the test of time and by promoting quality education it acts as catalyst for a changing society. It has made commendable efforts to expand its international impact, while catering to the rural base of north Karnataka.

The University provides a vibrant academic atmosphere and provides training to students to develop analytical mind capable of meeting the challenges of the future.

5.1 STUDENT PROGRESSION

5.1.1 What is the student strength of the institution for the current academic year? Give the data gender wise, state wise and nationality wise, along with analysis and comments.

Girls students constitute 47% of the total strength, including postgraduate, diploma, M.Phil. and Ph.D. courses. 6% of the students are from outside the State.

The number of overseas students for PG is 3, for M.Phil. and Ph.D. one each.

In view of the increasing demand for computer personnel, the Department of Computer Science has been increasing its infrastructure and intake from 25 to 35 to 45 during last three years.

In other Departments, the intake has been increased by about 10%, during the last five years.

5.1.2 Details of the last two batches of students and their profile (SC, ST, OBC, BC, General, etc.) prefixing the socio-economic profiles also.

To eliminate social exclusion and to promote social justice there is reservation of seats for SC, ST, OBC, Minorities and BC categories in accordance with the reservation system prescribed by the State Government.

5.1.3 What percentage of the students on an average progress to further studies?

Give details for the last five years.

In Karnatak University there are 7 broad Faculties. 1) Science and Technology, 2) Social Sciences, 3) Commerce, 4) Management, 5) Arts, 6) Law and 7) Education. Student progression in these Faculties varies, as shown in the following Table.

Faculty	M.Phil./ Ph.D.	Teaching	Administration/ Industries/ Org.	PDF
Science	18%	10%	67%	5%
Social Science	10%	68%	17%	1%
Languages	10%	74%	15%	1%
Commerce/Management	4%	15%	80%	1%

1. Science postgraduates generally find jobs in private industries. The Ph.D. students continue their studies as Post-Doctoral Fellows or join in R & D sectors of industries. The number of Ph.D. students in science is higher, because of higher employment opportunities in multinational companies and PDF programmes.

2. Commerce and Management students get employed as management trainees, business executives (entering into middle level management) and other commercial establishments.
3. The mass media agencies offer lucrative salaries to students qualified in Mass Communication and Journalism.
4. The increasing number of government and private undergraduate colleges has increased the demand for postgraduate degree holders and they have ample opportunities to become lecturers in Arts, Science and Commerce colleges.
5. The FIP programme of the UGC encourages college lecturers to improve their qualification through M.Phil. and Ph.D. research. The UGC has recognized M.Phil. and Ph.D. degrees as essential qualifications for lectureship in college and university respectively. And these degree holders are exempted from UGC-NET qualification. As a result there is increasing demand for M.Phil. and Ph.D. admissions.

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

The drop out rate in various postgraduate courses is generally low. The faculty wise average drop out rate is given in the following Table.

Courses	Average dropout rate
Management	Nil
Law	2%
Education	3%
Science	9%
Commerce	11%
Arts	15%
Diplomas	7%
Social Sciences	20%
Average	8.375%

1. The 9% dropout in science courses is significant and a clear indication of the grater employability of science graduates.
2. Because of the government's policy of greater support for primary and secondary education there has been a spurt in the number of B.Ed. colleges in the State and has resulted in an increase in the dropout rate among the arts and social sciences courses. The students admitted for PG courses leave their courses mid-way through the semester and join the B.Ed. courses.
3. In professional Departments like Management, Law and Education the dropout rate is nil.

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

The faculty takes keen interest in employment counselling for the graduating students in each Department. The mode of operation adopted by the Departments is different in different faculties.

In Social Sciences, the placement in colleges and non-governmental organizations is secured mainly through personal contacts with principals of colleges and through regular advertisements. Placement cells are functioning in the Departments of Library Science, MBA, Mass Communication and Journalism, Chemistry, etc. Their main activity is to invite private industries and other NGOs to conduct campus interviews.

In addition, the University has established the Employment Information and Guidance Bureau to provide necessary information on employment and new emerging educational opportunities.

Number of students employed during the last three years.**Department of Chemistry**

Sl. No.	Name of the Company	Number of students employed & year		
		2004	2005	2006
i)	PI Drugs Limited	05	03	04
ii)	HIKAL-India Limited	03	04	03
iii)	Syngeta, Goa	-	02	03
iv)	Vetcare Industries Limited	02	-	06
v)	Biocon India Limited	05	05	07
vi)	Cipla-India Limited	04	02	05
vii)	Trans Chem, Mumbai	05	02	06

Department of Mass Communication and Journalism

Sl. No.	Name of the Organization	2004	2005	2006
i)	Prajawani	04	02	04
ii)	Deccan Herald	02	01	03
iii)	Udaya TV	03	02	03
iv)	ETV	06	04	03
v)	Web Duniya	04	04	01
vi)	The New Indian Express	02	01	01
vii)	Vijaya Karnataka	04	01	01
viii)	TV9	-	-	09

Kousali Institute of Management Studies

Sl. No.	Name of company	2004	2005	2006
1	HDFC Bank	00	01	05
2	ICICI Bank	02	01	08
3	Progeon	04	02	11
4	The Associates	01	00	00
5	Transport Corporation of India	01	00	00
6	BASIX	00	01	00
7	India Markets	02	00	00
8	Reliance Infocom	01	01	00
9	Touchtel	02	00	00
10	Smith Kline	01	00	00
11	CITI Financials	04	02	02
12	Systems	01	00	00
13	IBM	01	00	00
14	Bharathi Teleservices	01	00	00
15	Spandana Software	01	00	00
16	Converges Software	01	00	00
17	Mandovi Distilleries	01	00	00
18	QSIT	01	00	00
19	CIMER	01	00	00
20	Fairy Systems UAE	01	00	00
21	DSL Software	04	00	00
22	Accenture	01	00	00
23	TCI	01	01	04
24	Bharathi Infotel Ltd.	00	02	00

25	Tata Rallies	‘00	01	00
26	Nectar Beverages	00	02	00
27	MetLife	00	02	00
28	Total Accounting Solution	00	03	03
29	Forbes Gokak Mills	00	05	00
30	Oceanic Ad Agency	00	01	00
31	Honeywell India	00	01	00
32	KIMS, Dharwad	00	01	00
33	Kotak Securities	00	02	00
34	RPG Food World	00	03	00
35	Bangalore Stock Exchange	00	01	00
36	Syntax Software	00	01	00
37	BOB Technologies	00	01	00
38	Zenith	00	01	00
39	Reutiers	00	01	00
40	Affinity Software	00	01	00
41	Swiss Watch House-UAE	00	01	00
42	Seeyaram	00	01	00
43	Cambell Knitwear	00	01	00
44	Equera Consultancy	00	02	00
45	COKE	00	03	00
46	Avience Software	00	00	04
47	Career Net	00	00	02
48	People Plus	00	00	03
49	Mahindra & Mahindra	00	00	01
50	Tyre Sole	00	00	01
51	BAJAJ Allianz	00	00	01

5.1.6 How many students appeared/qualified in UGC-CSIR-NET, SLET, IAS, GATE/CAT/GRE/TPFEL/GMAT/Central/State services, etc. through competitive examinations (last two years).

During the last two years, 53 students have qualified NET and 8 SLET. The number of students who have passed TOFEL is 06 and 02 students have passed GRE. 8 students have joined state civil services (KPSC).

The number of students qualifying NET/SLET exams is more in Social Sciences than in Arts and Science Faculties.

The yearwise data is given in section Criterion V-7 b PART-1 (Appendix V.1)

5.2 STUDENT SUPPORT

5.2.1 Does the institution publish its updated prospectus and handbooks annually? If yes, what is the information contents disseminated to students?

Karnatak University publishes prospectus and handbooks and presents its courses and programmes in a methodical and organized manner, catering to the diverse needs of students, teachers and the society at large.

The University profile presents a graphic description of its architectural grandeur, the salubrious environments of its campuses at Dharwad, Belgaum and Karwar. The profile outlines the courses offered for study in Science, Commerce, Arts, Management, Education and Law Faculties. The basic facilities available on the Dharwad campus include library, canteen, post

office, banks, hostels, health centre, recreation, etc. It also briefly mentions about the nature and purpose of foundation lectures, activities of the academic staff college and various cells, such as SC/ST, Minority, etc.

In addition to this, each Department publishes a brief profile of its own. A typical Departmental profile includes information on faculty, their research area, scholarships, equipment facilities, publications, etc.

The prospectus includes the syllabi of various courses, scheme of examination and books for reference. It also includes information about the courses, internal evaluation methods, rules and regulations regarding examinations, etc.

The above information, including the results of the postgraduate examinations, is updated on the University website www.kud.ernet.in

5.2.2 Does the institution provide financial aid to the students? If yes, specify the type and number of scholarships/freeships given to the students last year.

Yes. A number of studentships, scholarships and cash awards are awarded to deserving students every year. The chief among them are Nilekani Scholarship and University Research Studentship for Ph.D. and M.Phil. courses; University Studentships (at ratio of 20:1) and Government Fellowship for postgraduate students. The Nijalingappa Nidhi Scholarship is awarded to undergraduate students irrespective of the disciplines. The following Table gives the details. The SC/ST and Cat-I Cells award stipend to the students belonging to these categories, both for postgraduation and research.

The number of scholarship/freeships given to the students during last year 2005-2006, is given in the following Table.

Sl. No.	Name of the scholarship	Amount (Rs.)	No. of students
1	Endowment Scholarships	2,47,095=00	123
2	Scholarship for Gandhian Studies	4,200=00	07
3	University Research Studentships	24,51,00=00	91
4	Student Merit Scholarship	72,000=00	36
5	University OBC Scholarship	55,200=00	138
6	Scholarships for Physically Disabled Students	72,000=00	24
7	National Merit Scholarship	4,87,500=00	65
8	SC/ST Cell (including IAS coaching)	1,52,62,400=00	1202
9	Scholarships from Category-I cell	28,89,000=00	307
10	Scholarship from Minority Cell	71,000=00	06
11	Scholarships from other Funding Agencies	27,96,800=00	16
12	Prizes from Sports Section	22,000=00	03
13	Scholarships for Physically Disabled Students from students welfare office KUD	311000=00	311
14	Golden Jubilee Sports Scholarship	40000=00	03
	Total	2,47,81,265=00	2332

All the above mentioned scholarships have regular, well defined guidelines approved by the University authorities and these have been appended separately.

5.2.3 What types of support services are available to over-seas students?

Karnatak University has been attracting students from various countries like UAE, Nigeria, South Africa, Bangladesh, Iran, etc. The Department of Foreign Languages has regular

faculty in Russian, German and French languages. The chairperson of this Department is also functioning as International Student Advisor, helps foreign students in their academic activities and helps them in obtaining supporting documents for visa, cultural familiarization and helps with the issue of degree certificates (Appendix V.2).

5.2.4 What support services are available to SC/ST students?

The University is fully committed to promoting social justice among the students and strictly adheres to the provisions enshrined in the Indian Constitution. The State Social Welfare Department provides financial assistance, which is disbursed to the deserving and eligible students through the offices of the SC/ST and Cat-I Cells.

The student supports are as follows:

- a. The concessional eligibility criterion for the PG courses is adopted.
- b. The quantum of reservation in all the Departments is according to the government rules.
- c. In addition to the regular library facilities, the main library and several of the individual Departments have SC/ST book-banks, which are issued to SC/ST students regularly. Books worth about Rs. 4 Lakhs per year are purchased through SC/ST Cell and are made available exclusively to them.
- d. To make their campus life a learning environment, the University has set up hostels, takes care of their boarding and pays Rs.500/- per month to all SC/ST and Cat-I postgraduate students.
- e. To boost their employment potential, SC/ST students are trained for stenography, typing skills and they are also offered coaching for competitive exams like IAS, KAS, UPSC, KPSC, UGC-NET, etc.
- f. Students who join for M.Phil. and Ph.D. courses get financial assistance of Rs. 2000 as contingency to meet the cost of preparation of the thesis expenses. A special grant of Rs. 60,000/- is earmarked for their participation in national seminars and symposia. All SC/ST students get a monthly fellowship of Rs.1500/- per month during their M.Phil. (1 year) and Ph.D. (4 years) tenures. Karnatak University is spending more than one and a half crore rupees each year for the benefit of SC/ST students (Appendix V.3).

5.2.5 What are the support services made available to differently-abled students?

The University takes special care of differently abled students and a few of them are mentioned below:

- a. One seat is specially reserved for admission to the postgraduate course
- b. Priority treatment for such students is offered in the library, hostels and banks
- c. Emergency ambulance services are readily available for them
- d. Science Departments provide all additional facilities to carry out experiments
- e. Tricycles are provided to them to make their movement easy
- f. For blind students assistance is provided to write their examinations
- g. During the previous year, the University has spent Rs. 3,11,000/- for 311 students by awarding them a scholarship of Rs.1000/-per month per candidate

5.2.6 Does the institution offer placement and counselling services to students?

A part of this information has already been presented in section 5.1.5. In addition to this, the University has a well established Employment Information and Guidance Bureau, which works in collaboration with the Govt. of Karnataka, provides the following services to the students.

- a) provides information on various occupations, training facilities and admission to courses in various universities, national institutes, competitive examinations, fellowships and financial assistance

- b) provides information on several courses and opportunities in higher education in India and abroad
- c) maintains career information room and disseminates occupational information
- d) arranges career lectures by expert speakers from business, industry and government agencies to speak on professions, which are in demand and also arranges industrial visits to the students
- e) arranges career exhibition-cum-conferences
- f) registers postgraduates, technical graduates and professional degree and diploma holders for employment assistance. Sponsors suitable candidates for employment and arranges for campus interviews
- g) arranges workshops and lectures by entrepreneurs to guide students for starting their own ventures

5.2.7. Is there a counselling service for women students?

Girl students in every Department are guided by the faculty members as part of a regular interactive counselling on their career and employment prospects. Some of the counselling services rendered to girl students through wardens of their hostels are as follows:

- Orientation programme involving counselling for their personality development and career choice is conducted for the hostel inmates
- Local doctors of high standing are invited to deliver lectures on various aspects of women's health
- NGOs are invited to create awareness among girl students about strengths of entrepreneurship
- Girl students have been made aware of pros and cons of police action in case of dowry deaths

Further details are appended separately (Appendix V.4)

5.2.8 Does the faculty participate in academic and personal counselling? If yes, how many have participated last year?

Academic and personal counselling activity has been localized to individual Departments with a view to make it reach at the grass roots.

The faculty helps the students in addressing their academic and personal problems. The lady teachers particularly attend to the increasing number of women students. The difficulties experienced by students are appreciated and addressed then and there only, at the point of their origin.

Research scholars are properly guided by their guides to take up training at the institution. The guides through their personal contacts suggest suitable employment opportunities.

5.2.9 Has the employment cell encouraged students to be self-employed during the last five years?

The University Employment Information and Guidance Bureau (UEIGB) has a tie up with RUDSET, a government organization which arranges training programmes in Tailoring, Beauty Parlouring, Fashion Technology, Animal Husbandry and other activities. For this training programme, 40% of the expenditure is borne by Canara Bank, another 40% by Syndicate Bank and the remaining 20% is borne by Dr. Veerendra Heggade's Charity Trust. About 80% of the students who were trained here have started their own ventures. In addition, the UEIGB arranges workshops and lectures by entrepreneurs to guide students for starting their own ventures.

The Kousali Institute of Management Studies is conducting programmes for entrepreneurship through its placement cell.

5.2.10 Does the institution have an alumni association? If yes, what are its activities?

During this academic year the Alumni Association of Karnatak University has been formed with the strong support from Kannadiga NRIs.

All the postgraduate Departments of Karnatak University have Alumni Associations.

Alumni associations foster fellowships and provide a forum to bring the alumni together on a common platform to organize programmes like the following:.

- a) Seminars/symposia
- b) Promote academic activities
- c) Some associations which have chapters in various parts of India and abroad also help to institute awards, fellowships and other grants
- d) To help the younger alumni in locating suitable placements
- e) The alumni have been generous enough to donate books to Departments and help in improving the infrastructure

5.2.11. List the names of top 10 most renowned alumni of the University along with their designation?

During the period that spans over 6 decades Karnatak University has produced graduates who have occupied prominent positions in the field of science and technology, administration, culture, arts, national laboratories, private organizations, politics, journalism and media, consulates and Embassies, IT companies, etc. The number of alumni who have brought laurels to the university is very large.

A very select eminent alumni of the University are listed below:

1	Dr. M.G.. Betgeri	Deputy Director -BARC
2	Dr. K. Eshwaran	Anthropologist and philanthropist
3	Dr. V.K. Gokak	Jnana Peeth awardee
4.	Shri R.S. Hugar	MD and Chairman, Corporation Bank
5	Dr. S.M. Jamdar	Principal Secretary Revenue Government of Karnataka
6	Shri S.C. Javali	Advocate, Supreme Court, New Delhi
7	Dr. Kousali Chandrasekhar	Philanthropist (Management)
8	Dr. S.U. Kulkarni	President, GE Technologies
9	Shri P.B. Mahishi	Present Chief Secretary, Government of Karnataka
10	Dr. Mrs. Sarojini Mahishi	Ex-Civil Aviation Minister, Government of India.
11	Dr. Mallikarjuna Mansur	Pandit, Hindustani Music
12	Dr. V. R. Panchamukhi	Economist and Former Economic Advisor to Government of India
13	Dr. V.T. Patil	Ex-Vice Chancellor, Pondichery University
14	Dr. S.K. Saidapur	S. S. Bhatnagar awardee
15	Dr. M.I. Savadatti	Ex- Vice Chancellor, Mangalore University
16	Dr. S. Settar	Chairman, Indian Council of Historical Research, New Delhi
17	Prof. K.J. Shah	Distinguished Professor of Philosophy
18.	Dr. K.C. Wali	Distinguished Professor of Physics and a nominee for Nobel Prize in Physics

5.2.12 Are the alumni contributing to the development of the institution? If yes, please specify how?

The contribution by the alumni is quite significant towards development of the institution. Hundreds of endowments have been made by several alumni of the University. On several occasions, sponsorships were given by the alumni to organize seminars, conferences and workshops. Our alumni working in various industries and organizations frequently conduct campus interviews and recruit our students. They are also funding research activities in the University.

5.2.13 Does the institution have a grievance redressal cell? If yes, what are its functions?

Karnatak University cares for the rights of its students and employees. Their grievances are systematically and effectively addressed. Presently it has an established cell with well defined powers and functions.

The approved guidelines, existing powers, functions and duties of the grievance redressal cell are appended separately (Appendix V.5).

5.2.14 List the number of grievances redressed during the last two years.

The grievance redressal committee met seven times during 2004-05 and three times during 2005-06. It has received 45 cases and took decisions and the same have been implemented.

Notable among the several grievances redressed are mentioned below:

- a) Extension of the last date for submission of application for examination and evaluation
- b) Extension of the last date for admission to the colleges for B.Sc. I, for those students seeking admission through CET for professional courses
- c) Early declaration of revaluation results
- d) Declaration of results of lower failure candidates
- e) Complaints against teachers and college staff
- f) Immediate communication of MPC decisions to the student concerned
- g) To give more chances to the students of the old courses, viz 3 year L.L.B. and Commerce
- h) Extension of tuition fees to the MCA students
- i) Delay in the dispatch of degree certificates

5.2.15 Is there a provision for welfare schemes for students? If yes, specify?

- a. University has a separate Directorate of Student's Welfare, which is functioning under the leadership of a statutory officer (a university professor) as the Director, appointed by the Chancellor. It is fully devoted to implementing welfare measures for students not only within the campus but also outside. The Directorate of Students Welfare extends help to all students to participate in various co-curricular activities and also provides a scholarship of Rs. 1000 per month to the physically disabled students. A few physically disabled students are being provided with supportive tools like tricycles.
- b. All the students of the University both postgraduate and undergraduate are covered by insurance. For an accident, an amount of Rs.10,000 is paid and for death Rs.20,000 as compensation.

The detailed information on the duties and responsibilities of this office and the related guidelines are appended separately (Appendix V.6).

5.2.16 What were the specific measures initiated by the institution to enhance the quality of education with reference to student support and progression?

The following measures have been initiated to enhance the quality of education with reference to student support and progression:

- a) A series of foundation lectures by eminent scholars from India and abroad are being arranged regularly to expose our students to the latest developments in the fields of science and technology, literature, social sciences and current issues confronting the society at large
- b) Students are provided with 24 hour Internet facility to keep themselves abreast with the latest developments
- c) Regular workshops are being arranged on hygiene, communication skills and presentation and personality development
- d) To improve the debating skills, Kannada and English language debates on current issues are arranged periodically
- e) For the benefit of students of law, moot courts are arranged
- f) Students are being encouraged and trained for summer research fellowships awarded by reputed institutions like the Indian Academy of Sciences, Jawaharlal Nehru Centre for Advanced Scientific Research, Tata Institute of Fundamental Research, etc.
- g) Students of management, commerce, social work, journalism and law are being deputed for inplant training
- h) Periodically awareness programmes are conducted to help them make use of the library resources both in print and electronic forms
- i) Student assessments are the most reliable and accessible indicators of the effectiveness of teaching. When used appropriately they are likely to lead to significant improvements in the quality of teaching. With the commitment of imparting quality teaching, the University collects feedback from every student and the results are made available for all the Departments and the individual teacher. The Departmental council also deliberates on the feedback for initiating effective measures to meet the needs of students

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

Yes. It functions in accordance with the UGC guidelines. A specially appointed committee examines the veracity of complaints and justice is provided after a thorough enquiry.

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

Karnatak University has been instrumental in generating a large number of highly educated and professionally competent women workforce in the State.

The first effort in making women aware of their legal rights was to create the Karnatak University Women's Forum (KUWF). The UGC sponsored Research Centre for Women's Studies regularly organizes activities relating to their social status, legal rights, communication skills and employment opportunities.

Among the various exercises carried out, the following are a few pertaining to women legal literacy:

A special lecture series on Women and Law was organized on 13th and 14th Feb. 2006. Following topics were covered under this special lecture series:

- a. CEDAW and its implementation
- b. Laws pertaining to working women
- c. Violence against women: Domestic violence
- d. Women and Human Rights
- e. Women and Constitutional Rights

The details of the related activities is appended separately.

The Department of Social Work is actively engaged in the welfare activities of women and children.

The Directorate of the Students' Welfare has also been instrumental in organizing special programmes for the all round development of women.

5.3 STUDENT ACTIVITIES

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

- The students proficient in sports are being encouraged by reserving seat(s) at postgraduate level up to of 2% in all the Departments
- The University has the provision for providing Blazer and Cash award to the 1st –3rd place winners in the Inter University competition:

Cash award

1st Place winner: Rs. 10,000/- + Blazer & Crust

2nd Place winner: Rs. 7,000/- + Blazer & Crust

3rd Place winner: Rs. 5,000/- + Blazer & Crust

- To encourage the students to excel in sports, the University has instituted Karnatak University Golden Jubilee Sports Scholarships. The scholarships are as follows:

For the Best sportsmen of the year	-	Rs. 10,000/-
Golden Jubilee Sports Scholarship		
For the Best Sportswomen of the year	-	Rs. 10,000/-
Golden Jubilee Sports Scholarship		
For the High Performed team of the year	-	Rs. 20,000/-

5.3.2 Give details of the participation of the students in sports and the outcome, at the state, regional, national and international levels during the last five years.

The students of Karnatak University have occupied a unique position in the national sporting scene. Along with the Dharwad District Lawn Tennis Association, it has conducted international and national level tennis tournaments. The achievements during the last five years bear a testimony of our past performance, wherein students have won as many as 27 prizes in athletics, marathon and weight lifting at the national level. The names of the students are given in the following Table.

Sl. No.	Name	Affiliation	Place won	Event	Place	Year	
1	Miss Renuka Hede	KCD Dharwad	I	10,000 Mts.	Calicut, Kerala	2001	
2	Miss Renuka	KCD Dharwad Mts.	III	5,000	Calicut, Kerala	2001	Hede
3	Miss Renuka	KCD Dharwad Mts.	III	15,000	Calicut, Kerala	2001	Hede
4	Shri Rohit Haval	909 th Com BGM	II	110 Mts.	Calicut, Kerala	2001	
5	Shri Balakrishan Avalakki	JSS Dharwad	II	Half Marathon	Calicut, Kerala	2001	
6	Shri Rohit Haval	909 th Com BGM	II	110 Mts.	Calicut, Kerala	2001	
7	Shri Balakrishan Avalakki	JSS Dharwad	II	Half Marathon	Calicut, Kerala	2001	
8	Miss Sangeeta H	Karnatak Arts College, Dharwad	I	Half Marathon	Gulbarga	2002-03	
9	Miss Sangeeta H	Karnatak Arts College, Dharwad	I	10,000 Mts.	Gulbarga	2002-03	

10	Miss Daya Kudachikar	P.G.Gymkhana, Belgaum	III	400 Mts. Hurdles	Gulbarga	2002-03	
11	Miss Sangeeta H College, Dharwad	Karnatak Arts	III	10,000 Mts.	Jamshedpur	2003-04	
12	Shri Neelgond College, Gadag	JVPS Bsaveshwar	III	100 Mts.	Guntur	2004-05	Vilas
13	Miss Sangeeta H College, Dharwad	Karnatak Arts	III	10,000 Mts.	Guntur	2004-05	
14	Shri Santosh Hosamani	Karnatak Arts College, Dharwad	I	400 Mts. Hurdles	Tirunelveli	2005-06	
15	Shri Sharat Raj	SJTVP Bsaveshwar	III	Javelin	Bangalore	2006-07	Throw
16	Shri R. B. Yententh		I	100 KM Road Race	Kerala	2000	
17	Shri Sandeep Athatni		I	100 KM Road Race	Ludhiana	2001	
18	Miss Sharada Nimbaragi		III	50 KM Road Race	Ludhiana	2001	
19	50 Km. Road Race KUD Team		III		Ludhiana	2001	
	Shri Asif Kusugal		III	Best Physique 85 KG	G.N.D.U.	2005-06	
20	Shri Asif Kusugal		II	Best Physique 90 KG	L.N.C.P. Gwalior	2006-07	
21	Shri Ashok Enagi		II	66 KG	Rothak	2004-05	
22	Shri Ram Budaki (PG.G. Dharwad)		III	50 KG	Rothak	2004-05	
23	Shri Ram Budaki (PG.G. Dharwad)		II	55 KG	Gulbarga	2006-07	
24	Shri Siddappa Kattiker (L.J. College, Gokak)		II	66 KG	Gulbarga	2006-07	
26	KU Cricket (Men) South Zone		IV		Nagpur		
27	KU Kabaddi (Men) South Zone		III		Dharwad		

5.3.3 How does the institution collect feedback from students for improving the support systems?

Karnatak University is a strong advocate of the policy of collecting feedback from the students is the real test of the proposal and implementing the same at various levels.

- Director of Students' Welfare frequently visits all the hostels and interacts with the students for a first hand information
- Suggestion boxes are kept in all the support service centres and they are systematically monitored by their heads from time to time. Action taken is regularly reported to the authorities

- Students are encouraged to put forward their feedback for the support services to the respective chairperson of the Department

Teaching activity

- The University collects feedback from every student at the end of the academic year and this feedback is analyzed through the external agencies and is given to the Academic Audit Committee for its appraisal. The assessments are made available for all the Departments and the individual staff member
- In addition to this, teachers in the majority of Departments make special attempts to obtain feedback from students who join various national organizations and industries to adopt newer methods to design new experiments to get exposed to current literature

Others

- The library attends to the needs of the students and improves its services constantly.
- The University Scientific Instrumentation Centre (USIC) provides services and demonstrations as per the requirements of the PG students and research scholars
- The University Health Centre apart from providing medical services is open to the suggestions of its users and works towards its upkeep
- The University Gymkhana and Students' Home are dedicated to student activities, particularly extracurricular and cultural

5.3.4 Does the institution collect feedback from employers? If yes, how is the feedback used? Illustrate the outcome.

It is a practice in the University to honour the feedback from employers including suggestions from different organizations and institutions. Many renowned industrialists, editors and entrepreneurs are members of the Boards of Studies and nominated to various Academic and Administrative Boards, including the Syndicate. Many of them are also our alumni. They take active part and give us regular feedback on the performance of our students.

5.3.5 Furnish information regarding the participation of students in extra curricular activities and recreational activities?

Culture thy name is Dharwad. This city has been the home of outstanding artists, musicians, poets and social reformers. True to its rich heritage, the University has been playing a key role in grooming such talents through a well laid out plan for extra curricular activities. The PG Gymkhana is run by an elected body of enthusiastic students and teachers who organise sports and other cultural activities.

Cultural activities

Cultural activities play a key role in fostering the traditions and culture of our country and hence have occupied an important position in this area. These activities help in inculcating higher values of life in our younger generation. In the prevailing technical age, Karnatak University has taken it as its responsibility to preserve, encourage and reward such cultural activities. In the process, it has not only provided a platform to many forms of arts, but has tremendously encouraged such activities by organizing inter-collegiate and state level youth festivals.

In every academic year, in the first round, competitions will be held in the five zones and the winners will take part in youth festivals. During the previous year, a total of 535 students had participated in the first round. The youth festival was held on 26th and 27th October 2006 on the University campus. A total of 73 students had participated in 28 items. The postgraduate students bagged 15 prizes.

The details are appended separately (Appendix V.7).

Sports

- The University conducts regular sports-meet for its students, indoor and outdoor games for men and women
- Inter-university hockey, athletics and tennis tournaments have been organized in recent years
- Individual Departments also conduct their intra-Departmental sports activities for both individual and team events like badminton, chess, cricket, volley ball, etc.
- NSS students adopt villages and make an effort to bring an awareness of cleanliness, hygiene and overall development of the village

5.4 BEST PRACTICES in STUDENT SUPPORT and PROGRESSION

5.4.1 Describe the best practices in student support and progression practiced by the college in terms of student progression and student support /activities.

Karnatak University has been adopting several methods in support and progress of its student community. Some of the best practices are as follows:

- With a sense of gratitude the University celebrates August 2, as the educationist day in memory of the former Vice Chancellor the late. Dr. D. C. Pavate, the architect of Karnatak University
- The University celebrates poets day in memory of the late poet laureate of Dharwad, Dr. D. R. Bendre, the Jnanapeetha awardee
- A number of foundation lectures in science, social sciences and other fields are arranged by the University by eminent persons
- The Departments of Social Work, Commerce and Management Studies have introduced a dress code to the students and other methods of discipline to create a sense of equity and confidence among the students
- The University periodically organizes value oriented programmes for the benefit of students:
 - i) Yoga and meditation classes for students to improve their concentration
 - ii) Personality development workshops
- State of the art information networking facilities are made available to students
- The University has introduced insurance scheme for the students at an affordable cost
- Postgraduate Departments encourage their students (5%) for summer research fellowships in IITs, IISc, etc.

CRITERION VI: GOVERNANCE and LEADERSHIP

6.1 INSTITUTIONAL VISION and LEADERSHIP

Introduction

6.1.1. Does the mission statement define the institution's distinctive characteristics in terms of addressing the needs of the society, the students it seeks to serve, institution's traditions and value orientations, vision for the future etc.?

The mission statement of the University explicitly states the importance of catering to national development and promote its industrial economy by generating competent technical manpower through quality higher education. The mission emphasizes on introducing state of the art interdisciplinary courses in the context of market needs. It aims at offering courses through a dynamic delivery system that assures quality enhancement and sustenance. This involves teacher and course evaluation by students, peer evaluation involving industrial experts, adoption of credit system for PG courses; introduction of Choice Based Credit System in all disciplines and decentralization of evaluation of PG courses. These aims are supported by effective use of electronic technology for accessing information, changing the mode of examination, 100% office automation and strengthening of the campus LAN.

At the undergraduate level the University's mission aims at achieving uniformity in high quality education, and continuous evaluation of students through semesterised courses. The University aims at providing greater autonomy to colleges.

Vision for the future

The University is formulating a strategy to create such knowledge which enables to face challenges of higher education in the 21st century. The commitment of the University to introduce new courses both at UG and PG level is to fall in line with worldwide trends and global employability.

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

The goals of the objectives of the University comprise the following:

- To reach all sections of society through formal and informal (distance) modes of education and develop a knowledge based society to promote social justice
- To respond to the paradigm shift in higher education by introducing new cutting edge courses and technologies of teaching to increase the employability of students
- To expand the international outreach of the faculty and improve the quality of manpower
- To equip the University infrastructure with the state of the art digital technologies for information access and advancement of knowledge to ensure high quality education through effective governance
- To decentralize the education process and be able to conduct examinations online (already in practice at KIMS)
- To introduce credit system and Choice Based Credit System covering all postgraduate courses
- To evolve new mechanisms of governance and implement them

The University has maintained a healthy practice of involving the stakeholders in all curricular and co-curricular activities. The NSS activities have far reaching impact on the rural population. The consultancy and community services provided by the various Departments, the

extension lecture series by the University faculty and public lectures on designated days reach both the urban and rural stakeholders. The University gives wide publicity to the programmes through the media and press in the interest of the stakeholders.

6.1.3. Does the institution have a mission statement and goals reflecting quality? If yes, give details.

Yes

The University has formulated a mission statement that addresses all the measures to fulfill the goals of quality higher education. The goals and objectives unequivocally state the purpose for which new generation interdisciplinary courses, student evaluation of teachers and courses, review of courses by peers and industrial experts, Choice Based Credit System, decentralization of evaluation system and use of digital technology have been introduced at the postgraduate level.

6.1.4. What measures has the institution taken to translate quality to its various administrative and academic units?

The University has initiated effective measures to translate quality into reality, in its various administrative and academic units.

Annual submissions of self-appraisal reports by teachers are mandatory, with the remarks of the chairperson. The Vice Chancellor assesses the reports and takes appropriate action.

Annual confidential reports of the non-teaching staff are obtained with comments from respective controlling officers and measures are taken to increase efficiency in administration.

Financial and administrative powers of various officers have been revised and restructured with a view to increasing the efficiency and transparency (Appendix VI.1).

In addition to teaching and research the members of the University faculty serve the University administration as and when required by the authorities.

The University Press, USIC, Directorate of Students' Welfare, College Development Council and Academic Staff College are generally headed by the senior faculty as Directors. The Director of Students' Welfare is a statutory position, is appointed by the Chancellor. The University Employment Information and Guidance Bureau, and NSS are headed by a chief and a coordinator respectively. Teachers act as wardens of students' hostels.

Academic and Administrative Audit Committee reviews the functioning, performance and infrastructure requirements of all academic and administrative departments.

The IQAC lays greater emphasis on reviewing the annual productivity of teaching and research in all the faculties of the University.

The University conducts student evaluation of teachers and the students' feedback is made available to the respective teacher.

Chairperson of postgraduate department regularly monitors the functioning of the Department, students' curricular and co-curricular requirements and examinations.

6.1.5. What are the leadership functions of the head of the institution? How is the leadership system established in the University?

The present top three executives of the University, Vice Chancellor, Registrar (academic) and Registrar (Evaluation), clearly know the difference between management and leadership and are aware that over-managed institutions are underled. Leadership means capacity building by encouraging their employees, both teaching and non-teaching, to become leaders in their own right.

The Vice Chancellor and Registrars and the power vested in them are enshrined in the KSG Act 2000 (Act No. 29 of 2001). The Vice Chancellor exercises his powers in the selection of faculty, nurtures them with sincerity, implements social justice programmes of the government and ensures justice to his employees.

6.1.6. Is the faculty involved in decision-making? If yes, how?

The faculty members are involved in decision making through their representation on various bodies like Department Council, Board of Studies, Board of Examiners, BOA (Board of Appointment), related Faculties, Academic Council, Syndicate, etc.

6.2 ORGANIZATIONAL ARRANGEMENTS

6.2.1. Give the organizational structure and the details of the statutory bodies?

The organizational structure and the details of statutory bodies of the University are as per the KSU Act 2000 (Appendix VI.2).

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

12 Syndicate meetings, 4 Academic Senate meetings, 4 Finance Committee meetings were held during the last academic year. The details of the decisions made regarding the administrative issues are available in the respective proceedings of the meetings and ATR (Action Taken Report).

Syndicate Resolutions, and Calendar of Events 2007-08 are enclosed (Appendix VI.3).

6.2.3. How frequently are the meetings of the different statutory bodies held? What are the major outcomes?

Meetings of the various statutory bodies are convened as prescribed in the KSU Act 2000 and if need arises additional meetings are also convened.

Academic Senate: 3 times a year

Board of Examiners: 2 times a year

Board of Studies: once a year

Department Council: 2 times in a semester.

Faculty: once a year

Finance Committee: 4 times a year

Syndicate: 8 times a year

The major outcomes include approval and implementation of the following items:

Selections/promotions for various posts, financial budget, changes in guidelines and regulations, fee structure for various courses, various boards, starting of new courses, revisions or restructuring of syllabi of various courses, conduct of examinations and creating congenial academic atmosphere.

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

95%

The resolutions of the Syndicate are by and large executed and implemented. In a few cases implementations are delayed due to technical reasons.

6.2.5. How is the administration decentralized? Illustrate the organization chart.

Decentralization of administration has been carried out as shown in the enclosed chart (Appendix VI.4).

The University has also initiated steps to liberalize administrative and financial powers to various officers of the University to enable efficient, smooth and faster functioning of the administration. This has been done as per provisions of the KSU Act 2000, Statute 17(1) and (4) (Appendix VI.1).

6.2.6. Does the institution have an effective internal coordination monitoring mechanism? If yes, specify.

Internal co-ordination monitoring mechanism consists of conducting regular meetings with various sections of the institution and reviewing the progress periodically and initiation of necessary steps to further improve. On the basis of feedback from students and other stakeholders, the pressure of work is eased to increase efficiency and productivity. The areas for progress are identified and human resources are accordingly distributed aiming at efficient management, productivity and harmony of the different sections of the organization.

6.2.7. How many times does the management meet the staff in an academic year? What are the major issues discussed?

There are many occasions where the management convenes the meeting of the chairpersons, Deans, Wardens and student leaders. The Vice Chancellor presides over these meetings. The agenda includes policy matters, courses, admission norms, syllabi and faculty and students' requirements. The executive committees of the associations of the PG Teachers and Non-Teaching personnel meet the management with prior appointment to sort out the issues confronting them.

In addition to designated meetings the management meets the staff as and when necessary. Issues discussed relate to reminding the students and staff of the vision and mission of the University, calendar of main academic events, allocation of seats (under normal/enhanced fee structure) for admission to various Departments (e.g. in Chairmen's meetings), and problems concerning academic courses in colleges/centres (e.g. in Principals' meetings). In addition, the individual teaching and non-teaching staff have access to the Registrar and Vice Chancellor to discuss problems concerning them on day-to-day basis.

a) What are the norms to extend affiliation to a new institution?

The norms to grant affiliation to new colleges (Arts, Science, Commerce, Law, Education, Management) and other institutions are prescribed by the University, the UGC, Bar Council, NCERT, AICTE with respect to specific discipline (Appendix VI.5).

b) What are the procedures for conferring permanent affiliation to a college?

The procedures for conferring permanent affiliation to a college are as per the UGC guidelines and the University Act (KSU Act 2000) (Appendix VI.6)

6.2.8. Does the University have a College Development Council (CDC) or Board of College and University Development (BCUD)? If yes, give the details of its structure and functions.

The University has a College Development Council (CDC). The structure and functions of the CDC are as per the UGC guidelines and Section 25 of the KSU Act 2000 (Appendix VI.7).

6.2.9. How does the University promote 'autonomous status' to the affiliated institutions?

The University has initiated steps to encourage affiliated colleges to seek autonomous status. In this direction the University has organized workshops for college principals. So far 3

colleges have acquired the autonomous status and 7 have applied. The autonomous status is accorded as per the UGC guidelines (Appendix VI.8).

6.3 STRATEGY DEVELOPMENT and DEPLOYMENT

6.3.1. Does the institution have a perspective plan for institutional development? How are the various constituencies involved in the process of planning?

The University has a tradition of preparing a five year plan document incorporating the proposals for all-round development, taking into account the various parameters laid down by the UGC. Proposals and schemes of development are sought from all the PG Departments, Central Facilities, PG Centres and other units of the University for preparing the plan document. In addition, the PG departments and individual faculties are encouraged to submit independent proposals to various R & D agencies for funding. The Planning and Development Section coordinates these activities.

6.3.2. Does the institution follow an academic calendar? How effectively is it prepared?

Yes, the Academic calendar prepared by the University is strictly followed: (Appendix VI.9)

6.3.3. During the last five years, specify how many plan proposals were initiated/implemented? Give details.

During the last five years as many as 42 proposals were initiated/implemented. The details are given in Appendix VI.10.

6.3.4. What are the mechanisms evolved by the University to meet the developmental needs of the affiliated institutions?

The colleges having permanent affiliation under UGC 2F and 12B are eligible to receive grants from the UGC for the development of infrastructure facilities. The College Development Council is in charge of the developmental programmes. The LIC visits annually and assesses the affiliation requirements and directs those institutions which do not have permanent affiliation to go for permanent affiliation from the University and to obtain 2F and 12B status from the UGC. Further the University encourages affiliated colleges to go for NAAC accreditation and to apply for autonomous status.

6.3.5. How often is the functioning of the affiliated institutions inspected and supervised? When was the exercise done last? Give details

Colleges having permanent affiliation are inspected once in 5 years and the remaining colleges are inspected by LIC every academic year. It is a continuous process which involves close inspection of requirements and compliances by the respective colleges.

6.3.6. Has the University conducted an academic audit of its affiliated colleges? If yes, give details.

No. The affiliated colleges are not expected to undergo academic audit.

6.4 HUMAN RESOURCE MANAGEMENT

6.4.1 How are the staffs recruited? Illustrate the process.

Recruitment of teaching faculty is done as per the UGC guidelines and also by conforming to certain guidelines prepared by the specially appointed committee under the guidance of the Syndicate and by adhering to the roster system. Recruitments to non-teaching posts are made as per C & R rules of the University and the KCSR. Approval of the competent authority is taken as per the provisions of the KSU Act 2000.

6.4.2 How does the University assess the need for staff recruitment?

The assessment for staff recruitment in the University is a continuous process. Suggestions, feedback, introduction of new courses and programmes pave the way for stock taking of the staff requirement. Further recruitments are made as per the established norms and rules of the Act.

6.4.3 What percentages of faculty are recruited from other institutions, other states and other countries? Give details.

At present about 10% of the faculty are from other institutions.

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

The ratio of teachers to non teaching staff is 1:3

6.4.5 Does the institution have a 'self-appraisal method' to evaluate the performance of the faculty in teaching, research and extension programmes? How far has it motivated the teachers?

The annual performance appraisal of the teaching staff is a regular practice in the University to evaluate the performance of the teaching faculty. Since this is a self-appraisal mode, it has promoted introspection in the concerned teacher to look back at his progress and thereby act for improving himself/herself in his teaching abilities, research programmes, etc. Feedback on the performance appraisal report from the Vice Chancellor also acts as a motivating factor.

6.4.6 Does the institution appraise the performance of the teaching staff? If yes, specify.

At the end of the academic year, each teacher receives response from high office to appraisal report. The teacher concerned is advised or encouraged, as the case may be, to keep pace with the changing needs in terms of teaching, research and publication. The University evaluates performance of teacher through student evaluation of teachers, and Academic and Administrative Audit.

6.4.7 Does the institution appraise the performance of the non-teaching staff? If yes, specify.

The University appraises the performance of the non-teaching staff by obtaining and perusing the Confidential Reports as per C & R and KCSR rules. The insistence of the State Government on the practice of the Right to Information Act is an awakening factor to take appropriate action as far as the non-teaching staff is concerned.

6.4.8 Has there been any study conducted during the last five years by the University/ government or by any other external agencies on the functioning of any aspect of academic and administrative management? If yes, give the details of the reports.

The University has thoroughly examined the functioning of academic and administrative management through AAA Committee twice in the last five years. A copy of the report is enclosed (Appendix VI.11). The officers of the University also ensure implementation of Kannada in administration, issues relating to SC/STs, etc.

6.4.9 Has the institution conducted any programme for skill upgradation and training of the non-teaching staff based on the performance appraisal? Give details.

In view of the need for 100% office automation in administration, the University has organized capability building programmes for non-teaching staff and conducted several short term courses, particularly in the field of ICT. The non-teaching personnel have been given orientation-training programmes. Eight HRD & computer training programmes were conducted during 2004-2007.

6.4.10 Does the institution conduct staff development programme for the teaching staff, & non-teaching staff? Illustrate.

The Academic Staff College conducts refresher and orientation programmes for teachers round the year. The University conducted HRD and computer training programmes for non-teaching staff during 2004-07 as listed below:

02.09.2004 – 21.09.2004
16.08.2004 – 01.09.2004
04.11.2004 – 23.11.2004
11.12.2004 – 19.12.2004
10.01.2005 – 28.01.2005
28.02.2005 – 17.03.2005
01.01.2007 – 15.01.2007
07.02.2007 – 24.02.2007

A five day workshop on Human Rights Education was conducted by the Department of Sociology jointly with South India Cell for Human Rights Education in August 2004. The Department of Library and Information Science and Professor S.S. Basavanal Library jointly conducted a workshop on Intellectual Property Rights (IPR issues/copy-right Act) and on using electronic information resources. Some Departments conducted workshops in respective disciplines for familiarizing the teachers with new developments in researches. The Kousali Institute of Management Studies organized for Chairpersons a two-day intensive workshop for developing executive skills (18-19 April 2005). It also organized a one-day Workshop on Choice Based Credit System on 30 March 2007 for Chairpersons and Deans.

6.4.11 How are teaching staff encouraged to use the computers, Internet, audio-visual aids, computer aided packages etc.?

One computer a teacher is the order of the day. The computer requirement of teachers is met with support from the UGC grants and research projects. Many Departments have audio-visual aids likes slide projectors, TV, VCR, OHP, LCD, etc. There is central computing facility for use of faculty members and students.

Through UGC INFONET programme campus networking has been done and this has enabled teachers to access the Internet.

Special library user awareness programmes were conducted to promote use of the electronic information in research.

6.5 FINANCIAL MANAGEMENT and RESOURCE MOBILIZATION

6.5.1. Provide income/expenditure statement for the last financial year (provide the same to the peer team during the onsite visit)

Financial resources of the University for the year 2006-07

Sl. No.	Items	Rs. In lakhs
01.	Fees	297.86
02.	Grants in aid	3725.56
03.	Others	1248.39
	Total	5271.81

Budget expenditure(as per revised estimates) % spent

	2005-06	2006-07
Salary of faculty	23.54	30.76
Salary of non teaching staff	13.08	12.11
Books and journals	0.15	0.15
Buildings	2.23	1.70
Maintenance (electricity, water, sports, examination, hostels, students, amenities, etc)	13.43	14.39
Academic activities of departments, laboratories, animals house, etc.	0.28	0.30
Equipment (research, teaching aids, seminars, contingency, etc.)	47.26	40.56
Total	99.97	99.97

6.5.2. Is the operation budget of the institution adequate to cover the day-to-day expenses? If not, how it is managed?

Sometimes the budget provisions are inadequate to cover day-to-day expenditure. Hence, appropriate measures are taken to manage the expenditure, by revision of budget and re-appropriation of savings from other budget heads.

6.5.3. Is the maintenance budget of the institution adequate with reference to its infrastructure and learning resources?

The annual budget of the University is often inadequate for creating new infrastructure and its maintenance. However, the inadequacy is generally made good. The increase in expenditure on pensions, the withdrawal of affiliation of technical and medical institutions, increase in appointment of guest faculty in teaching and contractual appointment of non-teaching staff, owing to freeze on recruitments, are the principal factors which have adversely affected the resources of the University. The inadequacies caused on these counts are being managed from the Block Grant (wherever they can be charged) and other limited resources of the University. The University is therefore encouraging starting of self-financed/high fee structured courses such as Biotechnology, Microbiology, Computer Science, etc. Admissions on the basis of enhanced fee for all Departments is also encouraged by setting aside a few seats in addition to the normal fee seats. For developing certain learning resources and other related expenditure, resources from UGC and other plan allocation is used. These and similar other measures are helping the institution in making good the inadequacy of resources. The Fund Based Accounting System (FBAS) has been recently introduced.

6.5.4. Have the accounts been audited regularly? What are the major audit objections and how are they complied with?

The accounts of the University are audited annually by the auditors of the State Accounts Department. The major objections have been the large outstanding advances pending against the employees of the University. The other objection has been the irregularity in fixing of the pay for certain class of employees. This is being sorted out with the DPAR and concerned officials of the state. The other audit objections like remuneration, and TA to the examiners have been passed on to the concerned audit officers after compliance of all the above audit objections. Objections are generally set right by concerned staff. Most of the outstanding advances have been recovered recently.

6.5.5. Does the institution have a mechanism for internal and external audit? Give details.

The University has the healthy practice of conducting both internal and external audit. Internal audit is done by the staff of the accounts section by verifying the submitted bills with reference to sanctions, provisions in budget heads, purchase procedures, etc. The external audit is done annually by the Audit Officers of the State Accounts Department.

6.5.6. What are the current tuition and other fees?

The chart showing the current fee structure for postgraduate courses is enclosed. (Appendix VI.12).

6.5.7. How often is the fee revised?

Fee structure is subject to changes considering the circumstances. The revisions are approved by the appropriate bodies. However, the convention is to increase the fees up to 10% every year. The latest change in the fee structure is circulated (vide No: KU/VM/PG/2007-08/97, Date:5-07-2007) (Appendix VI.13).

6.5.8. What is quantum of resources mobilized through donations? (Other than block grants) Give details.

There is no system of mobilizing resources through donations as the University receives block grants from the Govt. of Karnataka. However, endowments, self/funded/high fee structured/enhanced fee structured courses add to the resources.

6.6 BEST PRACTICES in GOVERNANCE and LEADERSHIP

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

- The University celebrates regularly the birthday of Dr. D.C. Pavate, the chief architect of the University and strives to convey his vision and mission to the freshers, new recruits, etc.
- Foundation lectures in memory of renowned educationists/literateurs/scientists like Dr. Zakir Hussain, Dr. D.R. Bendre, Dr. S. Radhakrishnan, Dr. C.V. Raman and Prof. S.S. Basavanal are arranged annually.
- MoUs with reputed corporate companies like Infosys have been signed to promote skill development and employment opportunities.
- The University has restructured and liberalised the administrative and financial powers to chairpersons for a meaningful decentralization. Computerization has been taken up and transition to e-governance is in progress.

- The University has encouraged founding of alumni associations and parent-teacher associations in various Departments to help further develop academic activity and infrastructure and also get their feedback on curriculum and resource mobilization.
- Workshops are organized for acquainting teachers with skill and educational development programmes such as management, CBCS, human rights, patent awareness, use of Internet, etc.
- In terms of deployment of human resources the University is availing services of experienced faculty members for manning various responsible positions such as directorship of the University Printing Press, Students' Welfare office, University Scientific Instrumentation Centre, College Development Council, Academic Staff College, National Service Scheme, Sports section, University Employment Information and Guidance Bureau, Planning and Development section, B.R. Ambedkar Studies, etc. The central valuation work of semester and non-semester M.A./M.Phil. examinations is carried out by a combined team of teachers, coordinated by Professors and non-teaching staff
- Apart from regular auditing system, the University has introduced Fund Based Accounting System.

CRITERION VII: INNOVATIVE PRACTICES

7.1 INTERNAL QUALITY ASSURANCE SYSTEM

Introduction

7.1.1 What mechanisms have been developed by the institution for quality assurance within the existing academic and administrative system?

The University is achieving its goals and objectives through the mechanisms evolved as per the recommendations of National Assessment and Accreditation Council.

- 1. The IQAC has been constituted and it is functioning in the University since 2004. The IQAC has adopted modified mechanisms by designing a proforma for self-appraisal by PG teachers in the Departments. The departmental profile and the related data are available on the University website and print form also to ensure transparency.**
- 2. A well chalked out academic calendar is kept ready before the commencement of the academic session. The revised or new syllabus approved by various academic bodies, change of textbooks in languages are also brought to the notice of the concerned sections before the academic session commences.**
- 3. All administrative orders like fixation of fees, examination time table, release of advances to carryout research and purchase of equipment and laboratory ancillaries are done on time.**

7.1.2 What are the functions carried out by the above mechanisms in the quality enhancement of the institution?

- 1. The student assessment of teachers is in operation and this exercise of obtaining the view of the students on academic programmes and the courses is carried out through a well structured questionnaire. The questionnaire consists of 15 attributes and the students are asked to assess the teachers on a scale of 1 to 5.**
- 2. The administrative wing of the University and its related sections are also subjected to this scrutiny as the total quality is based on the entire system. This elaborate exercise is done by the IQAC by guiding the Departments and also the officers of the University by holding periodical meetings and visits. The results of this exercise was made available to the Academic and Administrative Audit Committee.**

7.1.3 What role is played by students in assuring quality of education imparted by the institution?

- 1. A successful attempt is made to convince the students to conform to the rules and regulations of the University with respect to attendance, payment of fees, submission of reports and other such activities. Except some stray cases of shortage of attendance, students by and large conform to the norms set by the institution.**
- 2. And at the same time the idea of conducting student evaluation of teachers to get leads on improving the education imparted is proving very fruitful. The overall rating of all teachers in the department and individual rating of every teacher and the general feedback on good practices followed by teachers help the institution to understand the existing quality and also helps in understanding what could be done to improve the quality wherever it is lacking, along with the support and help required from the University.**
- 3. Many Departments organize open house interactions with students to know their problems. During such occasions students openly air their sentiments and expectations, which help the institution in many ways.**

7.1.4 What initiatives have been taken up by the institution to promote best practices in the institution? How does the institution ensure that the best practices have been internalized?

The IQAC is constantly monitoring and maintaining the best practices to establish the visibility of the University more than ever.

All the PG Departments invariably make an attempt to revise and implement the new curriculum in conformity with the UGC model. Teachers in all the faculties of the University have undertaken a number of projects and programmes from various funding agencies; have also collaborated with a number of institutions both in India and abroad. The impact factor of the publications by the faculty is showing the increasing trend. Community services, sports and cultural activities including the performance of central support system have shown considerable progress. Technology upgradation, students' welfare, formation of alumni and parents-teachers associations are steadily picking up. Enough encouragement has been extended to non-teaching staff to improve their skills and abilities.

The IQAC has made serious efforts to inculcate the best practices and also encourage students and teachers to go for large scale linkages with national and international academic and research bodies. And the University is showing an increased interest in developing best practices in the academic, research, social welfare, cultural and sports activities. The keen concern for internalizing best practices for ensuring quality inculcation and sustenance are very clearly visible.

7.1.5 In which way has the institution added value to students' quality enhancement?

A concerted effort is being made by the University in adding value to student's quality enhancement. Students are encouraged and recommended in many Departments to participate in seminars, workshops and summer schools of national and central institutes. Many Science and Technology Departments invite eminent scientists and IT experts to deliver special lectures. Arts and Social Sciences Departments also arrange special lectures by eminent scholars and seminars to expose the students to new ideas.

Students are kept continuously engaged in the Departments. They are given opportunities to participate in research oriented fieldwork based projects. They are also given tutorials and are permitted to attend research presentations and open viva-voce of the Ph.D. students are at liberty to meet the staff any time during the working hours. The faculty members share the latest journals and reading materials with students. Seminars and workshops on holistic approach to life and health, yoga and meditation, personality development and communication skills are regular features and this has certainly helped the students in their personal and spiritual developments.

7.2 INCLUSIVE PRACTICES

7.2.1 What practices have been taken up by the institution to provide access to students from the following sections of the society:

- a) Socially-backward**
- b) Economically-weaker and**
- c) Differently-abled**

An amount of Rs. 15 Million per year is allocated from the University funds for the development, especially for the socially-backward SC/ST students and research scholars. And a considerable financial aid is extended to Category-I, Backward Classes and Minority students through their respective Cells established by the University. Physically handicapped students are assisted in many ways by the Directorate of Students' Welfare. The University has earmarked certain scholarships for students of the economically weaker sections. There are different units in the University that train students of these sections for various

competitive examinations. Modest efforts are made to inspire the differently-abled community by facilitating basic requirements from time to time. They are also encouraged to be the partners in the progress of the system.

7.2.2 What efforts have been made by the institution to recruit staff from the disadvantaged communities? Specify.

Backlog teaching and non-teaching vacancies are filled up by the University periodically. As it is there are 68 teachers and 143 non-teaching staff from SC/ST Cat-I categories. OBC and economically backward sections also have a sizable representation in the recruitments of the University.

7.2.3 What special efforts are made to achieve gender balance amongst students and staff?

There is a fair mix of male and female students in most of the courses and in a few Departments girls outnumber the boys. It is also true that girl students outnumber the boys in winning gold medals and prizes at the convocations. It is seen from the records that they have a higher degree of success over the years. A fair representation is ensured to the female staff members in the recruitment policy of the University.

7.2.4 Has the institution done a gender audit and/or any gender-related sensitizing courses for the staff/students? Give details.

The Research Centre for Women's Studies offers a PG Diploma course in Women's Studies. Though the University has not done any specific gender audit or introduced any specific courses for the staff, the courses which are already in existence have one or the other component on gender sensitization. In all the orientation courses and refresher training for the teachers, a lecture on gender sensitization is invariably included.

7.2.5 What intervention strategies have been adopted by the institution to promote overall development of the students from rural/tribal background?

There are not many tribal communities in and around Dharwad city. But the existing ST students have been given all the benefits. The students coming from rural background outnumber the urbanites. This is how the University has always kept in mind balanced development of all regions and sections of students under its jurisdiction. PG centres invariably cater to the academic needs of the rural students. If the students face language problem, they are allowed to write their examinations in Kannada in the Social Sciences Faculty. Ph.D. scholars are also allowed to write their thesis in Kannada, especially in the Social Sciences.

7.2.6 Does the institution have a mechanism to record the incremental academic growth of the students admitted from the disadvantaged sections?

The SC/ST and OBC Cells monitor all the activities including academic growth of the students, cumulatively. In addition to classroom teaching, these students are given extra coaching to increase their employability, for example, IAS, IPS, IRS, etc. Scholarships, freeships and other financial assistance are given to encourage learning and living process, also under Earn While Learn scheme.

7.3 STAKEHOLDERS RELATIONSHIPS

7.3.1 How does the institution involve all its stakeholders in planning, implementing and evaluating the academic programmes?

The University has encouraged all the Departments to form Alumni Associations and conduct periodical interactions, so as to generate the goodwill of the alumni in the form of financial assistance, infrastructural facility, consultancy and placement. Majority of the Departments have responded positively and formed the alumni associations and a few of them have already started reaping the benefits of the same. Of these, the alumni association

of the PG Department of Law is a registered body and has the distinction of being a bastion helping in all activities, academic and social. Invariably all the departments have in some form or the other benefited from their Alumni Associations.

As part of amended Karnataka Universities Act of 2000, a Planning, Monitoring and Evaluation Board was created which provided adequate representation for stakeholders like professionals, companies and industrialists in its setup, who in turn are guiding the University in planning new curriculum and evaluating the academic programmes. There is a provision through Chancellor's nomination to Syndicate to involve public and policy makers in planning and also supporting the academic activities.

7.3.2 How does the institution develop new programmes to create an overall climate conducive to learning?

To develop a conducive climate at levels of the University teaching and learning some notable programmes are being undertaken. A few of them are resources support, performance standard, good communication between students and teachers, reward system for students, students' motivation through counselling, involving students in some decision making processes.

7.3.3 What are the key factors that attract students and stakeholders resulting in stakeholder satisfaction?

Designing of curriculum keeping in view of the requirements of students and stakeholders considered to be the key factor. Keeping in mind this fact many Departments have re-designed their curriculum to suit the stakeholder satisfaction.

7.3.4 How does the institution elicit the cooperation from all stakeholders to ensure overall development of the students considering the curricular and co-curricular activities, research, community orientation the personal/ spiritual development of the students?

1. The main objective of the University is to imbibe values in students. To encourage ethical practices, the University campus is declared as no smoking and no tobacco zone. NGOs are considered as important stakeholders in higher education.
2. Keeping this in mind, a large number of Departments in collaboration with NGOs organize special lectures, awareness programmes, counselling and guidance. Recently a 5 day training programme was organized by the Department of Sociology in collaboration with SICHREM on human rights and duties for college and PG teachers.
3. Regular programmes are organized to encourage the students to develop qualities like empathy and communal tolerance. Periodical events like inter-religious dialogue and prayer and celebration of the events of national importance are utilized to advise students to treat each other with concern, especially the disadvantaged groups. The thrust of the programmes is on inculcating qualities of tolerance and cooperation. The orientation is necessarily towards discouraging any discrimination on the basis of caste, class or gender. As a result the campus is trouble-free.

7.3.5 How does the University anticipate public concerns with current and future programme offerings and operations?

1. Areas of high priority in terms of training and employment are identified on the basis of current trends. Keeping this in view the PG Departments modify and redesign the courses offered.
2. Supportive to these exercises, other units of the institution like Students' Welfare Section and University Employment Information and Guidance Bureau are regularly organizing personality development programmes in the University, PG centres and

colleges. In addition, a number of Departments including English, Social Work, Women's Studies, Gandhian Studies, Yoga Studies, Ambedkar Studies, Education, Psychology and Sericulture have organized workshops and orientation programmes both for the public and students on personality development and communication skills. The importance given to these aspects is so much that even a student body like PG Gymkhana, which was hitherto known for organizing cultural and sports activities, has started organizing programmes on personality development.

7.3.6 How does the institution promote social responsibilities and citizenship roles among the students? Does it have any exclusive programme for the same?

Though the University does not have any exclusive academic programme for promoting social responsibilities and citizenship roles, these values are promoted through many alternative methods. Many Departments are making efforts to expose students to real life situations and they are encouraged to take-up voluntary social service in rural areas. The field visits organised by the Departments of Law, Anthropology, Social Work, Gandhian Studies, Journalism and a few other units inspire students to understand the problems of rural communities and urban slums and stress effectively the social responsibilities by organizing activities like special lectures, street plays, inter-action, blood donation camps, legal literacy, women's empowerment, treatment of girl child, HIV/AIDS awareness, environmental awareness, conservation of water and the like. This is how the student community is inspired to understand its responsibilities and encouraged to perform their citizenship roles.

7.3.7 What are the institutional efforts to bring in community-orientation in its activities?

The University NSS unit, which has won laurels as the 'first best' in the entire State has been active in organizing community oriented activities. Rain water harvesting was the thrust area in the past five years. NSS volunteers have built 4 bunds in the Shalmala valley of the campus. An exclusive student forum was created to focus on the problems of conservation of water resources. With a view to ensure community orientation to academic activities the publication section of the University has organized several extension lectures in remote areas, wherein both the PG and college teachers have delivered special lectures on relevant themes.

7.3.8 How does the institution actively support and strengthen the neighborhood communities? How does the University identify community needs and determine areas of emphasis for organizational involvement and support? How do the faculty and students contribute in these activities?

Many science teachers are contributing their mite in sharing their technical know-how in the rural areas by conducting awareness programmes and educating villagers on available scientific methods and techniques. Field studies organized as part of the curriculum has helped many Departments to understand the needs of the neighbourhood communities. This is how the strategies for involvement and support are worked out. Faculty and the students in many Departments are actively involved in organizing rural camps, wherein they carry out extension activities. They also suggest possible solutions to solve the problems facing the rural communities. The Adult and Continuing Education Centre has taken up the problems of illiteracy by involving the students and rural NGOs.

7.3.9 Describe how the institution determines student satisfaction, relative to academic benchmarks? Does the institution update the approach in view of the current and future educational needs and challenges?

To promote student satisfaction relative to academic benchmarks some concrete programmes are interchangeably introduced. Namely, taking care of psycho-social and economic needs of students, informing the students about institutional plans and policies,

promoting healthy relationships between students and establishing good rapport with students, Teachers derive a lot of pleasure in seeing through the students' academic progress.

7.3.10 How does the institution build relationships:

- **to attract and retain students**
- **to enhance students' performance and**
- **to meet their expectations of learning**

See for details the Criterion II : sections 2.2.2, 2.2.3,2.3.2, 2.3.3, and 2.3.6; Criterion III: sections 3.1.2., 3.1.4, 3.1.5, 3.2.4; Criterion IV: sections 4.1.2, 4.3.3, 4.3.11, 4.3.12 and Criterion V: sections 5.1.2, 5.2.2, 5.2.4, 5.2.5, 5.2.6, 5.2.15, 5.2.16.

7.3.11 What is the institution's complaint management process? How does the institution ensure that these complaints are resolved promptly and effectively? How are complaints aggregated and analyzed for use in the improvement of the organization, and for better stakeholder-relationship and satisfaction?

There is a Grievance Redressal Cell in the Examination Section consisting of five members. This committee goes through the complaints received, resolves them to the best satisfaction of the affected. This apart, the University is quite media sensitive. Any complaint of any section which is aired through the media is considered for redressal on priority basis. Stakeholders are always free to discuss their requirements and problems with the authorities of the University. The University central facilities such as the Library, Health Centre, USIC, Printing Press and Prasaranga have a complaint box. A person is designated to handle the complaints in each of these sections.

A note on core values of NAAC reflected in various functions of the institution

The University has introduced the semester system at both UG and PG levels. The curriculum has been revised and the examination system has also been reformed. Time frame is fixed for the announcement of results. Besides, examinations are also conducted by the Directorate of Distance Education and External branch for all those who cannot afford regular education. Now both these Units are merged into School of Correspondence Education.

Special coaching classes for competitive examinations are conducted for the underprivileged sections. Programmes on personality development and communication skills are a regular feature. There is a provision for part-time research. Interdisciplinary research is encouraged. MoUs with various institutions and agencies are signed. Special/Foundation lectures are arranged and educational tours are conducted for students.

Statutory powers (administrative, academic and financial) are delegated to different sectional heads. Extensive IT facilities are available to both staff and students. All these things are helping in good governance of the University. This has all been made possible because of the application of latest software and training to our officials and staff. Starting of e-governance in our finance section, improving facilities in support services, caring and maintaining the roads and gardens, extending amenities to hostels, guest house and health centre, providing useful programmes to help the deprived classes are some of the ways through which the University is striving to achieve its objectives.

The appreciation showered on the healthy innovative practices by the previous assessment report is considered as a source of inspiration for continuing and strengthening the same tradition. The vision and mission of the University are effectively reflected in the innovative practices followed by the University.