

ಪ್ರೊ. ಎಚ್.ಬಿ. ವಾಲೀಕಾರ  
ಉಪಕುಲಕರ್ತೃ  
ಕರ್ನಾಟಕ ವಿಶ್ವವಿದ್ಯಾಲಯ  
ಪಾವಟೆ ನಗರ, ಧಾರವಾಡ-೫೮೦ ೦೦೩



"University with Potential for Excellence"  
"ಉನ್ನತ ಸಾಧನಗಳ ಪೊಂದಿರುವ ವಿಶ್ವವಿದ್ಯಾಲಯ"

**Prof. H. B. Walikar**  
Vice-Chancellor  
Kannada University  
Pavate Nagar, Dharwad-580 003  
☎ : 0836-2448600 Fax : 0836-2747884  
E-mail : vokudharwad@gmail.com  
Webmail : vc@kud.ac.in  
Website : www.kud.ac.in

Ref. No. :

Date :

### Declaration by the Head of the Institution

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

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

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

Signature of the Head of the institution  
with seal:

Place: Dharwad  
Date:

### *Executive Summary*

*Established in 1949, Karnatak University campus is located at an altitude of over 750 mtrs on a stretch of 750 acres perched on gently sloping hillock called Chota Mahabaleshwar. This location commands a panoramic view of the valleys with sylvan surroundings providing a unique natural beauty and peaceful setting. Heavily wooded slopes are dotted by Eucalyptus, Mango and Subabul groves and casuarinas, Gulmohar, Neem, Coconut, Palm and Ashoka trees. The greenery that surrounds the campus lends a rare grace to the buildings and roadside boundaries overlooking the city of Dharwad. One of the abiding concerns of the University has been to ensure and enhance this ambience by conserving the biodiversity and provide an eco-friendly environment for the healthy and intellectual development of the faculty and students. Keeping this in view, lush gardens are maintained by planting varieties of seasonal flower saplings every year in different locations of the campus.*

*Dharwad has been a vibrant cultural centre of Karnataka. It has been the birth place of the modern movement for the cultural revival of Karnataka. It was here that the idea of a united Karnataka movement originated and later intensified. As part of the movement, the movement for Karnatak University was started in the 1920s. As a culmination of this movement the Karnatak University was born. There is little doubt that Dharwad is an ideal location for a University as it is a centre of Karnataka's intellectual and cultural rejuvenation. It has produced a galaxy of creative and discursive writers. It is a place of thinkers as well as musicians. It has given to the world a number of awardees of Jnana Peetha like D.R. Bendre, V.K. Gokak, Girish Karnad and Chandrashekhara Kambhar. It has also given to the world such great Hindustani Classical singers as Mallikarjun Mansur, Bhimsen Joshi, and Gangubai Hanagal. It was inevitable that Dharwad was crowned with a modern and dynamic University.*

*The founders and architects of the University with true nationalistic spirit have laid sound foundation to build a distinct institution of higher learning in this part of independent India. Eradication of illiteracy among the masses was their avowed mission and accordingly they conceived the logo of the University with a banyan tree, a rising sun and the legend Arrive Guru, i.e., Wisdom is Guru, indicating that both wisdom and knowledge should be all pervading like the ramifying banyan tree to lit up the world. The majestic Vidya Soudha, that stands huge and tall at the head of the campus, is a magnificent memorial to their dedicated efforts, particularly of late Wrangler Dr. D.C. Pavate. Today it is an icon of higher education and operation literacy that were launched 64 years ago in this part of Karnataka. This is the second oldest University in Karnataka and it celebrated its Diamond Jubilee in 2009. It has been one of the major knowledge disseminating centres in several disciplines in South Central India catering to the needs of millions of students. The unstinted efforts of*

Karnatak University to enhance the body of knowledge in the realm of Science and Humanities has yielded fruitful results leading to the development of the departments of Physics, Chemistry, Geology, Mathematics, Statistics, Life Sciences which have proved to be robust research centers as well as the Arts and Social Science departments which are also equally active in pursuing research, teaching and extension activities relevant to the present day social requirements.

Regional imbalance in Karnataka has been the cause of backwardness in North Karnataka. As a result of this, large numbers of people of this region have suffered from social exclusion, especially in education, employment and in overall development. Imparting quality education, especially higher education became imperative to overcome the problem of regional imbalance in Karnataka state. It is in this direction that a humble beginning was made in 1950 by Karnatak University and this initiative was intensified during the time of Wrangler Dr. D.C. Pavate. Since then, Karnatak University has been striving to promote social justice to empower the people of North Karnataka through the spread and access of quality higher education. The continuous efforts of Karnatak University to spread the higher education has given rise to the birth of two more universities out of its two PG centres. The erstwhile PG Centre at Gulbarga emerged as an independent Gulbarga University in 1980 and the PG Centre at Belgaum became another full fledged University called Rani Channamma University in 2010.

The University has endeavoured to explore as many domains of knowledge as it could be possible with its seven faculties viz., Science and Technology, Social Science, Arts, Commerce, Management, Law and Education. Most of the PG departments have independent buildings with adequate space, classrooms, laboratories, Seminar and discussion halls and Computer labs with Internet facilities which are upgraded periodically with modern infrastructure. The USIC with its Annex is housed in an independent building. New buildings for the Research Centre for DNA Diagnostics, Bhasha Bhavan, Basava Bhavan, Women's Rest Room, Central Evaluation Centre and Swami Vivekananda Study Centre have come up during the last five years. Several renovations and extension of buildings have been carried out during the last five years. In addition, the work for separate buildings for Dr. D.C. Pavate Institute of Mathematical Sciences, Interdisciplinary Programme for Life Sciences and for the School of Social Sciences are in progress.

The Vidya Soudha houses several departments of the Faculties of Social Sciences, Science and Technology, Commerce and Arts. The PG departments of Business Management and Reproductive Health Management are housed in one independent building near the University Library with classrooms, seminar halls and auditorium. The department of Physical Education is housed in Kreedha Bhavan. The department of Gandhian Studies is housed in Gandhi Bhavan, while the departments of Foreign Languages, Hindi, Urdu and Persian and Electronic Media are situated in

Bhasha Bhavan. The Ambedkar Study Centre is in the Dr. B.R. Ambedkar Bhavan. Kanaka Bhavan houses the Kanaka Peetha and University Consultancy Cell. The Vishwachatana Building houses Examination Section, Directorate of Distance Education, The Minorities and Other Backward Classes Cell, IQAC Office, Computer Processing Unit and a branch of State Bank of India. The Dr. R.C. Hiremath Institute of Kannada Studies accommodates the departments of Kannada, Folklore, Linguistics, Sanskrit and Marathi. The Student Home Building houses the UEIGB Centre, Central Computer Centre, Academic Staff College and Office of the Director of Student Welfare. The University publication division Prasaraanga is located in an independent building. The Gandhi Bhavan, Golden Jubilee Building and Manasollasa are multipurpose halls.

The University offers a wide range of PG courses in the Faculties of Science and Technology, Social Science, Commerce, Management, Education, Law and Arts. All possible measures are taken to impart quality higher education in accordance with the UGC Higher Education Policies with a view to providing access to higher education for various sections of the society. There are 47 PG departments offering 50 courses, 18 PG Diplomas, 3 Advanced Diplomas, 4 Diplomas, 3 Certificate courses, 26 M.Phil. and 42 Ph.D. Programmes. On an average, in the last five years, there has been a considerable increase in the percentage of female students vis-a-vis male students. The University has been promoting social justice in accordance with the policy of the State Government. As a result, there has been a spurt to the extent of almost 60 % in the total admission of students belonging to SC/ST, Category-I and OBC categories in the last five years. The University Public School started in 1964, is also serving as a practicing school for the B.Ed. Course of the constituent College of Education. Most of the PG Diploma courses, especially the 11 Peethas (Chairs) focus on inter-disciplinary and multi-disciplinary components in their curricula. The Basava Peetha, Gandhian Studies, Kanaka Adhyayana Peetha, Ambedkar Studies and Swami Vivekanand Centre are offering value-based courses. There are a few self-financing courses viz., M.Com., (Corporate Secretaryship), M.Sc., (Applied Genetics), M.Sc., (Bio-technology), M.Sc., (Computer Science), M.Sc., (Microbiology), MBA, MBA (Evening), MCA, PG Diploma in Bank Management and PG Diploma in Risk Management as well as an integrated Course in Tourism Administration.

The UGC Curriculum Development Report is the base for various courses. Introduction of CBCS pattern at the PG level in the University has given rise to a paradigm shift. The primary objective of introducing CBCS System is to serve the interest of students by giving option of choosing any one paper as an open elective in second and third semesters. Academic flexibility is provided to the students to enable them to have ample choice not only at the PG level but also at the level of PG Diplomas. The system of open electives provides the scope to choose courses beyond core courses in other



departments. The recognition of cognate subjects lends freedom for graduates and post graduates to seek admission to the new PG courses as well as to conduct research in the new fields at the level of Ph.D. programme. That is how any graduate can seek admission to the PG courses like Anthropology, Criminology, Library and Information Science, Mass Communication and Journalism, Electronic Media, Philosophy, Linguistics, Management and Social Work. In the Faculty of Arts, any graduate from the discipline in Arts can opt for the PG Course in Linguistics and Folklore. In the Faculty of Science and Technology, any science graduate can seek admission to the PG Course in Biotechnology and Applied Genetics. While vertical mobility is the salient feature of most of the courses, the new courses like Master of Tourism Administration and MBA have the facility of lateral mobility. The International Diploma in Reproductive Health Management began in collaboration with the University of Groningen, the Netherlands and the JSS Institute of Economic Research, Dharwad. This is a unique twinning programme offered by the University. Flexibility is also extended without compromising the quality for writing the Post Graduate examination as well as M.Phil. and Ph.D. dissertations either in English or Kannada. This facility has gone a long way in enabling the students coming from rural and vernacular backgrounds to earn their Post Graduate and Doctoral degrees. The adoption of CBCS pattern has provided the scope to make teaching student-centric. The CBCS pattern as well as the recognition of cognate subjects have substantially contributed to strengthen the interdisciplinary teaching and learning and multidisciplinary research.

There are 47 PG departments with 199 teachers and 3822 PG students. At present the University has 260 affiliated colleges and five constituent colleges with 72,666 students. There are 22 PG courses in 71 affiliated colleges and constituent colleges. To overcome social exclusion and promote social inclusiveness, reservation seats for admission (under normal and enhanced fees structure) to the various PG courses are made as per the roster/existing government orders and the provision of the Karnataka State Universities Act, 2000 relating thereto. Up to 3% of the total intake subject to a minimum of one seat is reserved for differently abled persons and two seats are reserved for candidates who have distinction in sports/NCC/NSS/Ex-servicemen, the children of defense persons/political sufferers.

The University has taken all initiatives in providing modern facilities for student learning processes. All the classrooms are provided with OHP, LCD projectors with internet connectivity and in some classrooms, particularly relating to newly emerging areas smart interactive board facilities have been provided. The University has made available ample facilities for students by way of Central Computer facility located at Student Home with two servers, 40 terminals and 20 hours stand-alone system. The UGC-INFONET services and Academic websites are also available to the

students. The teachers are constantly encouraged to be student-friendly and to provide student-centric learning facilities.

The Karnatak University availed 1 Gbps bandwidth facilities extended by National Knowledge Network (NKN). All the 9267 computers are connected to the campus backbone network. The wifi facility is made available all over the campus. This has enabled teachers, students and researchers to have instant access to e-journals and databases offered by UGC-INFONET Digital Library Consortium. A separate academic portal has been launched wherein teachers are encouraged to upload their lecture notes well in advance to promote e-learning. All the members of teaching faculty have been given laptops in addition to desktop computers in the departments. Science laboratories are well connected with computers. USIC has been endowed with highly sophisticated equipment facilities. The University has taken a significant initiative towards paper-less administration. All the Sections in administration are connected with computers. The examination section has a well established computer centre which facilitates all the announcements pertaining to examinations and results.

The University Library is spacious and over the years enriched with rich collection of 3,10,961 books, 46,907 bound volumes of periodicals, 32,568 UN publications in its UN Depository Centre and Educational CDs. It has created a separate portal to access the open sources useful for teaching, learning and research. The system has 1Gbps bandwidth capacity to access the open source from anywhere within the campus. It enables researchers to access as many as 8,500 e-journals and database sources.

The University has been considered as a pioneer in promoting correspondence education. Earlier it was an external course and now it has slightly changed the modus operandi, offering the correspondence education in the faculties of Arts, Social Sciences and Commerce. The regular mode students can enter into correspondence mode and continue their education. With this advantage the dropout cases are minimized. During the previous academic year 21,919 students have taken admission in this mode of education. A large number of students, coming as they are from rural-resource-poor background, suffer from lack of communication skills and opportunities to develop their personality. To ameliorate this deficiency the University has introduced a) computer applications b) Environmental Problems and Human Rights c) Indian Constitution d) Development of communication skills and personality, as mandatory courses at UG level. Periodical ICT workshops for students and staff (Teaching and Non-teaching) are conducted to equip them with the required skills. The consultancy cell organizes workshops and lectures.

Research is an integral part of higher education. Every PG department and college is encouraged to undertake research. Eligible PG and UG teachers are given guide-ship as per the University regulations. The R and D

guidelines of this University are first of its kind in state universities. These liberalized and rationalized guidelines are enabling a smooth and efficient operation of research grants. Necessary measures are taken to inculcate a culture of research among under-graduates and post-graduate students as well as to inspire research scholars. To motivate the deserving B.Sc. students towards basic science, the University has implemented a proactive scheme awarding 100 fellowships of Rs. 1000/- each. This initiative is also unique and first of its kind in Karnataka State. The M.Phil. and Ph.D. students are being given fellowship out of UGC XII five year plan grants. Adequate funds have been earmarked for research fellowship and studentships each year. The SC/ST, Cat-1, Minority and other backward classes cells monitor the research fellowships and funds given to researchers belonging to these categories. In the last four years, 737 scholars completed their M.Phil. and Ph.Ds successfully. The University is participating in the Shodhaganga depository. For doctoral research the University provides adequate facilities and monitors the relevance and quality of research through Department Councils and Doctoral Committees. To promote and foster a career in higher studies and research, many scholarships and fellowships have been instituted with the help of contributions from the Alumni, munificent public, industrialists, software giants and collaborating institutions, like two Nilekani scholarships of the value of Rs. 3000 per month with contingency of Rs. 4000/- awarded every year to Ph.D. students. Dr. D.C. Pavate Foundation fellowship is awarded to a student of International Relations to undertake research at Cambridge University, UK, for three months based on an all India competition. One Dr. D.C. Pavate fellowship is also awarded to the student of Science Faculty and another fellowship for the student of Economics/Management, based on Karnataka State level competition.

Considering the quality of research and publications of the faculty and research scholars and some of the outstanding performances of specific departments, the funding agencies at the National and International levels like UGC, DST, ICAR, ICMR, DBT, WHO, DEA, ICSSR, TISS and IBHM have sanctioned large scale grants and special programmes of high value. The major grants have come from UGC XI and XII five year plan and CPEPA schemes. One of the major emphases of the University is on promoting interdisciplinary and multidisciplinary research involving teaching faculty and research manpower from different departments, different universities and research institutions. Such research has brought laurels to the Karnatak University. Recognizing such research activities, the Science departments have been awarded with the UGC CPEPA centre (7 Crores) and DBT IPLS (12 Crores). The UGCs University with Potential for Excellence status worth Rs. 50 Crores has been awarded to the University for interdisciplinary research among many departments of Faculties of Science and Technology, Social Science and Arts. The award of University with Potential for Excellence (UPE) status by UGC is a testimony to the excellence achieved in

research programmes and the University's endeavour to integrate research expertise from different department to achieve common goals.

A research group in the department of Biochemistry has been funded by Agilant Technologies India, Pvt. Ltd., and UNICEM Laboratories, Ltd. to the tune of Rs.13.5 Lakhs. The department of Physics is recognized as a UGC Center for Advanced Studies (UGC CAS). The department of International Diploma in Reproductive Health Management has got a project worth about Rs. 22 Lakhs funded by World Health Organization. So far 22 major and minor research projects have been undertaken with national and international funding worth Rs. 13.75 Crores. Many industries have sponsored projects in the department of Chemistry. Major interdisciplinary programmes viz, IPLS, PURSE, UPE and CPEPA have fetched copious multi-crore grants enabling the University to create adequate equipment resources and infrastructure facilities. Thirteen departments have been recognized under SAP, 3 departments under DRS, 8 departments under infrastructure grants and 3 departments under DST-FIST.

The teaching faculty and Ph.D. scholars are encouraged to secure post doctoral programmes. The scholars from the department of Physics, Chemistry, Life Sciences, and Mathematics have secured Postdoctoral Fellowships and they are working in research institutions in the UK, Germany, France, the Netherlands and South Korea. There have been regular visits by the teaching faculty to premier institutions and laboratories at national and international levels under various programmes viz, Commonwealth Fellowships, Fullbright fellowships, Visiting Scientists and as researchers for advanced research and teaching. This interaction has resulted in the enhancement of quality in teaching, learning and research. Teachers and researchers are encouraged to participate in national and international conferences. The departments are motivated to organize and conduct national and international conferences, workshops and symposia. In the last five years, 282 such conferences have been organized by various departments in Science, Social Science and Arts Faculty. Eminent scholars and scientists of international fame participated in these conferences.

Sponsorship of foreign company/industries helped in generating patents in Biochemistry department. As far as linkages with government bodies are concerned, social science departments like Economics, Political Science, Sociology, Social Work and Management Studies have participated in budgetary planning, conducting training for personnel and for providing analysis of relevant data for different government bodies. Considerable increase in research output is visible in the form of papers, books and monographs both in terms of number and h-index. In the last four year, 3283 papers have been published by the teaching faculty and research scholars in national and international journals. Twenty five monographs, 78 chapters in edited books and 147 edited books have been published. The quality of research publication has been analysed quantitatively. During past



few years the research productivity of the faculty has increased and the study based on web of science has shown that the h-index and citation count for highest cited papers of Karnatak University is 40 and 525 respectively. This is much higher than the other universities in the State.

The Karnatak University has explored large scale research collaboration and its teaching faculty have research collaboration with over 42 universities, centres and institutes of national and international repute. The USIC and departments of Geology, Biochemistry, Chemistry, Biotechnology, Management Studies, Social Work and Criminology have actively shared the knowledge of research work done with industries, institutions and other seekers of knowledge.

The MoUs with premier national and international institutions like Infosys, Cambridge University, Groningen University and Marshall University have resulted in the frequent interaction of our faculty and students with renowned scholars of these institutions on our campus. The department of Physics and BARC have an MoU under which our faculty and students visit and conduct research in BARC. The BARC scientists visit the Physics department and participate in academic programmes such as delivering lectures and as adjudicators of Ph.D. theses and also resource persons for conferences and seminars. The department of Physics also has an MoU with South Korean University in pursuing advanced research in Nano Science and Fibreoptics. Hubli-Dharwad Municipal Corporation (HDMC) has an MoU with Kousali Institute of Management Studies (KIMS) leading to consultancy for implementing management aspects related to IT based services. Establishment of Canara Bank Chair and Endowment lectures sponsored by industrialists reflect a very productive interface between the University and its stakeholders.

The University website lists the competencies and other technical expertise available in the departments and centres. This has created a demand for getting the expertise available in the University. In the process, researchers, scientists and faculty are invited to share their rich experience and expertise with various organizations. True to its tradition, the University is involved in the movement of 'Lab to Land'. This is amply reflected in the programmes and publications of the University. It is significant that 47 faculty members from various departments are serving as members of editorial boards of national and international journals of different disciplines in the Faculties of Science and Technology, Social science and Arts. About 100 faculty members and researchers have been awarded for their research acumen. Many of them are members of steering committee of international conferences organized by reputed academic societies and organizations.

The University is proud of some members of its faculty for being the recipient of FNA, FNASc, FASc, Academic honours, Life time achievements awards, Patents and other significant recognitions. The former Vice-

Chancellor Dr. S.K. Saidapur is the Shanti Swaroop Bhatnagar Awardee among the University professors in the state of Karnataka. The publication division of the University known as Prasaraanga publishes three peer-reviewed journals, one each in science, social science and arts faculties, besides organizing foundation lectures, memorial lectures and extension lectures. The lecture camps are organized to reach the unreached. Many of these are published and marketed through exhibition and the sales counter. Foundation lectures and public lecture series are arranged regularly by inviting eminent scholars from different disciplines.

In order to promote social justice among students, the University takes due care of the students belonging to the SC/ST and Cat-I through its SC/ST and Cat-I cells. It is through these cells that the financial assistance awarded by the state social welfare department to deserving and eligible students of these categories, is monitored. To boost the employment potential of SC/ST students, training in stenography and typing skills are imparted. They are also coached for state level and national level competitive examinations (IAS, KAS, UPSC, KPSC, UGC-NET, SLET etc). Management Students' Fest is conducted regularly. The department of Economics started holding Economics Students' Fest from this academic year 2013-14.

Teachers take keen interest in employment counselling for the graduating students. Placement cells in the departments of Library and Information Science, Management Studies, Mass Communication and Journalism, Chemistry and Social Work are serving the employment needs of the student community. Private industries and NGOs and Government agencies are invited to conduct campus interviews. The University Employment and Guidance Bureau provides necessary information on employment and emerging education opportunities. A large number of students find placement through these services. The NSS unit of the University actively involves students in voluntary services like upkeep of the campus, planting of saplings, adoption of villages and blood donation camps.

Many departments in the Faculty of Social Science and Law are making efforts to expose students to real life situations and encourage them to take up voluntary social service in rural areas. The fieldwork organized by the department of Anthropology, Social Work, Sociology, Law, Gandhian Studies and Mass Communication and Journalism inspire students to understand the problems faced by rural and urban slum dwellers. These components impart a sense of social commitment. Special lectures, street plays, blood donation camps, outreach sessions, Women's empowerment programmes, treatment of Girl Child, HIV Aids awareness, Environmental awareness and rain water harvesting methods, are some of the activities undertaken by the departments to promote popular awareness.

It is a regular feature that annually the Academic and Administrative Audit (AAA) committee reviews the performance and infrastructure facilities

of the PG departments and administrative sections. The thrust of Internal Quality Assurance Cell (IQAC) is to review the annual research output and quality of teaching in all the departments. The student evaluation of teachers is conducted and student feedback is made available to the teachers. Since, this is a self-appraisal mode, it has resulted in introspection among the teachers to evaluate their own progress and improve their quality of teaching and research capabilities. Feedback on the performance appraisal from the Vice-Chancellor also acts as a motivating factor.

The uninterrupted academic sessions of the University bear testimony to the harmony that exists among administrators, teachers and students. Agitation, demonstration and voicing of grievances occur sometimes but these are sorted out peacefully without harming the continuity of day-to-day academic activities. Periodical events focusing on inter-religious, communal harmony, advocacy of eclectic attitudes and participation in inter-religious festivals are utilized to advise the students to treat each other with respect and social responsibility, particularly in the case of disadvantaged groups. These sentiments and activities inculcate secular values.

The Karnatak University in the last 64 years has been moving towards achieving excellence in academic fronts and aiming to reach greater heights. Being recognized as UPE and endowed with unique innovative projects and programmes by number of funding agencies, the University is able to establish linkage with several Indian and Foreign universities, R and D organizations, and the corporate sector. With a clear vision, the University has been marching ahead to be in the forefront of the higher education in the country.

## B. PROFILE OF THE UNIVERSITY

### 1. Name and Address of the University:

<b>Name:</b>	Karnatak University	
<b>Address:</b>	Pavate Nagar DHARWAD	
<b>City: Dharwad</b>	Pin: 580 003	State: Karnataka
<b>Website:</b>	www.kud.ac.in	

### 2. For Communication:

Designation	Name	Telephone with STD code	Mobile	Fax No.	Email
Vice-Chancellor	Prof. H.B. Walikar	O: 0836-2448600 R: 0836-2778650 0836-2215263	96635 29004	0836-2747884	<a href="mailto:vckudharwad@gmail.com">vckudharwad@gmail.com</a>
Pro Vice-Chancellor (s)	--	--	--	--	--
Registrar	Prof. Chandrama Kanagali	O: 0836-2447750 R: 0836-2772304	099582 12016	0836-2446601	registrarkudharwad@gmail.com
Steering Committee / IQAC Co-ordinator	Dr. S.S. Patagundi	O: 0836-2215333 R: 0836-2776941	94488 22782		<a href="mailto:naac.kud201@gmail.com">naac.kud201@gmail.com</a>

### 3. Status of the University:

State University	:	<input checked="" type="checkbox"/>
State Private University	:	<input type="checkbox"/>
State Private University	:	<input type="checkbox"/>
Central University	:	<input type="checkbox"/>
University Under Section 3 of UGC (Deemed University)	:	<input type="checkbox"/>
Institution of National Importance	:	<input type="checkbox"/>
Any other (Please Specify):		

### 4. Type of University:

Unitary	:	<input type="checkbox"/>
Affiliating	:	<input checked="" type="checkbox"/>

### 5. Source of Funding:

Central Government	:	<input checked="" type="checkbox"/>
State Government	:	<input checked="" type="checkbox"/>
Self-financing	:	<input checked="" type="checkbox"/>
Any other (please specify)	:	<input checked="" type="checkbox"/>



**6. a. Date of establishment of the University : 01-03-1950**

**b. Prior to the establishment of the university, was it a/an**

- i. PG Centre Yes  No
- ii. Affiliated College Yes  No
- iii. Constituent College Yes  No
- iv. Autonomous College Yes  No
- v. Any other (please specify) .....

If yes, give the date of establishment ..... (dd/mm/yyyy)

**7. Date of recognition as a university by UGC or any other national agency:**

Under Section	dd	mm	yyyy	Remarks
i. 2f of UGC*	01	03	1958	
ii. 12B of UGC *	01	03	1958	
iii. 3 of UGC #				
iv. Any other ^ (specify)				

\* Enclose certificate of recognition.

# Enclose notification of MHRD and UGC for all courses/programmes/campus/campuses.

^ Enclose certificate of recognition by any other national agency/agencies, if any.

**8. Has the university been recognized**

**a. By UGC as a University with Potential for Excellence?**

Yes  No

If yes, date of recognition: **04-01-2012**

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

Yes  No

If yes, Name of the agency .....

date of recognition: ..... (dd/mm/yyyy)

**9. Does the university have off-campus centres?**

Yes  No

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

date of recognition : ..... (dd/mm/yyyy)

**10. Does the university have off-shore campuses?**

Yes  No

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

date of recognition : ..... (dd/mm/yyyy)

## 11. Location of the campus and area:

	Location *	Campus area in acres	Built up area in sq. mts.
i. Main campus area	Pavate Nagar (Urban)	750	Old-30,47,391
ii. Other campuses in the country	Karwar	6	24,282
	Gadag	32	1,29,504
	Haveri	42	1,16,974
iii. Campuses abroad	-	-	-

(\* Urban, Semi-Urban, Rural, Tribal, Hilly Area, Any other (please specify))

If the university has more than one campus, it may submit a consolidated self-study report reflecting the activities of all the campuses.

## 12. Provide Information on the Following: In case of multi-campus University, please provide campus-wise information.

- **Auditorium/Seminar Complex with Infrastructural Facilities-11**

- **Sports Facilities**

- ❖ Playground-01 Multipurpose playground having 400 mts. Standard track of eight lanes. (Football, Hockey, Cricket, Handball, Netball)

- \* All athletics equipments and other facilities (High jump, long jump, discuss throw, Polo volt, Javelin throw)

- \* Khokho Ground : 02

- \* Kabaddi Ground : 02

- \* Tennis Court : 02

- \* Badminton Ground : 01 (Wooden Court)

- \* Volleyball Court : 02

- \* Basketball Court : 01 (Concrete)

### Indoor Games

- \* Table Tennis : 01

- \* Chess

- \* Carom

- \* Weight lifting

- \* Wrestling Mats : 04 (Two sets)

- ❖ swimming pool ; not functioning

- ❖ gymnasium : 02

- **Any other (please specify)**

- **Hostel**

- **Boys' hostel**

- i. Number of hostels : 07

- ii. Number of inmates : 771

- iii. Facilities :

TV, Reading Hall, Newspaper/Magazines, Canteen, Mess, Pure drinking water, Hot water facility

- **Girls' hostel**

- i. Number of hostels- 06

- ii. Number of inmates- 432

- iii. Facilities

RO Drinking water, Food in hot case box, Coil stoves, Hot water facility,

Meditation Hall, Newspaper/magazines,TV and Reading Hall, Security facility

- **Working Women's hostel**

- i. Number of Hostels-01

- ii. Number of inmates- 71

- iii. Facilities

RO Drinking Water, Food in Hot cAse Box, Coil Stoves, Hot Water Facility, Meditation Hall, Newspaper/magazines, TV and Reading Hall, Security Facility

- **Residential Facilities for Faculty and Non-teaching**

Descriptions of Residential Buildings in the Karnatak University and Karnatak College Dharwad Campus

**Descriptions of Residential Buildings in the Karnatak University Campus**

Sl. No.	Category	Numbers of Quarters	Total No. of Quarters
1.	A	1 to 29	29
2.	B	1 to 10	10
3.	D	1 to 24	24
4.	T	1 to 16	16
5.	F	1 to 32	32
6.	J	1 to 14	14
7.	E	1 to 60	60
8.	P	1 to 14	14
9.	S (Distructed)	1 to 6	6
10.	Vice-Chancellor's and Registrar's Bunglow		02
	Total No. of Quarters		207

**Descriptions of Residential Buildings in the Karnatak College Campus**

Sl. No.	Category	Numbers of Quarters	Total No. of Quarters
1.	A	1 to 5	5
2.	B	1 to 2	2
3.	C	1 to 7	07
4.	D	1 to 8	08
5.	F	1 to 20	20
6.	E	1 to 31 (11 are in good conditions)	31
7.	Warden's House	1	01
	Total No. of Quarters		74

**Residential Buildings at the University Public School Campus**

Sl. No.	Category	Numbers of Quarters	Total No. of Quarters
1.	E	1 to 3	03
	Total No. of Quarters		03

**Note:**

Quarters of Category A, B, D, T in the Karnataka University, Campus are meant for Teachers

Quarters of Category F, J, E, P, S in the Karnataka University, Dharwad are meant for Non Teaching Staff

Quarters of Category A, B, C, D in Karnatak College, Dharwad are meant for Teachers

Quarters of Category F, E, in Karnatak College Campus are meant for non-teaching Staff.

● **Cafeteria**

\* Main University Cafeteria : 01

\* **Shopping Complex**

Tea stall (4), Stationery Store, Book Shop, Zerox Centre (2), Laundry, Cobler

\* Janata Bazar

● **Health centre** Nature of Facilities Available:

inpatient	:	<input checked="" type="checkbox"/>
outpatient		<input checked="" type="checkbox"/>
ambulance		<input checked="" type="checkbox"/>
emergency care facility, etc.		<input checked="" type="checkbox"/>

● **Facilities like Banking, Post Office, Book Shops, etc.**

\* Banks – State Bank of India with ATM facility

\* Syndicate Bank with ATM facility

\* Post Office - 01

\* Safe Drinking Water Unit (managed by local NGO) (Rs. 2/- per ltr. And Rs. 12/- 20 ltr. Can)

\* Nandini Milk Parlour

● **Transport facilities to cater to the needs of the students and staff :**

KSRTC	:	95 Trips
Private Transport Bendre Buses	:	32 Trips

● **Facilities for Persons with Disabilities :**

Free Cab Facility	<input checked="" type="checkbox"/>
Tricycles and Wheel Chair Facility	<input checked="" type="checkbox"/>

● **Animal House** : Under construction (Rs. 50/- lakhs budget)

● **Incinerator for Laboratories:** Under construction

● **Power House**

HESCOM (Supported with a unit of uninterrupted power supply)

● **Waste management facility:**

\* **Disposal of Chemicals**

Burial and burning method for solids and liquids.

\* **Control of Pollution**

Using exhaust fans, fume hoods in all the laboratories on the campus.

\* **Bio-waste Management**

\* **Hospital Waste Management**

} carried out under the guidance of a government approved agency for bio-medical waste management



**\* Hostel Waste Management**

Lift and clean method adopted at all hostels through disposable plastic bags and large size bins.

**\* Paper Waste Management**

Classified into six types and dispose periodically to generate income to the university.

**\* e- Waste Management**

Auctioned through Resident Engineer, K.U.D after collecting from different departments to generate income to University.

**\* Battery Waste Management**

Buy-back scheme adopted to generate income from the University through a contractor.

**13. Number of institutions affiliated to the university**

Type of colleges	Total		Permanent	Temporary
Arts, Science and Commerce	140		52	88
Arts, Science and Commerce	Constituent	02	02	--
Law	Constituent	01	01	--
Music	Constituent	01	01	--
Medicine	--	--	--	--
Engineering	--	--	--	--
Education	Constituent-	01	01	--
Education	B.Ed.	33	05	28
	B.P.Ed.	05	02	03
Management		07	--	07
Others	BBA	28	--	28
(specify and provide details)	BCA	21	--	21
	Music	01	--	01
	BFA	02	--	02
	BSW	09	--	09
	BCA/PGDCA	01	--	01
	BBA/BCA	01	--	01
	BBA/BCA	01	--	01
	B.Com.(CS)	01	--	01
	M.Ed.	01	--	01
	M.S.E.	01	--	01
	BFA/MFA	01	--	01
	BSW/MSW	01	--	01
	Yoga	02	--	02
	BCA (M.Sc. Comp. Sci.)	01	--	01
	Total	72	--	01
<b>Grand Total</b>		<b>262</b>	<b>64</b>	<b>198</b>

Course	Independent	Combined	Total
BBA	28	41	69
BCA	21	10	31

**14. Does the University Act provide for conferment of autonomy (as recognized by the UGC) to its affiliated institutions? If yes, give the number of autonomous colleges under the jurisdiction of the University**

Yes  No  Number

**15. Furnish the following information:**

Particulars	Number	Number of Students
a. University Departments		
Undergraduate	18	72,662
Post graduate	47	4,929
Research centres on the campus	02	
b. Constituent colleges	05	1,163
c. Affiliated colleges	257	50,982
d. Colleges under 2(f)	21	5,473
e. Colleges under 2(f) and 12B	68	22,682
f. NAAC accredited colleges	37	14,500
g. Colleges with Potential for Excellence (UGC)	02	1,466
1. P.C. Jabin College, Vidyanagar, Hubli		
2. JSS College and S.K. Gubbi Science College, Dharwad.		
h. Autonomous colleges	01	626
1. KLE's P.C. Jabin Science College, Vidyanagar, Hubli		
i. Colleges with Postgraduate Departments	71	2,471
j. Colleges with Research Departments	--	-
k. University recognized Research Institutes/Centres	02	-

**16. Does the university conform to the specification of Degrees as enlisted by the UGC?**

Yes  No

If the university uses any other nomenclatures, please specify.

**17. Academic programmes offered by the university departments at present, under the following categories: (Enclose the list of academic programmes offered)**

Programmes	Number
UG	18
PG	50
Integrated Masters	02
M.Phil.	26
Ph.D.	42
Integrated Ph.D.	-
Certificate	03
Diploma	04
PG Diploma	18
Advanced PG Diploma	03
Any other (please specify)	
Total	

**18. Number of working days during the last academic year.** 180

**19. Number of teaching days during the past four academic years.**

240 240 240 240

(‘Teaching days’ means days on which classes were engaged. Examination days are not to be included)

**20. Does the university have a department of Teacher Education?**

Yes  No

If yes,

a. Year of establishment June 1962 (dd/mm/yyyy)

b. NCTE recognition details (if applicable)

Notification No.: .....

Date: ..... (dd/mm/yyyy)

c. Is the department opting for assessment and accreditation separately?

Yes  No

**21. Does the university have a teaching department of Physical Education?**

Yes  No

If yes,

a. Year of establishment 1990

b. NCTE recognition details (if applicable)

Notification No.: .....

Date: ..... (dd/mm/yyyy)

c. Is the department opting for assessment and accreditation separately?

Yes  No

**22. In the case of Private and Deemed Universities, please indicate whether professional programmes are being offered?**

Yes  No

If yes, please enclose approval / recognition details issued by the statutory body governing the programme. ....

**23. Has the university been reviewed by any regulatory authority? If so, furnish a copy of the report and action taken there upon.**

NAAC

**24. Number of positions in the university**

Positions	Teaching faculty			Non-teaching staff	Technical staff
	Professor	Associate Professor	Assistant Professor		
Sanctioned by the UGC /University/State Government	49	127	169	652	64
Recruited	22	69	108		
Yet to recruit	27	58	61		
Number of persons working on contract basis	Teaching Assistants and Guest Faculty		Male 41 47	Female 33 38	Total 74 85

## 25. Qualifications of the teaching staff

Highest qualification	Professor		Associate Professor		Assistant Professor		Total
	Male	Female	Male	Female	Male	Female	
Permanent teachers							
D.Sc./D.Litt.							
Ph.D.	86	19	39	07	31	03	185
M.Phil.	--	--	--	--	01	--	01
PG	--	--	--	--	04	02	06

## 26. Emeritus, Adjunct and Visiting Professors.

Emeritus	Adjunct	Visiting	Total
02	01	08	11

## 27. Chairs instituted by the university:

	Chairs
School/ Department	11

Sl. No.	Name of the Chair	
1	Shri Basaveshwar Peetha	Independent Building
2	Kanaka Adhyayan Peetha	Independent Building
3	Mahayogi Vemana Peetha	Dept. of Kannada
4	Shri Somavansha Sahasrarjuna Study Centre	Dept. of Kannada
5	Swami Vivekanada Study Centre	Independent Building
6	Hajarat Tippu Sultan Study Centre	Dept. of Sociology
7	Dr. Zakir Hussain Study Centre	Dept. of Education
8	Canara Bank Chair in Bank Management	Dept. of Commerce
9	Dr. B.R. Ambedkar Peetha	Independent Building
10	Jain Adhyayana Peetha	Dept. of Jainalogy
11	Dr. Gangubai Hangal Adhyana Peetha	Dept. of Kannada

## 28. Students enrolled in the university departments during the current academic year, with the following details:

Students	UG	PG	Integra ted Masters	M.Phil.	Ph.D.	Integra ted Ph.D.	D.Litt./ D.Sc.	Certif icate	Diplo ma	PG Diplo ma
	*M *F	*M *F	*M *F	*M *F	*M *F	*M *F	*M *F	Total	Total	Total
From the state where the University is located	M 41044 F 36320	M 2684 F 2245		M-17 W-13	M 322 W 196			105	199	249
From other states of India	M-77 F-54									
NRI students	--									



Foreign students	M-22 F-00	M-01								
Total	M 41123 F 36374	M 2685 F 2245		30	518					

\*M-Male \*F-Female

**29. 'Unit cost' of education**

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

- (a) including the salary component = Rs. 1,45,32,67,800
- (b) excluding the salary component = Rs. 5,83,33,28,000

**30. Academic Staff College**

Programmes	2008-09	2009-10	2010-11	2011-12	2012-13
Orientation Course	2	4	5	5	2
Refresher Course	8	4	5	5	5

**31. Does the university offer Distance Education Programmes (DEP)?**

(Correspondence Education)

Yes  No

If yes, indicate the number of programmes offered.

B.A., B.Com., M.A. and M.Com.

Are they recognized by the Distance Education Council?

**32. Does the university have a provision for external registration of students?**

Yes  No

If yes, how many students avail of this provision annually?

**33. Is the university applying for Accreditation or Re-Assessment? If Accreditation, name the cycle.**

Accreditation: Cycle 1  Cycle 2  Cycle 3  Cycle 4

Re-Assessment:

**34. Date of accreditation\* (applicable for Cycle 2, Cycle 3, Cycle 4 and re-assessment only)**

Cycle 1: 19-1-2001, Accreditation outcome/Result 'Five Star'

Cycle 2 : 04-2-2008, Accreditation outcome/Result 'A' Grade

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

Cycle 4: ..... (dd/mm/yyyy), Accreditation outcome/Result .....

\* Kindly enclose copy of accreditation certificate(s) and peer team report(s)

**35. Does the university provide the list of accredited institutions under its jurisdiction on its website? Provide details of the number of accredited affiliated / constituent / autonomous colleges under the university.**

Under the jurisdiction of Karnatak University, colleges Accredited by NAAC.

	<b>Grade A</b>	<b>Grade B</b>	<b>Total No.</b>
Aided College	13	15	28
Un aided College	01	05	06
Government Colleges	--	03	03

University website is containing the details of the NAAC accredited colleges.

**36. Date of establishment of Internal Quality Assurance Cell (IQAC) and dates of submission of Annual Quality Assurance Reports (AQAR).**

IQAC	19-4-2004		
AQAR	i)	2007-08	14-3-2011
	ii)	2008-09	14-3-2011
	iii)	2009-10	29-6-2012
	iv)	2010-11	9-10-2012
	v)	2011-12	7-1-2013

**37. Any other relevant data, the university would like to include (not exceeding one page).**

Following are the major developments in the University during the last 5 years;

1. UGC Awarded the 'University with Potential for Excellence' status to the University.
2. Dr. D.C. Pavate Institute of Mathematical Sciences is in progress.
3. Dr. D.C. Pavate Chair for Art and Archaeology is established in August 2012.
4. Dharwad Regional Science Centre is (located in the Campus) established in February 2012.
5. Digital Library with adequate infrastructure is in progress.



## **CRITERION - 1** **CURRICULAR ASPECTS**

### **1.1. CURRICULAR DESIGN AND DEVELOPMENT:**

In the growing trend of globalization and liberalization, imparting quality education is the major challenge of higher education institutions, especially in a developing country like India. A competitive, continual and content-rich curriculum would empower the higher education institutions to face future challenges effectively. In this context, reviewing and redesigning of curriculum becomes the *sine qua non*.

The academic programmes, teaching, learning and infrastructure development for fostering research, innovation and extension activities are designed in conformity with the goals and objectives of the University in fulfilling the aspirations of the society. Hence the curriculum is to be periodically revised and updated to the changing societal needs. New courses are regularly introduced to meet the demand for the manpower with renewed employment opportunities. It is the ultimate aim of higher education to inculcate democratic and secular values among the students from the viewpoint of training future vanguards of the Indian society and also to ensure a socially inclusive welfare state for the wellbeing of common citizens of the country.

Contextually, the PG departments of the University are constantly endeavouring to identify the regional and social needs on the basis of field-work and feedback from students, alumni, parents, employers and by consulting academic experts from different parts of the country. The Department Council, Board of Studies (BOS) and Faculties are working together in unison with experts to fulfill the vision and mission of the University to achieve the desired academic excellence.

For a systematic and action-oriented curriculum design and development, the UGC Curriculum Development Committee Reports and the directions issued therein are taken as guidelines in designing the curricula for the both UG and PG courses.

In this process the following factors are taken into consideration in redesigning curriculum and to formalize it as a development process:

- a) Regional needs
- b) National and Global level challenges to higher education
- c) The needs of UPSC, KPSC, UGC/CSIR, NET, SLET and the requirements of other Indian universities
- d) Academic skills
- e) Employability – present and future needs.

#### **1.1.1. How is the institutional Vision and Mission reflected in the academic programmes of the University**

The Academic Programmes of Karnatak University reflect its Vision and Mission in the following ways:

- Academic programmes are learner-centric and facilitate continuous learning environment to acquaint students with the recent developments in respective subjects.
- Academic programmes focus on the promotion of quality and innovative research which enable the students to face the challenges of the knowledge society.
- Academic programmes are devised taking in to consideration the contemporary relevance and emerging trends giving scope for dissemination of relevant knowledge.

- The academic programmes involve multidisciplinary courses reflecting the current needs and future expectations of the stakeholders which are being periodically reviewed.
- Academic programmes constitute ICT enabled teaching and learning.
- The Choice Based Credit System (CBCS) programmes facilitate lateral movements for all PG students across different Faculties. Such curricular models are adopted extensively across different disciplines.
- The curriculum of various courses includes the component of inclusiveness.

**1.1.2. Does the University follow a systematic process in design and development of the curriculum? If yes give details of the process: (need assessment, feedback, etc.)**

The University has systematic mechanism and organized procedure to design and develop the curriculum from time-to-time at regular intervals. The faculty members of all departments assess the needs based on the feedback from students, alumni, employers including academic experts and accordingly involve them in the process of designing and developing curriculum. After duly incorporating the suggestions and feedback from stakeholders, the draft syllabus is prepared by the respective Department Councils. This draft syllabus is placed before the concerned Board of Studies (BOS) which consists of experts from within and from other universities and specialised institutions. After its approval, it goes to higher academic bodies like Faculties and Academic Council for the useful suggestions and modifications if any, and then placed before the Syndicate for final approval. This organized procedure and the attempts made in consonance with various academic bodies makes the curriculum more meaningful in terms of its relevance to the interest of the society.

Further, the BOS reviews the syllabi from time to time and revises them by incorporating the nascent components based on the recent developments in the academic subjects, which enables the University to make the courses in tune with the emerging trends in the subject areas.

Most of the PG departments of the University have introduced CBCS curricula from the academic year 2008-2009. Under the CBCS scheme, a student can opt for one open elective course of their choice from other departments. The scheme also enables the students to select open elective across the Faculty and this strengthens interdisciplinary teaching and learning. The project work is made compulsory for final semester that helps students to enhance technical quality of writing and analytical skills. This would empower the students in mastering the knowledge in the core subjects as well as giving a broader overview of other disciplines which they can utilize in their academic and professional pursuits.

**University-Industry Interface**

Various departments of the University have entered into “Memorandum of Understanding” (MoU) with different national and international organizations for the effective training and for collaborative course work as shown in Table 1.1.



**Table-1.1: Memorandum of Understanding Signed**

Sl. No.	Name of Department	Agency	Activity/ Purpose
<b>National</b>			
1	University	Infosys Technologies Pvt. Ltd, Bangalore	In-house training in IT
2	Kausali Institute of Management Studies	Deshpande Foundation, Hubli	A Course in Social Entrepreneurship
3	Anthropology	CCMB, Hyderabad	Use of Laboratory
4	Biochemistry	UniChem Ltd., Bangalore	Research
5	Economics	Zilla Panchayats of Belgaum, Bellary, Dharwad, Gadag, Haveri, Koppal and Raichur	Preparation of XI and XII Five Year Plans and District Human Development Reports
<b>International</b>			
1	Reproductive Health Management	Groningen University, Netherlands.	Diploma Course in Reproductive Health Management
2	University	Alumni Association of Karnatak University, Cambridge Chapter	Overall support to University activities
3	University	Cambridge University	Implementation of Dr. D.C.Pavate Fellowship

The above MoUs give inputs for redesigning the PG courses and the syllabi based on the requirements of various industries/institutions. Such courses or components of the syllabi contribute to the development of skills required for the industries among the students. This is an indicator of university-industry interface in the context of designing curriculum for various courses.

**1.1.3. How are the following aspects ensured through curriculum design and development?**

- **Employability**
- **Innovation**
- **Research**

**Employability**

The Curriculum of various courses focuses on the requirements of job-market along with creating of new knowledge, skills and also inculcating professional values. Taking into consideration the prospective employment opportunities for students, relevant portions from the syllabus of competitive examinations conducted by UPSC, KPSC, NET, SLET, UGC/CSIR (JRF/SRF) etc., are included in the courses offered in the University. Besides, the requirements of corporate sectors/industries, multi-national companies (MNCs), government and non-government sectors are also taken into consideration while framing the syllabi. It is because of the relevancy and contemporariness in the curricula that the University could sign the Memorandum of Understanding (MOU) with Infosys for training the Students. The University has also been arranging interaction with faculty/experts from the Cambridge University, University of Groningen and Marshall University with the faculty and students of respective departments. This has been an effective approach to enhance the employment opportunities to the students of our University.

## Innovation

The approach to innovation is creativity and to be innovative is to inculcate creative attitude among students. The projects form a significant part of the curricula. The findings of the projects provide crucial inputs to the public policy making and practical applications. It also forms an important data-base for use in appropriate fields, which in turn contributes to the problem solving activities. Some components of curriculum also provide the foundation for debate and this may result in creating new perspectives. These are the innovative dimensions of curricula formation.

## Research

The University emphasizes quality research which is ensured through appropriated and relevant curriculum. New developments and emerging trends are incorporated in the curricula from time to time which lead to intensive study and research. By and large, the curricula involve the study of theoretical aspects as well as practical problems in the subject area.

The national and international collaborations/linkages provide inputs for making the curricula more relevant and supportive to research activities. Therefore, the University has thoughtfully developed linkages with various organizations for collaborative research.

**Table-1.2: National and International Collaborations /Linkages**

<b>Name of Department</b>	<b>Indian Collaborators</b>	<b>International Collaborators</b>
Applied Genetics	Anthropological Survey of India Mysore and CCMB, Hyderabad	—
Ancient History	Directorate of Archaeology Epigraphy and Museums, Govt. of Karnataka, Mysore	—
Biochemistry	Bioscience RandD Centre, Unichem Laboratories Ltd Bangalore. National Centre for Cell Science, Pune and UAS, Dharwad	Emory University, Atlanta, USA; University of Liverpool, UK; Inst. for Biological Research, Athens (Greece); Univ. of Giessen, Friedrichstrasse, Germany; Seoul National University, South Korea.
Chemistry	Bangalore University, Bangalore, Bharatidasan University, Tiruchanapalli, IISC, Bangalore, University of Pune, St. Joseph PG and Research Centre, Bangalore, University of Mysore and KLE College of Pharmacy, Belgaum	University of Szeged, Hungary; Southern Federal University, Rostov, Russia; Metropolitan state University, London; University of St Andrews, UK; University of Erlangen, Numberg, Germany; Wichita State University, USA; Korea Research Institute of Chemical Technology, South Korea; National Chou Tong University, Taipei, Taiwan; University of Reading, UK; Oxford University, UK.; Plymouth University, UK,
Foreign Languages	—	University of Hagen, Germany,
Mathematics	IISc, Bangalore, IIT, New Delhi, ISI 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 and Technology, China,

Political Science	Centre for Public Affairs, Bangalore, CSDS, New Delhi Bangalore University	The University of Western Australia, Perth, Research Committee 21 of IPSA
History and Archaeology	The MS University of Baroda	University College London, London, Leverhulme Centre, Cambridge, The McDonald Institute for Archaeological Science, Cambridge; CNRS, Paris, Oxford Dating Laboratory, England,
Geography	—	Groningen University, The Netherlands
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 National University of Cordoba, LNL S Synchrotron Centre, Canpinos, Brazil; Hanyang University, South Korea
Social Work	NIMHANS, Bangalore, CAPART, NIRD, Tata Institute of Social Sciences, Mumbai, ICHAP, KSAPS, KHPT, IDS, BAIF, DRC, FPAI; Various Departments of Government of Karnataka, HMT, BHEL, BEML, BEL, MICO, ITI, TITAN, BPL, Madura Garment, Indian Designs, Indo-US Mimtek, Kalyani Steels, HIDALCO, Kirloskar Electrical, Ltd.	—
Statistics	Gulbarga University, Gulbarga, UAS, Dharwad, Population Research Centre, Dharwad, Rural Engineering College, Haliyal	—
Zoology	Kuvempu University, Shimoga, UAS, Dharwad; IISc, Bangalore.	German Primate Centre, Gottingen, Germany

**1.1.4. To what extent does the university use the guidelines of the regulatory bodies for developing/or restructuring the curricula? Has the university been instrumental in leading any curricular reform which has created a national impact?**

The UGC curriculum development report 2000, has been a guiding the faculty members to design and develop the curriculum of the programmes conducted by the University. Specific changes as per the available expertise, infrastructure and other supports have been incorporated in the curricula of all the courses. Apart from this, directions given through the circulars of regulatory bodies like UGC and AICTE are also incorporated. Some of the components like Environmental Studies, Human Rights and Constitution have been inducted into the course programmes wherever suitable.

Some of the departments, specifically of inter-disciplinary and multi-disciplinary in nature, like Applied Genetics, Microbiology, Biotechnology, Computer Science, Business Management and Administration and integrated programmes like Tourism Administration, Reproductive Health Management, Corporate Secretaryship and Marketing have substantially changed the curricula with impact making

components in the present education system. Some subjects like Kanaka studies, Gandhian Studies, as well as Basava and Ambedkar Studies have components of greater relevance for learners to develop broad perspectives in life. Apart from this, some aspects of mineral processing, remote sensing, statistical computing, bioinformatics and biochemical techniques have been inducted in appropriate subjects so as to demonstrate the abilities and competencies in the national and international job-market. In a nutshell, the University has made all efforts in promoting the contemporary and emerging areas in the respective course of studies.

**1.1.5. Does the University interact with Industry, research bodies and the Civil Society in the Curriculum revision process? If so, how has University benefitted through interactions with the stakeholders?**

The University has established a tradition of consulting the experts and utilizing the resources of various institutions for the development of competent curricula for teaching and learning. In this process, the University has made a provision to have the experts on the BOS from various industries, corporate sectors, business establishments and social organizations as well as research and development organizations. In addition to this, teaching faculty from other Universities are nominated on the BOS. Further, to frame relevant and comprehensive curricula, experts from different fields are involved. The experts involved in collaboration with national and international bodies as well as those who are invited to the Canara Bank Chair and other endowment lectures in various departments have provided useful insights for designing competent curriculum.

**1.1.6. Give details of how the university facilitates the introduction of new programmes of studies in its affiliated colleges.**

The UGC gives the directions explaining the possible course programmes which are going to benefit the subject and also for generating suitable manpower. This initiation is shared with all Universities through well stated circulars. Our University has the practice of forwarding such circulars to the affiliated colleges through the College Development Council (CDC). Further, discussions are initiated to introduce the new courses taking into consideration available academic infrastructure in the Principals meeting, Faculty meeting and AC meeting. Any college that is capable of introducing the programme seeks the permission of the University and in turn the University will arrange for sending LIC. The University gives approval for introducing a new programme after examining the records by the competent bodies.

Adopting this procedure, many colleges have been permitted to start the courses like Business Administration, Computer Applications, Fashion Design Technology, Hotel Management, Tourism Administration, Social Work, Education, Electronics, Mass Communication and Journalism, e-Commerce, Functional English, Business English, etc.

**1.1.7. Does the university encourage its colleges to provide additional skill oriented programmes relevant to regional needs? Cite instances. (Not applicable for unitary universities)**

The University has been, from time to time making use of facilities extended by UGC in supporting need-based and skill-oriented programmes relevant to the region. The University has availed thirty programmes in various colleges under its jurisdiction. These skill-oriented programmes started in affiliated colleges to deal with various essential skills like, Communication, Spoken English, Classical dance,

e-Commerce, Tax Consultancy, Tourism Management, Global Skill Enhancement, Insurance Banking, Computer Application, Human Rights and NETSIM.

The University has entered into a Memorandum of Understanding with INFOSYS Pvt. Ltd. Bangalore, for teachers' training. This programme is to train the students who are selected for Certificate and Diploma courses in advanced soft skills and analytical skills. INFOSYS is making all possible efforts to select the students and give them intensive training on their campus. These selected students represent the various affiliated and constituent colleges of the University. This programme has picked up over the years and students are evincing considerable interest in joining the programme.

**Table-1.3: Activities under MoU with Infosys BPO Ltd, Bangalore, for Teachers Training**

Sl. No.	Course	Semester	Year	Period of Training	No. of Colleges Participated	No. of Teachers Participated	Place of Training
1.	Certificate Course	I to IV	2007-08	30-06-2008 to 09-07-2008	39	78	ILI Infosys Campus Mysore
		I and II	2008-09	21-07-2008 to 31-07-2008	33	66	ILI Infosys Campus Mysore
		I and II	2009-10	18-05-2009 to 28-05-2009	12	28	ILI Infosys Campus Mysore
2.	Diploma in Soft Skills	III and IV	2008-09	14-07-2008 to 18-07-2008	14	27	ILI Infosys Campus Mysore
		III and IV	2009-10	04-05-2009 to 08-05-2009	19	37	ILI Infosys Campus Mysore
3.	Advanced Diploma in Soft skills	V and VI	2009-10	29-05-2009 to 30-05-2009	7	14	ILI Infosys Campus Mysore

**Note:** Curriculum for these courses includes various topics on 1) Analytical skills 2) Problem Solving 3) Logical thinking skills 4) Presentation Skills 5) Communication Skills 6) Interpersonal Skills 7) Leadership Qualities 8) Group discussion skills 9) Reasoning skills 10) Behavioural Skills 11) Public Skills

In addition, the University has incorporated computer related components in both PG and UG Courses. Accordingly, all colleges have computer laboratories/facilities with Internet and are promoting e-Governance. At PG level, all departments have computer facilities; many departments have their own state-of-the-art Computer laboratories which enable the students to develop computer skills. Many crash courses are being organized for development of communication skills and personality.



## 1.2 ACADEMIC FLEXIBILITY

### 1.2.1. Furnish the inventory for the following;

- **Programmes taught on the campus:**

The University offers a wide-range of post graduate courses in Arts, Social Science, Management, Commerce, Education, Law and Science and Technology Faculties. At present, there are 50 PG courses in 47 PG departments, 18 PG Diplomas, 3 Advanced Diplomas, 4 Diplomas, 11 Certificate Courses, 26 M.Phil. courses and 42 Ph.D. programmes. Apart from this, the University has 5 year integrated PG programme viz., LL.M and MTA. The MBA programme (Evening) has been introduced from the academic year 2013-14.

- **Overseas programmes offered on the campus:**

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- **Programmes available for colleges to choose from:**

The details of programmes available for colleges are mentioned in the following table:

**Table-1.4: List of Courses Offered By the University For Colleges**

<b>Faculty of Arts</b>	<b>Faculty of Commerce</b>	<b>Faculty of Science and Technology</b>	<b>Faculty of Law</b>	<b>Faculty of Education</b>	<b>Faculty of Management</b>	<b>Faculty of Social Science</b>
1. Bachelor of Arts (B.A.)	1. Bachelor of Commerce (B.Com.)	1. Bachelor of Science (B.Sc.)	1. Bachelor of Law	1. Bachelor of Education (B.Ed.)	1. Bachelor of Business Administration (B.B.A.)	1. Bachelor of Social Work (B.S.W.)
2. Bachelor of Fine Arts (B.F.A) Non Sem	2. Bachelor of Commerce (Corporate Secretary ship) B.Com (CS)	2. Bachelor of Science in Computer Science (B.Sc. (Comp. Sci)	2. Five year integrated Law Course	2. Bachelor of Physical Education (B.P.Ed.)	2. Bachelor of Business Administration (BBA (HM)) (Hotel Management and Tourism)	
3. Bachelor of Music (B. Music) Non Sem)		3. Bachelor of Computer Applications (BCA)			3. Master of Tourism and Administration (5 years integrated course) (MTA)	
4. Inspirational Leadership for Rural Development (ILRD)		4. Bachelor of Applied Science, Pulp and Paper Science (B.A. Sc.) Non –Sem 4 Years Course)			4. Master of Social Entrepreneurship (MSE)	

**Table- 1.5: Details of Subject Combinations available at the UG Level for the Colleges**

Sl. No	Arts (BA)					
	A	B	C	D	E	F
1	Kannada	Pol. Science	Sociology	Economics	A.I. History and Archaeology	English
2	Urdu	Sanskrit	Geography	Education	A.I. History and Epigraphy	Functional English
3	Applied Statistics	Psychology	Hindi	Criminology	Journalism and Mass Communication	Functional Kannada
4	Logic	Computer Applications	Anthropology	Music	Linguistics	Functional Hindi
5	Marathi	French	Library and Information Science	Agricultural Marketing		Prakrit
6	Statistics	German	Philosophy	Religion		Home Science
7	Folk –Literature	Public Administration	Social Work	Economics and Rural Development		Arabic
8	Elements of Mathematics and statistics	Yoga				
9		Fine Arts				
10		Persian				
	<b>Science (B.Sc.)</b>					
11	Physics	Chemistry	Mathematics	Statistics		
12	Botany	Electronics	Zoology	Geology		
13	Anthropology	Computer Science	Geography	Forensic Science and Criminology		
14				Genetics		
15				Microbiology		
16				Biotechnology		
17				Industrial Fisheries		
18				Industrial Microbiology		
19				Industrial Chemistry		

With a view to provide access to higher education to the economically backward student community, the University is encouraging the constituent and affiliated colleges to take up the PG Studies. There are 22 PG courses in 71 constituent and affiliated colleges and this has considerably increased the general enrolments ratio of the students. The University is taking all possible measures to impart quality higher education as emphasized in UGC Higher Education Policy Document.

**Table –1.6: List of PG Programmes offered by the University in the Colleges**

Sl.No.	Name of the PG Course/Subject	Sl. No.	Name of the Constituent /Affiliated Colleges/Institutes
1.	M.Sc. General Chemistry (Chemistry Dept.)	1	Karnatak Science College, Dharwad ( <b>Self-finance</b> )
		2	MPE Society's SDM Arts /Science and Commerce College, Honnavar
2.	M.Sc. Analytical Chemistry (Chemistry Dept.)	1	Dr.A.V. Baliga Arts and Science College, Kumta
3.	M.Sc. Industrial Chemistry (Chemistry Dept.)	1	Govt. Arts and Science College, Karwar
4.	M.Sc. Computer Science	1	Karnatak Science College, Dharwad ( <b>Self-finance</b> )
		2	J.S.S. Banashankari Arts, Science and Commerce College, Dharwad
		3	Kittel Science College, Dharwad
		4	Govt.1st Grade College, Ranebennur.
		5	Sri Siddeshwara Govt.1st Grade College, Naragund.
		6	SME Abdul Kalam, BCA College, Gadag.
5.	M.Sc. (Tech) Pulp and Paper Science	1	Bangur Nagar Arts Science and Commerce College, Dandeli.
6.	M.Sc. Mathematics	1	Karnatak Science College, Dharwad ( <b>Self-finance</b> )
		2	Sri. Kadasiddeshwar Arts College and HSK Science Institute, Hubli
		3	Sri Siddeshwara Govt.1st Grade College, Naragund
7.	M.Sc. Physics	1	Karnatak Science College, Dharwad ( <b>Self-finance</b> )
		2	KLE Society, Jagadguru Tontdarya College, Gadag
		3	Sri Siddeshwara Govt.1st Grade College, Naragund
8.	M.A. English	1	Karnatak Arts College, Dharwad ( <b>Self-finance</b> )
		2	J.S.S. Banashankari Arts, Commerce and S.K. Gubbi Science College, Dharwad
		3	K.S.S. Arts and Commerce College, Gadag
		4	Nehru Arts Science and Commerce College, Hubli.
		5	Govt.1st Grade College, Gadag.
9.	M.A. Kannada	1	Kittle Arts College, Dharwad
		2	Anjuman Arts and Commerce College, Bhatkal
		3	KSS Arts Commerce and Science College, Gadag
		4	Govt.1st Grade College, Honnavar
		5	Govt.1st Grade College, Karwar
		6	Govt.1st Grade College, Gadag. Govt.1st Grade College, Hangal
10.	M.A. Economics	1	Karnatak Arts College, Dharwad ( <b>Self-finance</b> )
		2	Nehru Arts, Science and Commerce College, Hubli
		3	K.R.Bellad Arts and Comm College Mundaragi Dist: Gadag
		4	Govt.1st Grade College, Ranebennur
		5	Govt.1st Grade College, Gadag.

		6	Govt.1st Grade College, Haveri.
11.	MA History and Archeology		Sri Siddeshwara Govt.1st Grade College, Naragund
12.	M.A. Social Work	1	K.S.S. College, Gadag.
13.	Master of Fine Arts	1	Vijay College of Fine Arts, Gadag
14.	M.Ed	1	Shri Rural Education Trust's Basaveshwar Education, College, Sattur, Dharwad.
		2	Vijayanagar College of Education, Vidyanagar, Hubli
		3	TMAEs College of Education, Haveri.
		4	Kamala Baliga College of Education, Kumta.
		5	Sri. Jnaneshwary College of Education Bhatkal.
15.	M.Com.	1	Karnatak Arts College, Dharwad <b>(Self-finance)</b>
		2	J.G. Commerce College, Hubli.
		3	K.S.S. College, Hubli
		4	Nehru Arts, Science and Commerce College, Ghantikeri, Hubli.
		5	Dr. A.V. Baliga Arts Science and Commerce College, Kumta.
		6	G.H. Arts, Science and Commerce College, Haveri.
		7	Anjuman Arts, Commerce and Science College, Bhatkal.
		8	Govt.1st Grade College, Ranebennur.
		9	Sri Siddeshwara Govt.1st Grade College, Naragund.
		10	MPE Society's SDM Arts Science and Commerce College, Honnavar
		11	Govt.1st Grade College, Honnavar
		12	Govt.1st Grade College, Yallapur
		13	JSS College, Dharwad
		14	Govt.1st Grade College, Kumata
		15	Govt.1st Grade College, Gadag
		16	Govt.1st Grade College, Hangal
16.	M.Com.(CS)	1	Karnatak Arts College, Dharwad. <b>(Self Finance)</b>
17.	PG Diploma in Computer Applications	1	J.S.S. Banashankari Arts, Commerce and S.K.Gubbi Science College, Dharwad
		2	Anjuman E-Islam's Anjuman Institute of Information Science and Management, Dharwad.
		3	K.S. Sharma College of Computer Application, Hubli
		4	Anjuman Arts, Science and Commerce College, Bhatkal
18.	Master of Tourism Administration (MTA) (Lateral Entry to 4th Year of 5 year MTA Course)	1	Karnatak Arts College, Dharwad. <b>(Self Finance)</b>
		2	Govt.1st Grade College, Ankola
19.	Master of Social entrepreneurship (M.S.E.)	1	Deshpande Centre for Social entrepreneurship, BBA Engineering College, Hubli
20.	Political Science	1	Govt.1st Grade College, Gadag
		2	Govt.1st Grade College, Honnavar.
21.	Sociology	1	Govt.1st Grade College, Honnavar
		2	Govt.1st Grade College, Kumta
22.	PG Diploma in Graphics and Animation (Part Time)	1	Karnatak Arts College Library, Dharwad <b>(Self Finance)</b>

### 1.2.2. Give details on the following provisions with reference to academic flexibility

The Students have been provided with sufficient with reference to academic flexibility to choose in terms of choosing the combination of subjects as per the guidelines of the University. Some colleges offer add-on courses like certificate courses in career-oriented programmes, communication skills and personality development for ensuring employability.

The flexibility in terms of opting subjects for PG Studies is provided in some of the selected areas of Social Sciences, Arts and Science and Technology Faculties. At present, the University provides an opportunity for any graduate to get admission for PG Studies in Anthropology, Criminology, Library and Information Science, Mass Communication and Journalism, Management and Social Work. In the Faculty of Arts, any graduate can opt for Linguistics and Folklore. In the Faculty of Science and Technology, this flexibility is allowed in the PG studies in Biotechnology and Applied Genetics.

#### a) Core/Elective Options:

Each department has three kinds of courses, viz., compulsory, electives and open electives. While compulsory papers are the core subjects that are to be studied by all students, each department has a set of electives/specialization options to choose from the available subjects. These electives provide flexibility to students to specialize in the area they are interested in and which is specific for their discipline.

**Table-1.7: The Structure of Core (Compulsory) and Elective Papers**

Sl. No.	Department	Core (Compulsory)	Electives
1	English	18	04
2	Folklore	12	04
3	Foreign Languages	13	08
4	Hindi	12	04
5	Kannada	14	04
6	Linguistics	12	09
7	Marathi	12	04
8	Music	02 (T) +06(P)	05
9	Sanskrit	12	04
10	Urdu and Persian	12	04
11	A.I. History and Epigraphy	18	11
12	Anthropology	12	16
13	Criminology and Forensic Science	18	04
14	Economics	17	04
15	History and Archeology	14	29
16	Jainology	04	
17	Library and Information Science	19	04
18	Mass Communication and Journalism	20	
19	Philosophy	18	06



20	Political Science	19	13
21	Psychology	12	02
22	Social Work	17	
23	Sociology	18	06
24	Applied Genetics	12	
25	Applied Geology	13	
26	Botany	11	05
27	Bio-Chemistry	12	
28	Bio-Technology	12	
29	Chemistry	12	09
30	Computer Applications	33	
31	Computer Science	26	
32	Electronics	12	
33	Electronic Media	17	
34	Geography	14	
35	Mathematics	12	
36	Microbiology	12	
37	Physics	08	16
38	Statistics	12	04
39	Zoology	13	
40	Commerce	16	08
41	Commerce (C.S.)	21	
42	Law	12	04
43	Education	06	13
44	Physical Education	12	04
45	Business Management	20	12
46	Tourism Administration	66	04
47	Marine Biology	16	

**b) Enrichment courses:**

Special lectures, Endowment lectures, Memorial lectures, Foundation lecture series, Workshops on capacity building for faculty members, Workshops for introducing new courses, Workshops on implementation of new syllabi, Workshops on promoting awareness on use of electronic information sources and services, IPR, Technical Writing, e-governance, etc for the faculty, Workshop in research methodology, Outreach programmes, Computer skill oriented programmes etc., constitute enrichment programmes of the University and they are organized as part of the academic activities of the departments. The University always supports such programmes.

**c) Courses offered in modular form:**

—

**d) Credit accumulation and transfer facility:**

—

**e) Lateral and Vertical Mobility Within and Across Programmes, Courses and Disciplines:**

Provision has been made for the mobility within and across the programmes in the University. While vertical mobility is a common feature, lateral mobility is allowed in respect of MTA and MBA (IB) courses. In case of MTA, which is a 5 year integrated programme, students from other subjects are permitted to seek admission for PG course in the 4<sup>th</sup> year. In respect of MBA (IB), a student enrolled for MBA has permission to switch over to MBA (IB) in the second year. Lateral mobility is also followed in Open Elective Courses across programmes.

**1.2.3. Does the university have an explicit policy and strategy for attracting international students?**

The University adopts an open-door policy for foreign students. An office of the Foreign Students' Advisor attends to any matter relating to admission, accommodation and other problems. For the last two to three years, there is a declining demand for courses by the foreign students. However, the foreign students Advisory Cell is making efforts to draw the attention of the foreign students.

**1.2.4. Have any courses been developed targeting international students? If so, how successful have they been? If 'no', explain the impediments.**

As of now, the University has not designed such courses targeting the international students. In course of time, looking into the demand, the University may think of designing such special programmes.

**1.2.5. Does the University facilitate dual degree and twinning programmes? If yes, give details.**

The International Diploma in Reproductive Health Management which was started in collaboration with the Groningen University, Netherlands is a twinning programme. It involves the exchange of students between the two Universities. Recently, the proposal to introduce dual degree programmes has been approved by the authorities of the University.

**1.2.6. Does the University offer self-financing programmes? If yes, list them and indicate if policies regarding admission, fee structure, teacher qualification and salary are at par with the aided programmes?**

The University offers the following self-financing programmes in its constituent colleges viz., Karnatak Arts College and Karnatak Science College. Following are the subjects in which the PG courses are offered;

**Table-1.8: Self Financing Programmes in Constituent Colleges**

Sl. No.	Subjects
1	English
2	Economics
3	Mathematics
4	Physics
5	General Chemistry
6	Commerce (CS)
7	Commerce

The fee structure of these programmes is higher than the normal fee structures. Admission to these courses is as per the roster and merit. The University also has the provision for admitting students to PG courses under enhanced fee structure and the intake under this scheme is fixed by the University. Regular teachers of the programmes are taking care of teaching. In few cases, teachers are appointed as Guest faculty and Teaching Assistants. Qualifications are as per the UGC norms, but the salary component is again fixed as per the University rules and regulation keeping in view the UGC directions in this matter.

**1.2.7. Does the University provide the flexibility of bringing together the conventional face-to-face mode and the distance mode of education and allow students to choose and combine the courses they are interested in? If 'yes', give operational details.**

The University is having both conventional face-to-face mode and the distance mode (School of Correspondence Education) of education. There is a provision in certain programmes for conventional face-to-face mode students to switch over to distance mode of education. But vice-versa is not permitted. However, schedule of examinations for regular education programme and the distance education programme differs with regard to date and time.

**1.2.8. Has the University adopted Choice Based Credit System (CBCS)? If yes, for how many programmes? What efforts have been made by the university to encourage the introduction of CBCS in its affiliated colleges?**

The University has successfully adopted CBCS from the academic year 2008-09, in 47 PG programmes. Concerted efforts are being made to prepare the mindset of teachers and management of colleges to opt for CBCS.

**1.2.9. What percentage of programmes offered by the university follow:**

**Table-1.9: Programmes offered by the University**

<b>System</b>	<b>No. of programmes</b>	<b>Percentage</b>
Annual System	01	2.20
Semester System (CBCS)	46	97.80
Trimester System	00	0.00

**1.2.10. How does the University promote inter-disciplinary programmes? Name a few programmes and comment on their outcome.**

By and large, the PG programmes, Diploma and Certificate programmes conducted by the University are interdisciplinary in nature. Subjects coming under each Faculty are invariably interconnected. Adoption of CBCS pattern of education by the University largely paved the way for student to opt the subject of his choice apart from the core subjects in the specific programme. This promotes interdisciplinary studies and develops competence in the global market.

The recognition of cognate subjects under each subject has helped the University to make provisions for undertaking Ph.D. course in related fields. In this way, Management Studies, Commerce, Economics, Forensic Science, Social Work, Sociology, Mass Communication and Journalism, Anthropology, Gandhian Studies and Philosophy have ample scope for taking up Ph.D. studies in the inter-connected areas. The same provision is extended in a few Science subjects.

Considering the teaching, learning, research and publication output of the University in general and some of the outstanding performances of specific departments like Physics, Biochemistry, Chemistry, Biotechnology, Microbiology, Computer Science, Botany, Zoology, Mathematics, the funding agencies like UGC, DST, ICAR, ICMR, BRNS, DBT, IBHM have come forward to sanction large-scale funds and awarded special programs of high value.

The Social Science subjects like Economics, Political Science, Sociology, Criminology, Library and Information Science and Social work have substantially attracted the attention of regulatory and funding bodies through their interdisciplinary research and got many programmes and projects. Several Social Science departments have been awarded UGC-SAP and other programmes.

The eleven Chairs (Peethas) established are engaged in both interdisciplinary and multi-disciplinary researches. The Basava Peetha, Kanaka Peetha and Ambedkar studies are encouraging studies and research in different perspectives. All the studies have great social relevance and have been published in various forms and formats.

Looking into the present overall scenario of higher education and research in the university, the UGC has awarded UPE Status to the University which is promoting the multi-dimensional and interdisciplinary programmes in all specified fields at the advanced level.

### **1.3. CURRICULUM ENRICHMENT**

#### **1.3.1. How often is the curriculum of the university reviewed and upgraded for making it socially relevant and/or job oriented/knowledge intensive and meeting the emerging needs of students and other stake holders?**

The curriculum is reviewed regularly once in three years. The Board of Studies in every discipline discusses with the experts on the issue of modifying and enrichment of curriculum considering the developments and emerging trends. In addition, the social, academic and research relevance are also analyzed and relevant aspects are incorporated.

The department of English has included the recent areas of study like Post Colonial Literature and Indian Diasporic Literature. The department of Kannada has introduced a new paper “Mahila Sahitya” to sensitize students about women’s issues. So also, other departments of Arts Faculty have taken initiation in integrating relevant aspects of Language and Literature.

The department of Economics has added in its curriculum the aspects which are supportive to get jobs. Besides, there is a proposal of introduction of Economics as one of the optional subjects in B.Sc. from the coming academic year. The department of Psychology has designed the curriculum for the course in Psychotherapy and Counselling to be introduced in the coming academic year. The department of Social Work has designed the curriculum by incorporating such components such as social work camp, summer placement, study tours, project work, etc. The department of Political Science has included Communication Revolution and Changing Role of Nation States as well as selected components of the syllabi from competitive examinations of the state and central levels. The department of Gandhian Studies has revised its curriculum focusing on social service activities and field-based studies. The department of Sociology has designed its curriculum and incorporated such aspects as, Sociology of Health and Well-being, Sociology of Development and Sociology of Gender.

The department of Commerce has designed the curriculum of a new PG Programme on “Master of Financial Management”. The department of Management Studies has designed the new course on i) Bank Management and ii) Insurance and Risk Management. This department has also framed the curriculum for evening MBA course and this programme is to be started in Karnatak College during the academic year 2013-14.

The department of Applied Genetics has redesigned the curriculum and included the job-oriented courses such as Molecular Diagnostics, Molecular Medicine, Genetic Counselling and Molecular Biology Techniques. To suit the needs of the present day, new courses such as Actuarial Statistics, Biostatistics, Information Theory and Econometrics are introduced in the curriculum by the department of Statistics. The department of Chemistry has introduced a compulsory paper as General Chemistry which comprises the units related to Industry-Oriented Analytical Techniques, Applied Chemistry such as Corrosion, Functional Group Transformation, Newer Reactions etc. Core papers and specialization papers in the department of Physics are regularly upgraded and redesigned, to cater to the needs of many students appearing for NET and pursuing research and other professional examinations. The department of Geography has made provision for incorporating the latest techniques of Exploration and Mining to cater to the requirements of National Level Research Laboratories and Mining industries. The revision and restructuring of the curricula is a regular feature in the departments under Science Faculty. The emphasis is given mainly on the growing trends in the respective fields.

As knowledge is dynamic, multi-faceted and multi-dimensional, there is every possibility of growth of subjects due to the incessant research. Some of the issues which warrant their inclusion in the course content have been given due importance. Therefore, Science subjects which are having high application value are considering the incorporation of new components as and when it is required. In the context of CBCS pattern of education this practice is more relevant to not only to the Science Faculty but also to other Faculties.

**1.3.2. During the last four years, how many new programmes at UG and PG level, were introduced? Give details.**

- **Inter-disciplinary**
- **Programmes in emerging areas**
- **Interdisciplinary**

During the academic year 2007-08, the PG departments began the exercise of designing the curriculum for CBCS programme. The primary objective of introducing CBCS programme is to serve the interest of students by giving option of choosing any one paper as an open elective in second and third semester. This substantially contributed to strengthen the interdisciplinary teaching and learning. Over the years, the University has started interdisciplinary courses both in UG and PG leading to Certificate, Diploma and UG and PG degrees. The list of the programmes recently introduced is given below:

Newly Introduced Courses from 2009-10

1) B.B.A. (Hotel Management)	:	2009-10
2) PG Diploma in Bank Management	:	2009-10
3) PG Diploma in Risk and Insurance Management	:	2009-10
4) PG Diploma in Satellite Oceanography	:	2010-11

- 5) M.Sc. Electronic Media under CBCS on self-finance basis (2011-12)
- 6) PG Diploma in Graphics and Animation on self-finance basis (2011-12)
- 7) Post PG Diploma course in Counselling and Psychotherapy (2011-12).
- 8) Two year semester course in Master of Social Entrepreneurship under CBCS system (2012-13).
- 9) One year PG Diploma in Mass Communication and Journalism (2014-15)

Further it is proposed, in the coming academic year to start more intensive, interdisciplinary courses like Nano-science, Audiology and Speech Language Pathology, Master of Finance Management etc., under the School of Correspondence Education.

Introduction of Open Elective courses is an important dimension of the interdisciplinary nature of CBCS and as such the departments are engaged in interdisciplinary projects under the UPE programme.

**Table-1.10: List of Open Elective Courses being taught in the University**

Sl. No.	Department	OEC for the II Semester	OEC for the III Semester
1	English	The English Language proficiency	Communicative English
2	English (K.C.D.)	The English Language proficiency	Communicative English
3	Kannada	ಕನ್ನಡ ಭಾಷೆ, ಬಳಕೆ, ಕೌಶಲ್ಯ ಮತ್ತು ವೃತ್ತಿಪರತೆ	ಕರ್ನಾಟಕ ಸಂಸ್ಕೃತಿ
4	Linguistics	Languages and Linguistics	Fundamentals of Translation
5	Hindi	Hindi Fiction	Modern Hindi Prose
6	Folklore	ಜಾನಪದ ಪರಿಕಲ್ಪನೆ	ಜಾನಪದ ಜಾಗತೀಕರಣ
7	Marathi	Marathi Wangmaya Prakarancha Abhyas	Bhashantarit Marathi Sahitya
8	Urdu	Poetry (Gazliyat) and Short story	Prose and Poetry (Nazm)
9	Urdu	Study of Urdu Language –Ele-I	Study of Urdu Language
	Persian	Persian for Beginners	-----
10	Sanskrit	Sanskrit Prose and Poetry	Commerce and Trade in Sanskrit
11	Music	Vocal	Vocal
12	Music	Sitar	Sitar
13	Music	Tabla	Tabla
14	Foreign Languages	German for Beginners	Advance German
15	Foreign Languages	Russian for Beginners	Russian for Beginners
16	Commerce	Fundamentals of Accounting	Fundamentals of cost and Management Accounting
17	Education	Strategies of Teaching	-----
18	Physical Education	Nutrition and Diet	Health and Fitness Management
19	Law	-----	Cyber Law
20	MBA and MBA (IB)	Entrepreneurship Development and Project Preparation	Total Quality Management and bench Marking
21	Applied Geology	Earth Science	Earth Science
22	Applied Genetics	Molecular Biology Techniques	Genetic Disorders and Counselling
23	Biochemistry	Biochemical techniques	Clinical Biochemistry
24	Biotechnology	Molecular Cell Biology	Plant and Animal Tissue



			Culture
25	Botany	Medicinal Plants	Plant Biotechnology
26	Chemistry	Applied Organic Chemistry	Applied Physical Chemistry
27	Chemistry (K.C.D)	Applied Organic Chemistry	Applied Physical Chemistry
28	Computer Science	Programming in C-language and Mat Lab	Internet Information and Web Designing
29	Electronics	Basic Electronics and Linear Integrated Circuits	Communication and Digital Circuits
30	Geography	Regional Geography of India and Karnataka	Biogeography
31	Physics	Modern Physics	Instrumental methods or Physics of Nanomaterials
32	Physics (KCD)	Modern Physics	Instrumental methods or Physics of Nanomaterials
33	MCA	Programming in C – Language and Mat Lab	Internet Information and Web Designing
34	Mathematics	Fuzzy Sets and Fuzzy Logic - I	Discrete Mathematical Structures -I
35	Mathematics (KCD)	Fuzzy Sets and Fuzzy Logic - I	Discrete Mathematical Structures -I
36	Microbiology	Molecular Microbiology	Clinical Microbiology
37	Statistics	Statistical Methods	Applied Statistics
38	Zoology	Animal Behavior	Economic Zoology
39	Electronic Media	Media and Advertising	Broadcast Journalism
40	Psychology	Advanced General Psychology	Fundamentals of Mental Health Education
41	Criminology	Introduction to Police Science	Fundamental of Forensic Science
42	Mass Communication and Journalism	Communications Skills	Radio and T.V. Production
43	Political Science	Human Rights	Political Journalism
44	Library and Information Science	Information Sources and Services	Information Literacy
45	Anthropology	Foundations of Anthropology	A) Population Anthropology B) Forensic Anthropology
46	Economics	Indian Economy	Karnataka Economy
47	Economics (K.C.D)	Indian Economy	Karnataka Economy
48	History and Archeology	History of Karnataka-Select Themes (From 1336 to 1956)	History of Karnataka Select Themes (From 1336 to 1956)
49	Social Work	Social Justice and Empowerment for Promotion of Welfare	Formation and Management of non-Government Organization
50	Sociology	Invitation to Sociology	Indian Society Continuity and Change
51	Ancient Indian History and Epigraphy	Art and Architecture of India	History of Indian Religious Thought
52	Philosophy	Philosophy of Bhagavadgita	Swami Vivekananda
53	Swamy Vivekananda Studies	Human Resources Development and Professional Skills	Human Resources Development and Professional Skills
54	Kanaka Studies	ಕನಕದಾಸರ ಜೀವನ ಮತ್ತು ಸಾಹಿತ್ಯ	ಕನಕದಾಸರ ಜೀವನ ಮತ್ತು ಸಾಹಿತ್ಯ

### **Programmes in emerging areas:**

In the emerging knowledge society some of the components which are of immense value-addition to the higher education programme are invariably inducted into the various curricula of University. Some such important components are listed below;

- Indian Diasporic literature
- Dalit Literature
- Translation
- Gender studies
- Business Communication
- Functional Hindi
- Genetics
- Nanotechnology
- Bio-informatics
- Microbiology
- Bio-technology
- Molecular Diagnostics
- Molecular Medicine
- Mineral sciences
- Environmental problems
- Disaster Management
- Informatics
- Scientometrics
- Political sociology
- Political Economy
- E-governance and E –learning
- Globalization
- Knowledge Management
- Forensic Computing
- Cloud Computing
- DNA Finger Printing

#### **1.3.3. What are the strategies adopted for the revision of the existing programmes? What percentage of courses underwent a syllabus revision?**

The departments in the course of conducting academic activity do facilitate close interaction among the faculty, students and visiting experts from premier institutions like IISc, IIT's, BARC, TISS etc to identify the important aspects that need due attention to study intensively and extensively both at the UG and PG levels. This forms the beginning of a strategy for revision of the ongoing courses. The periodical BOS meetings do give emphasis on deliberating on the issues with the concerned teaching faculty and approve the essential aspects to be included in the curriculum. The BOS in most of the interdisciplinary subjects and also newly established programmes consists of the experts from industry, management, corporate sectors, social organizations, national laboratories and research and development organizations. They contribute to a great extent to analyze the pros and cons of the introduction of new components in respective subjects. It is further deliberated at the levels of Faculty and Academic Council for its validation and approval.

**1.3.4. What are the value-added courses offered by the university and how does the university ensure that all students have access to them?**

• **Value-Added courses offered by the University**

The University has introduced a number of value-added courses for the all-round development of students. The primary objective of such courses is to expose the students to life and achievement of great philosophers, saints, social reformers, freedom fighters and their messages to society. Such components in the curriculum lay emphasies on the comparative study of these noble lives in the contemporary context. These courses have considerable bearing on the life-style of present generation. The University has been offering the following value-added courses;

- 1) Gandhian Studies
- 2) Basava Studies
- 3) Ambedkar Studies
- 4) Kanaka Studies
- 5) Vemana Studies
- 6) Swamy Vivekananda Studies

Apart from these peethas, other Chairs (Peethas) have been established in the name of eminent personalities representing the fields of education, music, culture and religion.

The University offers an exclusive diploma course on Yoga Studies. This has become a much sought-after course in the present context, especially for those who seek peace and relaxation in the present, complex, mechanized world. These courses have open admission policy wherein the people of all ages and all walks of life come to seek admission to enlighten themselves about the most cherished values of life and living.

**1.3.5 Has the University introduced any higher order skill development programmes in consonance with the national requirements as outlined by National Skills Development Corporation and other agencies?**

There are various sectors of high order skills identified by National skill Development Corporation which include Tourism, Hospitality management, Media Entertainment, Animation, Content Creation, Banking, Insurance and Finance. The University has taken these aspects into cognizance over the period of time. The University has introduced a Five year Integrated Post-Graduate programme in Tourism Administration (MTA). The objective of this course is to develop skills required for tourism and hospitality management. The Kousali Institute of Management Studies has introduced two PG Diploma Courses during the year 2010-11 on i) *Bank Management* and ii) *Insurance and Risk Management*. These are the concurrent courses and open to all Post-Graduate and Research students.

The department of Mass Communication and Journalism has introduced a course on Television Production, Audio-video, News and Current Affairs programme productions. A Diploma Course in *Animation* is introduced in Karnatak College which is a constituent college. The department of MTA conducted 48 days training programme for SC/ST students on Food (Production), Servicing and Accommodation Operation.

The University has entered into an MOU with INFOSYS Pvt. Ltd, to organize training of the trainers programme. This programme has been facilitating to build essential soft-skills among the graduate students of constituent and affiliated colleges.

#### **1.4. FEEDBACK SYSTEM**

##### **1.4.1. Does the University have a formal mechanism to obtain feedback from students regarding the curriculum and how it is made use of?**

The University has always encouraged and promoted teacher-students interaction. This paves the way for the students who are responsive and eager, to share their ideas with teachers. Their views and positive ideas are taken into consideration while restructuring or revising the course curricula. Alumni of this University are serving in various sectors like teaching, administration, industries, corporate companies, social service sector, NGOs, public and private sectors as well as in research and development organizations. Every department organizes the annual alumni meet where in, among other things, discussions take place on curricula. They offer comments and suggestions based on their experiences. Their experiences help in obtaining relevant inputs for a productive teaching and learning process and also for formulating relevant curricula. This is helping in some of the fast developing subjects like Physics, Chemistry, Biochemistry, Biotechnology, Genetics, Psychology, Sociology, Social work, Library and Information Science, Mathematics, Computer Science, Electronics, Statistics, Mass Media Communication and Journalism and even in Language and Literature. All the suggestions are placed before the respective higher bodies and proper action is taken and implemented. These interactions have gone a long way in framing and updating the curricula and governance of the departments.

##### **1.4.2. Does the University elicit feedback on the curriculum from national and international faculty? If yes, specify a few methods such as conducting webinars, workshops, online discussions, etc and its impact.**

The ICT revolution has facilitated in establishing the instantaneous connectivity with the professionals working in the core and allied fields of activity in the different parts of the world. The national and international experts are invited to deliver lectures of high value. They are also invited to seminars, workshops and conferences and also for evaluation and assessment of research work. These opportunities are utilized by the departments for upgrading, restructuring and revising the curriculum. The useful ideas and perspectives, both theoretical as well as practical, are elicited and suitable components are considered for inclusion in the curriculum. At the time of starting the new courses, the insights gained from webinars, online discussions, mail forums and personal interactions greatly facilitate in curriculum design and developments in the subjects like Physics, Electronics, Biotechnology, Biochemistry, Applied Genetics, Mass Communication and Journalism, Social Work, Sociology, Commerce, Management Studies, Mathematics, Statistics, Language and Literature. The University is endowed with the programmes like UPE, SAP, CPEPA, PURSE, SAIF and various Major Research Projects. The national and international organizations have substantially supported the visits of the eminent experts and scholars who have constantly added values to the course curricula.

**1.4.3. Specify the mechanism through which affiliated institutions give feedback on curriculum enrichment and the extent to which it is made use of.**

Meetings are conducted from time-to-time by Board of Studies to enrich the curriculum of UG, PG, M.Phil. and Ph.D. programmes. As per the University statute, three teachers from UG level are nominated as the members of BOS. The Chairperson of the PG department is the Chairperson of UG Board of Studies. The suggestions and comments of the members of the Board of Studies representing affiliated colleges from both teacher colleagues and students provide feedback on curriculum. The Principals and forums of the college teachers in the respective subjects do forward their opinions and suggestions to the BOS. This helps to a larger extent to develop sustainable and relevant curriculum.

**1.4.4. What are the quality sustenance and quality enhancement measures undertaken by the university in ensuring the effective development of the curricula?**

In the past, the University was well-tuned to the annual system and year-long teaching and learning programme. Later in 1990s the University system slowly opted for semester system of education. The main purpose of this switchover is to fall in line with the national system. Again assessment and accreditation bodies including the research funding organizations emphasized the need for CBCS system which was upcoming in the Higher Education field. So the University opted for switching over to the new system called CBCS. At the time of accepting the change, the University has endeavoured to prepare the mindset of teachers and the taught. In the process of past five years, almost every department has organized brainstorming seminars, workshops and interactive sessions. This exercise is promptly done in all the subjects of the faculties of Social Sciences, Science and Humanities. At every stage, it was emphasized to nurture the quality, both in course contents and also in the teaching process. Every department has been moderately equipped with the infrastructure needed for effective teaching, learning, research and publication activity. The campus network is strengthened by increasing the ICT connectivity with enhanced bandwidth. Most of the Science laboratories are endowed with the facility of University's Science Instrumentation Centre which has received grants under PURSE and SAIF programmes for providing centralized instrumentation facility for the conduct of quality research. These academic and research activities have ensured the quality sustenance and enhancement of the programmes. Further, this has also encouraged the University to start new programmes both in regular mode as well in the correspondence mode.



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**CRITERION - 2**  
**TEACHING-LEARNING AND EVALUATION**

**2.1. STUDENT ENROLMENT AND PROFILE**

**2.1.1. How does the University ensure publicity and transparency in the admission process?**

The University has formulated regulations for admission to PG courses and the admission process of various departments is widely published and is transparent. The admission notification with details of admission procedures, rules and regulations is sent to the colleges and is also published in the leading national newspapers (both in Kannada and English). It is also posted on the University website and a copy of notification is sent to all postgraduate departments.

The admission notification is self-explanatory which gives information about various PG courses, Diploma and Certificate Courses offered in the respective departments on the main campus, PG centers, constituent and affiliated colleges, eligibility conditions, fees structure, entrance test time-table, intake and allocation of seats (under normal and enhanced fees). The details of admission processes like, entrance test marks, merit list, seat matrix and admission lists are displayed on the department notice boards and on the University website.

The University prospectus of respective academic year is published giving an overview of the courses offered by each department. Each department provides syllabus copy to students, containing information regarding course structure of each semester and syllabus of entire course along with the academic ordinances and regulations of the department.

**2.1.2. Explain in detail the process of admission put in place by the university. List the criteria for admission: (e.g.: (i) merit (ii) merit with entrance test, (iii) merit, entrance test and interview, (iv) common entrance test conducted by state agencies and national agencies (v) other criteria followed by the University (please specify).**

**PG Courses:**

Admission procedure is decentralized and the responsibility is entrusted to each department. Applications received by individual departments are scrutinized by the respective admission committee consisting of the Chairperson and Faculty members of respective department. The selection of the students is made purely on the basis of merit-cum-reservation as per reservation policy of the Government of Karnataka. Accordingly the seat matrix of each department is prepared to accommodate SC/ST/Cat-I, OBC and physically disabled candidates to provide social justice and equity to all.

The eligibility criteria for seeking admission to all PG Courses is, a pass in the qualifying examination with 45% marks (40% for SC/ST/Cat-1 candidates) in respective subjects in aggregate or aggregate of all subjects. Admission committees of individual departments scrutinize the applications, conduct entrance test, prepare the merit list, seat matrix, conduct counselling and verify the certificates. The entrance test is conducted in every subject and OMR sheets are used for evaluation to avoid ambiguity. Admission is made by counselling and on the basis of a merit list prepared taking 50% marks of qualifying examination and 50 % marks of entrance test. The admission lists are prepared following merit-cum-roster system.



After admitting the candidates under normal fee seats, the enhanced fee seats are filled by following the merit-cum-roster system. In case the vacancies exist after first, second and third counselling rounds of admission, spot admissions are made to fill the vacant seats. The provisional admission lists are notified after the approval of Dean of respective Faculty. Admission of a candidate is confirmed only after remitting the fees within the stipulated time.

### **M. Phil. Course:**

The Admission to M. Phil. Course is open to full- time/regular candidates and also to the candidates who are deputed under Faculty Improvement Programme/Faculty Development Programme (FIP/FDP) by colleges or institutions recognized by the University. The eligibility for admission to M.Phil. is PG degree with minimum 55% marks (50% marks for SC/ST/Cat-1 candidates). A candidate who is eligible for admission is selected on the basis of entrance test with a minimum score of 55% marks for general merit (GM) students and 50% marks for SC/ST and Cat-1 students. The candidates who have passed NET/SLET/GATE are exempted from the entrance test. Interview is conducted and candidates are allotted to respective guides based on the field of interest and vacancies available with the guides.

### **Ph.D. Programme:**

The Ph.D. programmes are available on full time/regular and part-time basis. The part-time candidates are the teachers/employees working either in the University/college or other recognized institutions in India. Any candidate who has obtained a Post-Graduate degree from a recognized University including foreign candidates (sponsored by their Embassies) and the sponsored candidates securing not less than 55% marks (50% for SC/ST/Cat-I/Physically challenged candidates) at the Post-Graduate degree shall be eligible to apply for the Ph.D. programme. The eligible candidates have to appear for the entrance test. The merit list of the candidates is prepared on the basis of the marks obtained in the entrance test and marks obtained at the qualifying examination in the ratio of 50:50. However, the candidate has to secure a minimum of 50% marks (45% for SC/ST/Cat-I/Physically challenged candidates) in the entrance test. The Government sponsored foreign candidates, and the candidates who have cleared the UGC-JRF/UGC-CSIR-JRF/GATE/GRE/NET/KSLET and M.Phil. (qualified through an entrance test) are placed first in the consolidated merit list based on their percentage of marks secured by them at the qualifying examination. After the finalization of merit lists, the Chairperson of the PG department shall convene a meeting of the Doctoral Committee to allot the candidates to the Research Supervisors based on the merit-cum-reservation, specialization stream of the candidate and the Research Supervisor. Registered full-time and part-time Ph.D. candidates shall undertake course work of one semester (16 weeks). Both the full-time and part-time candidates shall attend at least 75% of the classes in each paper to be eligible to appear for the examination and minimum for passing is 50% in aggregate including internal marks. Each guide can guide eight students out of which one candidate has to be SC/ST/Cat-I/OBC.

### **2.1.3. Provide details of admission process in the affiliated colleges and the university's role in monitoring the same.**

Admissions to various undergraduate courses are made by the affiliated colleges independently following the guidelines of the University. Respective colleges take care of admissions to the courses as per the directions of the University by giving

wide publicity in newspapers, website and on the notice board. Each college has a separate admission committee. The list of candidates selected for each course will be finally approved by the concerned authorities of the University. Admissions to PG courses in the constituent and government colleges are made by the admission committees of respective PG departments as per the University guidelines. While the admitting to the PG courses in the affiliated colleges, 50% of seats are filled by the University admission committee and the remaining 50% seats are filled by the respective colleges. Necessary infrastructure like class rooms, laboratories, library and required teaching staff in the affiliated colleges are regularly monitored by the College Development Council (CDC) of University through the Local Inquiry Committee (LIC). Besides, periodical meetings of the Principals are held to discuss necessary changes required in the process of admission.

**2.1.4. Does the university have a mechanism to review its admission process and student profile annually? If yes, what is the outcome of such an analysis and how has it contributed to the improvement of the process?**

The University reviews its admission process and student profile annually by assessing and justifying the demand and strength of students of each department. Taking in to consideration, the demand for PG courses, the intake is increased based on the availability of adequate infrastructure. Entrance test is conducted for admission to PG Course in order to get the meritorious students for maintaining and enhancing the quality of learning.

Before giving notification of admission to PG courses, a meeting is convened comprising the Registrar, Deans of all Faculties and Chairpersons of the departments under the Chairpersonship of the Vice-Chancellor to discuss various matters relating to admission.

**2.1.5. What are the strategies adopted to increase/improve access for students belonging to the following categories:**

- **SC/ST:**  
Admissions are made as per the reservation policy of the Government of Karnataka. Relaxation of 5% of marks and fee concession is given to these candidates. The SC/ST Cell monitors the welfare and other academic progress of the students.
- **OBC:**  
Admissions are made as per the reservation policy of the Government of Karnataka. Relaxation of 5% of marks is allowed to Cat-I students. Fee concession is allowed to low income group of OBC students.
- **Female students:**  
There is no provision of reservation for female students. However, it is found that considerable number of female students get admission to various PG courses.
- **Persons with varied disabilities:**  
As per the provision of the University, 3% of the total intake or minimum of one seat in each PG course is reserved for persons with varied disabilities.
- **Outstanding achievers in sports and other extracurricular activities:**  
Provision is made in each department to reserve two seats for candidates who have shown distinction in sports/NCC/ the children of Defense Personnel/Political Sufferers subject to a maximum of one seat in any one of the above categories.

**2.1.6. Number of students admitted in the university departments in the last five academic years:**

**Table- 2.1: Students Admitted in the University departments**

Categories	Year 1 2008-09		Year 2 2009-10		Year 3 2010-11		Year 4 2011-12		Year 5 2012-13	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
SC	389	192	426	210	507	226	479	218	388	156
ST	123	52	129	62	166	84	174	79	117	66
OBC	636	588	1033	691	1242	759	1230	821	815	573
General	471	771	464	889	606	958	465	824	275	532
Others	303	176	194	116	312	229	273	162	132	114

**2.1.7. Has the university conducted any analysis of demand ratio for the various programmes of the university departments and affiliated colleges? If so, highlight the significant trends explaining the reasons for increase/decrease.**

**Table- 2.2: Analysis of Demand Ratio for the Various Programmes**

Programme	Number of Applications	Number of Students admitted	Demand Ratio
UG	784093	348486	1:2.25
PG	54795	10959	1:5
Integrated Masters	--	--	--
M.Phil.	340	170	1:2
Ph.D.	1767	589	1:3
Integrated Ph.D.	-	-	-
Certificate	634	423	1:05
Diploma			
PG Diploma	1375	917	1:05

It is found that the policy of the Government in the field of higher education and expansion of educational facilities resulted in increased eligible candidates aspiring for higher education. The Principals of colleges, Chairpersons of PG departments and the University officers review the implications of recent developments in higher education for demand ratio of the various academic programmes in the periodical meetings convened under the Chairpersonship of the Vice-Chancellor. In such meetings appropriate strategies are identified to address the problems of demand ratio for various academic programmes. In view of this, new PG programmes have been introduced and intake for various PG courses has been considerably increased. As a result of this, there is visible expansion of higher education under the jurisdiction of the University.

**2.1.8. Were any programmes discontinued/staggered by the University in the last four years? If yes, please specify the reasons.**

Following academic programmes were discontinued in the last four years.

1. M.Sc. Applied Geography in the department of Geography
2. M.B.A. International Business in the department of Studies Management
3. Diploma in Comparative Religion in the department of Philosophy
4. Diploma in Folklore (Self Finance) in the department of Folklore
5. Certificate Course in Kannada in the department of Kannada
6. Certificate Course in Tamil in the department of Kannada

The MBA – International Business course was discontinued due to the problem of equivalence of the degree and its recognition by the employers. The M.Sc. Applied Geography and some Diploma and Certificate courses were discontinued for lack of minimum number of students.

## 2.2. CATERING TO DIVERSE NEEDS OF STUDENTS

**Table- 2.3: Diversity of Students**

Students' Profile	Percentage
Within the University	89.02
Outside the University within the State	8.05
Outside the University and Outside the State	2.55
Outside the Country	0.38
Total	100.00

The University caters to the needs of the region by imparting quality higher education. However, a significant percentage of students has been admitted from areas outside the jurisdiction of the University in recent years.

### 2.2.1. Does the University organize orientation/induction programmes for freshers? If yes, give details such as the duration, issues covered, experts involved and the mechanism for using the feedback in subsequent years:

The University maintains an updated website providing a detailed information relating to various courses, profile of each department and its faculty, course contents, library, services and its working hours, administrative sections, hostels, canteen and health facilities, etc. This projection through website enables freshers to have first-hand knowledge of the University.

The University has set a practice in organizing general orientation programme for the freshers in the beginning of the academic year. It is a one-day programme with prior intimation to all the freshers, faculty members and selected officers of the University. The Vice-Chancellor addresses the gathering and highlights the rich traditions, achievements and progress made by the University over the years. Taking cue from his address, the officers of different sections and units introduce them to their own sections and units. They explain how best the students can make use of the facilities. The Registrar and the Registrar (Evaluation) also explain about the facilities. The University Librarian highlights the salient features of the library and its services and the ways and means of availing those services by the students and researchers. The Director of Student Welfare, Director of Sports Section and Head of the Scholarship Section will explain the available infrastructure and appeal to the students to make use of the facilities for their development.

Each department organizes an 'initiation programme' in the beginning of the session in which the Chairperson along with teaching faculty address the freshers and give an overview of the department facilities and the academic programme including the provision of extra-curricular and co-curricular activities. Apart from these, the freshers are given an idea about the dress code (if any), discipline and attendance norms. Followed by this, each teacher in his / her initial classes introduces in detail the course contents, assignments, tests, conventions and other activities with reference to the subject he/she teaches. Normally in the professional courses where the graduates from all streams are admitted hold two to three days brain-storming sessions so as to acquaint freshers with the subjects taught in the course.

As far as the feedback mechanism is concerned, the day-to-day observations of the students' attitude and approach, performance of the students in the internal tests, punctuality, promptness of the students in submitting the assignment, etc., are some of the factors normally discussed in the Department Council meetings for improving their performance. If there are any glaring observations they are reported to the authorities for the needful action.

**2.2.2. Does the university have a mechanism through which the 'differential requirements of the student population' are analyzed after admission and before the commencement of classes? If so, how are the key issues identified and addressed?**

The provisions made by the University in the admission process like entrance test, sorting of the applications as per merit-cum-roster system, preparing the merit list and the counselling process give a broad idea regarding the differential requirements of the student population. It is the effective means of understanding their economic background, rural-urban background and other abilities and disabilities by the teaching faculty in each department. Looking into the information collected in the meetings of the Department Council and also taking into consideration the provisions made by the University in terms of facilities to address the differential requirements, each department works out a strategy. Remedial classes, enrichment courses, brain storming sessions, communication skills, etc., are arranged to meet the differential requirements of the student population.

**2.2.3 Does the university offer bridge / remedial / add-on courses? If yes, how are they structured into the time-table? Give details of the courses offered, department-wise/faculty-wise?**

The University has a provision for offering bridge, remedial and add-on courses. These programmes are integrated into the course curriculum as per the requirements of the subject. These courses are essential to understand and also to overcome some of the critical issues of the subjects, particularly the professional subjects where the skill and techniques drawn from other subjects and fields are incorporated. The Management Studies, Social Work, Library and Information Science, Criminology, Electronic Media and Communication Studies require a fair knowledge of computers, communication skills, statistical operations and marketing strategies. In such courses, timetables are designed to arrange for experts to teach these critical components. Even the subjects in the Faculties of Science and Technology, Education, Law, Commerce and Humanities help to develop the capabilities of the students in the respective fields. Following courses have been offered under the broad category:

**Table-2.4: Add-on/Diploma Courses offered by the University**

<b>Name of the Faculty</b>	<b>Name of the Department</b>	<b>Add-on/Diploma</b>
Science and Technology	Computer Science	PGDCA
	Statistics	Certificate Course in Statistical Computing
Arts	Kannada	Certificate Course in Translation
	Foreign Languages	Certificate / Diploma Courses in French, Russia, German, etc.

Social Sciences	Jainology	Diploma in Jainology
	Women Studies	Certificate/ Diploma Course in Women's Studies
	International Diploma in Reproductive Health Management	International Diploma in Reproductive Health Management

**2.2.4. Has the university conducted any study on the academic growth of students from disadvantaged sections of society, economically disadvantaged, physically handicapped, slow learners, etc.? If yes, what are the main findings?**

The University honours equity and social justice. There are separate provisions for the students from the economically and physically disadvantaged groups. Encouragement is given to improve the slow learners and also the learners who grasp the things quickly. The assessment of all these groups of students is made during the process of admitting them to the course programme. The initial sessions will reveal the level of grasping, sensing, understanding and responding status of the students.

Accordingly, a plan of action is prepared by the Department Council in each department for organizing teaching-learning programmes. The University library is equipped with the resources useful for the physically disadvantaged groups of the students. The book bank scheme, exclusive sections for SC/ST and Cat-I students, etc., are arranged to the disadvantaged students. In the Central Computer Centre, provision is made to guide them to make use of the facility and develop familiarity with the operations of the systems. The Director of Student Welfare, Director of Equal Opportunity Cell, Director of University Employment Information and Guidance Bureau, Director of Sports Section and also the concerned cells offer their support to such groups of students.

**2.2.5 How does the university identify and respond to the learning needs of advanced learners?**

The advanced learners are identified by taking into consideration their merit in the qualifying examination, communication skills, level of grasping the lectures, interactions and reading habits including the technology application. Such students are identified and their interest and enthusiasm is furthered by assigning seminar topics and encouraging participative learning. Recognizing their talents and leadership, they are nominated as class representatives, Gymkhana representatives and to be members of extracurricular and co-curricular activities. Their talents and goals are properly nurtured by monitoring, profiling and projecting as and when the occasion demands. The subjects under Science Faculty like Physics, Chemistry, Biochemistry, Biotechnology, Microbiology, Genetics, Mathematics, Zoology and Botany have given ample scope for the advanced learners by guiding them to take up various competitive examinations and interviews to avail scholarships, fellowships, awards and rewards. Each department cited above has examples to boast off. The students from the Faculties of Management, Commerce, Law and Education are also directed to develop their talents and skills. In the Faculty of Social Science subjects like Library and Information Science, Economics, Political Science, Sociology, Social Work, Anthropology, Geography, Mass Communication and Journalism and History talented students are encourage to achieve greater heights in their lives. The departments in the Arts Faculty have endeavored to encourage the advanced learners



to become good writers, artists, playwrights, debaters, poets, etc., and they have earned laurels to their respective departments.

The University is organizing Foundation Lectures, Special Lectures, Invited Lectures and also several programmes which attract the advanced learners to develop themselves in their respective fields. The Director of Student Welfare, Director of Sports Section, Director of Equal Opportunity Cell, etc., have given due opportunity to the advanced learners.

### **2.3. TEACHING-LEARNING PROCESS**

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

During the month of March every year, the Vice-Chancellor convenes two separate meetings of Chairpersons of departments and Principals of Constituent and affiliated colleges along with the officers of the University to prepare the plan of action for next academic year. In this meeting, problems and prospects of teaching, learning and evaluation activities are deliberated. Taking into consideration the deliberations of both the meetings, the Academic Section of the University in consultation with the examination section, prepares the draft Academic Calendar. This draft is placed before the last Academic Council meeting of the academic year. After thorough deliberations with the members of Academic Council, the final Academic calendar for the next academic year is released. Later, in the light of the academic calendar, the respective departments prepare the teaching schedule (Academic timetable). The examination section together with GAD prepares the examination schedule.

#### **2.3.2. Does the university provide course outlines and course schedules prior to the commencement of the academic session? If yes, how is the effectiveness of the process ensured?**

The University provides the prospectus of the year to every student seeking admission to PG courses. This prospectus gives the general outline of the entire academic activities and the facilities available in the University. After seeking admission, students are provided with a detailed handbook giving the rules, regulations and the syllabus of the department. This will enable the students to know the total programme. Above all, the University website provides detailed information of the University courses, admission procedures, examination system and other supporting services available for the students. All these three stages will enable the students to have a clear-cut understanding of the University as a whole.

#### **2.3.3. Does the university face any challenges in completing the curriculum within the stipulated time frame and calendar? If yes, elaborate on the challenges encountered and the institutional measures to overcome these.**

The University is very cautiously managing the teaching, learning and evaluation programmes as per the academic calendar. The Department Councils take stock of the quantum of teaching and evaluation work and plan the entire programme accordingly. In case of long leave, sabbatical leave, deputation, retirement and non-recruitment of the staff, the Department Council arranges to have special classes with the help of teachers. If the workload is beyond the reach of the existing staff, request is made to the authorities to make ad hoc arrangements of the teaching staff as per the requirement. The University has set procedures to recruit the guest faculty, teaching

assistants as per the workload. In addition to this, University has a provision of appointing visiting professors to assist teaching-learning programme. Apart from this, the University has availed the facility extended by UGC, AICTE, ICSSR and DST etc., in the form of Emeritus Fellow, Visiting Fellow and Visiting Professor.

**2.3.4. How is learning made student- centric? Give a list of participatory learning activities adopted by the faculty that contributes to holistic development and improved student learning, besides facilitating life-long learning and knowledge management.**

The adoption of CBCS pattern has given ample opportunity to make the teaching programme student centric. The existing infrastructure of the University has given sufficient scope for assigning the students with seminars, colloquium, project work, etc wherein the students are encouraged for self-directed learning and presentation. The teachers encourage interaction, discussion, and demonstration so as to have large-scale participative learning. The Science Faculty departments make use of the laboratory facilities along with their teaching, demonstrating and exhibiting facilities with the involvement of students. The Social Science and Arts Faculty departments encourage participative learning wherein students are exposed to ground realities by way of rural/social camps, visits to industries, fieldwork camp, library visits and others. The campus network has enabled the students to have an easy excess to the world of information by surfing the internet, World Wide Web and other open source information sites. All the departments in their orientation programmes insist that students should develop familiarity with the social networks so as to acquire more and more knowledge/information with their own personal efforts. In all these cases, teachers are performing their functions more as facilitators and promote self-directed leaning by the students.

**2.3.5. What is the university's policy on inviting experts/ people of eminence to deliver lectures and / or organize seminars for students?**

The University has made exclusive budget provision for each department to conduct special lectures, guest lecturers to expose the students to eminent scholars in the subject. All PG departments organise memorial lectures which give opportunity to invite noted scholars to deliver lectures on changing scenario of the subject. The provision of visiting fellow, visiting professors, emeritus professors made by the UGC, AICTE, ICSSR, DST, INSA etc., are used to enhance the teaching quality. Further, Karnataka State Universities Act has provision to retain the retired professors as visiting professors and also to appoint retired professors from other Universities to enrich the teaching, learning and research programmes. The University encourages the departments to conduct seminars, workshops and conferences for the students. Almost all departments have effectively utilized these facilities.

**2.3.6. Does the university formally encourage blended learning by using e-learning resources?**

The University has rich collection of electronic information resources essential for all teaching and learning. The UGC-INFONET and INFLIBNET programmes have become highly beneficial in establishing the connectivity to the electronic information resources, important national and international databases, OPACs of other Universities and institutions. The ICT facilities connected to all departments (classrooms, laboratories, seminar halls and discussion halls) have richly rewarded in providing effective teaching by blending the available electronic information in the

classroom lectures and demonstrations. The students are instructed to use online learning resources extended by IGNOU, MHRD, DST, IITs and IIMs.

**2.3.7. What are the technologies and facilities such as virtual laboratories, e-learning, open educational resources and mobile education used by the faculty for effective teaching?**

At present, every classroom has Internet connectivity. LCD is provided to all departments so that the teachers use the power-point-presentations extensively. The University library has the access to sizable electronic and online learning resources. In addition to this, some of the Science and Social Science departments have been practicing the use of open educational resources. The University IT section provides connectivity and also other facilities to make use of the virtual learning facilities. Laptops are provided to all faculty members to upload their day-to-day teaching-learning packages and to make it accessible to students on 24/7 basis. The WiFi facility substantially contributes to the effective teaching. The University is set to explore the EDUSAT facility. It is considered to develop virtual class-room learning to promote the education performances through School of Correspondence Education.

**2.3.8. Is there any designated group among the faculty to monitor the trends and issues regarding developments in Open Source Community and integrate its benefits in the University's educational processes?**

The University has nominated a PG Programme coordinator to each department to monitor the developments in educational process and for seeking the benefits. The PG Programme coordinator in collaboration with Director IT section and the Development Officer, Planning and Development Section constantly encourages the departments to make use of the open source information suitable to the University educational programme. The University Library is one of the enabling centres in this regard. The Computer centre of the University Library is regularly flashing the available open source information websites through its email forum. Apart from this, the Director, IQAC is constantly prompting the departments to put into action the recommendations NAAC peer team and annually conducted AAA assessment reports.

**2.3.9. What steps has university taken to convert traditional classrooms into 24X7 learning places?**

All the teaching faculties are provided with laptop with an appeal to upload the class-lecture points, PPTs, lessons plan along with the reading lists plus the related publications. All the class-rooms, laboratories, seminar-halls are connected with Internet facility for optimum utilization of the classroom. The above mentioned facilities, connectivity and the increase in the bandwidth (supported by NKN) has greatly facilitated the transformation of traditional classrooms into 24/7 learning place.

**2.3.10. Is there a provision for the services of counsellors/ mentors/ advisors for each class or group of students for academic, personal and psycho-social guidance? If yes, give details of the process and the number of students who have benefited.**

The teaching faculty are taking care to perform the role of counselling, mentoring and also advising the set of students allotted to them in preparing the mindset to have an easy comprehension of the subject, career and job opportunities in the respective fields. Periodical tests, seminars, presentations, Group discussions

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enable the teachers in understanding the students' comprehension ability, academic, personal as well as language problems. This has facilitated to take suitable measures in guiding the students appropriately.

There is an exclusive counselling cell established in the department of Psychology to offer the advisory services regarding personal problems and psycho-social guidance. The students take part in these programmes. The departments invite media experts, language and literature experts, Management experts, Psychiatrists to provide counselling in the respective subjects. In addition to all these facilities, the University Employment Information and Guidance Bureau (UEIGB), Equal Opportunity Cell, Student Welfare Section and Students' Grievances Cell are also providing the supplementary counselling services to the student community.

**2.3.11. Were any innovative teaching approaches/ methods/ practices adopted/ put to use by the faculty during the last four years? If yes, did they improve learning? What were the methods used to evaluate the impact of such practices? What are the efforts made by the institution in giving the faculty due recognition for innovation in teaching.**

During the last four years, the PG departments have made efforts in making the teaching effective and transformed the classroom atmosphere by making use of ICT facilities. The departments take initiative in inviting experts from national and international Centres and Corporate and Industrial bodies to share their practical experiences and to give demonstrations of their activities. This has facilitated to a greater extent to infuse the spirit of emulating articulation and presentation. The departments of Management studies, Library and Information Science, Commerce, Social Work, Sociology, Mass Communication and Journalism and Electronic Media have made use of facilities to make innovative teaching a practical reality. The departments of Physics, Electronics, Biotechnology, Microbiology, Genetics, Chemistry, Biochemistry, Botany and Zoology have made attempts to transform the traditional teaching methods into innovative methods. As a result, the students by and large have developed a taste for participative learning and are showing exemplary response in acquainting themselves with innovative teaching. The Dharwad Regional Science Centre, USIC, Public Lecture Series and Foundation Lectures have made impact on teaching-learning programmes. Increasing number of award of fellowships, scholarships and foreign assignments to teachers are indicative of the innovative teaching approaches adopted by the University.

**2.3.12. How does the university create a culture of instilling and nurturing creativity and scientific temper among the learners?**

The periodical assignments on contemporary and relevant issues in the globalised world are planned and executed so as to understand the level of comprehension of the students to instill and nurture creativity as well as scientific temper. The departments regularly organize the special lectures on Scientific temper. This is followed by exhibitions and demonstrations to sensitize the learners' level of understanding. The departments regularly conduct brain-storming sessions using simulation techniques to enhance the creativity and scientific temper among the learners. Highly specialized experts are invited by the department of Mass Communication and Journalism, Electronic Media, Management Studies, Library and Information Science which pave the way for growing number of young authors, reporters, editors and communicators. Number of workshops on creative writing, scientific temper, graphical presentations, technical writing are the means through

which the departments make use of the expertise to enrich the creativity and scientific temper among the learners.

**2.3.13. Does the university consider student projects mandatory in the learning program? If yes, for how many programmes have they been (percentage of total) made mandatory?**

With the introduction of CBCS pattern of curriculum the preparation of the project work/dissertations has become compulsory in fourth semester of all the courses. The faculty members train and guide the students in carrying out the project work, keeping in mind the skills required for research work in future.

**2.3.14. Does the university have a well qualified pool of human resource to meet the requirements of the curriculum? If there is a shortfall, how is it supplemented?**

The University has moderately adequate pool of human resources to support the curriculum requirements in some departments where there is a shortage of expert teaching due to retirements. In every respect, the provisions of UGC, AICTE, INSA, ICSSR, etc. to appoint Visiting professors, Senior Scientists, Emeritus fellows are availed so as to cope up with the completion of curriculum and teaching. In addition to this, the University has the provision in the Act itself to appoint Visiting Professors and also to retain the eminent retired teachers to fulfill the teaching work. The University has prepared the list of experts in different areas so as to use their expertise when needed.

**2.3.15. How are the faculty enabled to prepare computer-aided teaching/ learning materials? What are the facilities available in the university for such efforts?**

The ICT facilities extended by the University to all the departments by increasing the bandwidth (with the assistance of NKN) has enabled the faculty to make use of computers, Internet connectivity and open source websites to provide effective teaching. The IT Section with the help of Computer Science department and the University Library is regularly creating awareness by conducting practical sessions regarding how to make use of the Web for teaching /learning. Recently introduced compulsory practice by every faculty member to upload the class lessons, lecture points, presentations and additional reading lists has created a new vigour in the teaching-learning process. Almost all faculty members are showing keen interest in familiarizing themselves with computer-aided teaching and learning.

**2.3.16. Does the university have a mechanism for the evaluation of teachers by the students/ alumni? If yes, how is the evaluation feedback used to improve the quality of the teaching- learning process?**

It is a regular practice in the University to collect the feedback from the students on the performance of teachers. A well-designed structured questionnaire is administered to all the 2<sup>nd</sup> Semester and 4<sup>th</sup> Semester students with the help of a group of teachers. The duly filled-in questionnaires are collected and given to an expert group for tabulation, analysis and preparing the report. The whole process is monitored by the Internal Quality Assurance Cell Office. Later the report is submitted to the Vice-Chancellor for his perusal and communicating to each department for taking further steps in the matter.



The Annual alumni meet is organized by each department and this programme has on its main agenda, the issue of teachers' performance, wherein the alumni share openly the feelings which are taken for discussion in the Department Council meeting and suitable directions are issued to the individual teachers by the Chairperson of the department.

## 2.4. TEACHER QUALITY

### 2.4.1. How does the University plan and manage its human resources to meet the changing requirements of the curriculum?

The University make sincere efforts to identify the competent teaching faculty to teach effectively the new and emerging components inducted into the curriculum. Available faculty in the cognate subjects is assigned with the task of such teaching components.

The recruitment of guest faculty, retaining the eminent retired teachers by offering emeritus fellowship/visiting professorship is normally done in the subjects like Biotechnology, Microbiology, Applied Genetics, Nanotechnology, Library and Information Science, Political Science, Psychology, Zoology, English, Computer Science, Electronic Media, Foreign Languages and Management Studies.

### 2.4.2. Furnish details of the faculty

**Table-2.5: Permanent faculty**

Highest Qualification	Professors		Associate Prof.		Asst. Professors		Total
	Male	Female	Male	Female	Male	Female	
Ph.D.	86	19	39	07	31	03	185
M.Phil.	--	--	--	--	01		01
PG	--	--	--	--	04	02	06
					Total		192

**Table-2.6: Temporary faculty**

Teaching Assistants										
	2008-09		2009-10		2010-11		2011-12		2012-13	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Ph.D.	08	05	11	06	13	07	13	08	12	08
M.Phil.	--	02	--	02	04	01	02	01	01	04
PG	21	15	24	13	27	17	27	15	28	21
Guest Faculty										
Ph.D.	37	06	42	06	41	11	34	13	26	06
M.Phil.	04	02	06	05	03	02	03	03	06	05
PG	38	35	34	40	43	41	47	43	25	27

### 2.4.3. Does the university encourage diversity in its faculty recruitment? Provide the following details (department / school-wise).

The University does encourage diversity in its faculty recruitment.

**Table-2.7: Diversity of Faculty**

Department/ School	% of Faculty from the same University	% of Faculty from other Universities within the State	% of Faculty from Universities outside the State
All Departments	50	40	10



**2.4.4. How does the university ensure that qualified faculty are appointed for new programmes / emerging areas of study (Bio-technology, Bio-informatics, Material Science, Nanotechnology, Comparative Media Studies, Diaspora Studies, Forensic Computing, Educational Leadership, etc.)? How many faculty members were appointed to teach new programmes during the last four years?**

During the past 10 years, the University has introduced new PG Courses in Biotechnology, Microbiology, Applied Genetics and Electronic media. During the periodical revision of the components of curriculum, new emerging areas like bio-informatics, mineral processing and educational leadership have been incorporated. To ensure the competent and qualified staff, the University has identified the available expertise within the cognate subjects and deployed them in the respective subjects.

The Guest faculty and Teaching assistants are appointed as per the UGC regulations and guidelines. Apart from this, the University has explored the provisions of appointing Visiting Professors and retaining the eminent retired professors for complementing and supplementing the teaching and research in the respective departments.

**2.4.5. How many Emeritus / Adjunct Faculty / Visiting Professors are on the rolls of the University?**

Visiting Professors	:	8
University Emeritus Professors	:	3
Adjunct Professor	:	1

**2.4.6. What policies/systems are in place to academically recharge and rejuvenate teachers (e.g. providing research grants, study leave, nomination to national/international conferences/seminars, in-service training, organizing national/international conferences etc.)?**

The research grants are sanctioned to teachers applying for the research projects every year. Provision is also made to depute the teachers to participate in the enrichment and skill development programmes to rejuvenate their teaching capabilities. Such teachers are provided with duty leave as well as TA/DA by the University. Some teachers have availed study leave to conduct research in other institutions. The University Academic Section monitors the deputation of teachers to international/national/regional/state conferences. During the past five years, 384 of teachers have availed this facility.

**Table-2.8: Teachers deputed for National/International Conferences/Seminars**

<b>Year</b>	<b>National</b>	<b>International</b>	<b>Regional/State</b>	<b>Total</b>
2008-09	59	37	07	103
2009-10	49	18	01	68
2010-11	33	30	--	63
2011-12	42	21	01	64
2012-13	53	33	--	86
	<b>Total</b>			<b>384</b>

Each year, the University is providing financial assistance to organize National and International Conferences by the departments. The Planning and Development Section monitors the sanction of grants for such events.

Every year, faculty is encouraged to participate in the international conferences with full/partial travel grants. During the past 5 years, 33 faculty members have been given travel grants under the scheme of “General Development Assistance under Merged Scheme”.

**2.4.7 How many faculty received awards / recognitions for excellence in teaching at the state, national and international level during the last four years?**

A sizable number of teaching and research faculty have been awarded and honoured. During the past four years, 58 faculty members have been awarded by the various agencies, organizations, academies, associations, societies and institutions, considering their contribution in their respective fields of research and their excellent performance in teaching.

**Table-2.9: Awards/Recognitions for Excellence in Teaching**

Year	2008-09	2009-10	2010-11	2011-12
No. of Faculty	08	18	15	17

**2.4.8. How many faculty underwent staff development programmes during the last four years (add any other programme if necessary)?**

**Table-2.10: Academic Staff Development Programmes**

Sl. No.	Programme	2008-09	2008-10	2010-11	2011-12	2012-13
1	Refresher Course (Asst. Professor)	21	16	18	15	15
2	HRD Programmes	06	02	03	05	04
3	Orientation Programmes	20	18	14	13	10
4	Staff Training Programme (non-teaching) conducted by the University	--	--	--	--	25
5	Staff training programme conducted by other institutions	02	02	01	03	02
6	Summer/Winter School Workshops etc.	05	02	03	02	02

**2.4.9. What percentage of the faculty have -**

- **been invited as resource persons in Workshops / Seminars / Conferences organized by external professional agencies?**  
Sixty Percent (60%)
- **participated in external Workshops / Seminars / Conferences recognized by national/ international professional bodies?**  
Eighty Percent (80%)
- **presented papers in Workshops / Seminars / Conferences conducted or recognized by professional agencies?**

**Table-2.11: Presentation of Papers in Workshops/Seminars/Conferences**

<b>Deputation to workshops/Seminars/ Conferences</b>	<b>2008-09</b>	<b>2008-10</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>
National/ International	50	60	70	65	70
Regional	70	65	68	56	72

- **teaching experience in other universities / national institutions and other institutions?**  
Five percent (5%)
- **industrial engagement?**  
Three percent (3%)
- **international experience in teaching?**  
Two percent (2%)

**2.4.10. How often does the University organize academic development programmes (e.g.: curriculum development, teaching-learning methods, examination reforms, content/ knowledge management, etc.) for its faculty aimed at enriching the teaching-learning process?**

The University adopted the semester scheme and later switched over to CBCS scheme in 2008-09. During this transition, efforts were made to conduct enrichment programmes for teachers through training and workshops. The departments of the Faculties of Social Sciences and Science and Technology have organized the training programmes through their respective teachers' forum, associations and with the help of University funds. In addition, some of the subject-specific orientation and refresher courses have also been organized in the Academic Staff College of the University from time-to-time. The Faculty enrichment programme in the subjects of Management Studies, Computer Science, Biotechnology and Electronic Media is a regular feature.

**2.4.11. Does the University have a mechanism to encourage**

- **Mobility of faculty between universities for teaching?**
- **Faculty exchange programmes with national and international bodies? If yes, how have these schemes helped in enriching the quality of the faculty**

**Mobility of faculty between universities for teaching**

Under the Karnataka State Universities Act, provision is made to transfer the faculty members from one University to another.

The faculty from Rani Chennamma University opted for joining the respective departments in Karnatak University, Dharwad. Assistant Professors of Computer Science from Kuvempu University have joined the Karnatak University along with their posts.

**Faculty exchange programmes with national and international bodies**

The University does support the faculty exchange programme with the National and International bodies considering teaching and research benefits. In this context few teachers from Botany, Chemistry, Biotechnology and Library and Information Science have visited/visiting other Universities.

## **2.5. EVALUATION PROCESS AND REFORMS**

### **2.5.1. How does the University ensure that all the stake-holders are aware of the evaluation processes that are operative?**

The evaluation processes that are in place in the University system are made known to all the stakeholders through the following means;

- The Karnataka State Universities Act provides the necessary directions and the University website project the detailed information on this aspect.
- The regulations, course structure, evaluation process governing each PG program are published in the form of booklet every year and respective departments distribute them to all students.
- The University circulars in respect of evaluation process of Internal Assessment component, Practical examination, dissertations, project work etc., are issued from time-to-time.
- The examination application form contains important examination regulations.

### **2.5.2. What are the important examination reforms initiated by the university and to what extent have they been implemented in the university departments and affiliated colleges? Cite a few examples which have positively impacted the examination management system.**

#### **i) Important Examination reforms initiated**

- Changing from Annual system of examination to Semester system (2002-03)
- Introduction of CBCS examination system (2008-09)
- Single valuation by internal examiners for **odd** semesters and Double valuation by both internal and external examiners for **even** semesters from 2008-2009
- Provision for Revaluation/ Challenge valuation
- Provision to supply the Xerox copy of the answer script on demand
- Provision of 25% of total marks to Internal Assessment component.
- Computerization of examination processes.
- Introduction of using OMR Sheets for entrance exam to PG admissions
- Submission of examination application forms in OMR sheets
- Establishment of separate revaluation cell under the supervision of a Special Officer.

#### **ii) Extent of implementations**

100% implementation

#### **iii) Examples of positive impact on the Examination Management System**

- Announcement of results as per the schedule.
- Adherence to the academic calendar of events, conduct of examinations, announcement of results and re-opening of semesters.
- In UG/PG central valuation centres located at different places, marks are entered into computer system on day-to-day basis soon after valuation
- Increased efficiency in the work culture.
- Reduction of manual labour to a considerable extent.

**2.5.3. What is the average time taken by the University for declaration of examination results? In case of delay, what measures have been taken to address them? Indicate the mode/media adopted by the university for the publication of examination results (eg. Website, SMS, email etc)**

The average time taken by the University for declaration of examination results ranges from 4 to 6 weeks after the conduct of the examination. In case of delay, quick follow-up action is taken by promoting the Coordinators of Central valuation/Chairpersons of the PG departments/PGP Coordinators as the case may be.

Newspaper media flash the possible date of declaration of results. The results are posted on the University website. In addition, the results are displayed on the notice boards of the examination section. A copy of the result sheet is also sent to the concerned departments and colleges for notification.

**2.5.4. How does the university ensure transparency in the evaluation process? What are the rigorous features introduced by the university to ensure confidentiality?**

**i. The University ensures transparency in the evaluation process in the following ways:**

- The Board of Studies (BOS) prepares/modifies/updates/approves the panel of examiners chosen from different universities in and outside the state.
- The Board of Appointment of Examiners (BOAE) recommends the Chairperson and members of the Board of Examiners (BOE) for each course chosen from the panel of examiners approved by the Vice-Chancellor.
- The Chairperson and members of BOE engage themselves in the examination process such as question paper-setting, scrutiny, evaluation, conduct of practical examination, conduct of viva-voce, evaluation of dissertations and consolidation of marks lists.
- Processing of results is done by the computer section.
- Provision is made for challenge valuations and also for supply of Xerox copy of the answer script on demand.

**ii. To ensure confidentiality, the University has introduced the following measures:**

- The directions mentioned in the Karnataka State Universities Act, Statutes etc. and subsequent amendments are strictly followed.
- The Confidential section functioning directly under the supervision of Registrar (Evaluation)
- A minimum two sets of question papers are set in each course every year.
- Distribution of Question Papers (QP) to all the examination centres is done by the QP Section with full protection and confidentiality.

### 2.5.5. Does the University have an integrated examination platform for the following processes?

- **Pre-examination processes- Time Table generation, OMR, Student List Generation, Invigilators, Squads, attendance sheets, online payment gateway etc.**
- **Examination processes- Examination material management, logistics etc.**
- **Post examination processes-Attendance capture, OMR based exam result, auto-processing, generic result processing, certification etc.**

The University Examination section has the integrated components like confidential section, question paper section, general administration section, computer section and PG and UG Section.

- **Pre examination Processes:**

- **Time-table:**

The GAD section prepares the timetables for all examinations in close consultation with the confidential section and PG departments and UG Colleges.

- **OMR:**

Student list generation, invigilators, attendance sheets, online payment gateway, etc. The University has introduced OMR sheets for filling-up the examination forms by the students. These sheets are collected from the respective PG departments and colleges by the computer section and scan them to generate the candidates' lists with all details and submits the same to the confidential section to take further action.

Based on the OMR sheet and candidates' list of the Question papers section plans for question paper setting and informs the confidential section to get the question papers for respective examination according to the prescribed syllabus. The confidential section prepares the list of invigilators as well as Chairperson and members of the moving squads. The payment of remuneration and honorarium is done manually by the concerned section at different stages.

Examination process – Examination material management, logistics, etc.

- **Question Paper Section:**

As per the plan for the examination, the QP section manages the packing and distribution of question papers to all examination centres well in time. Adequate protection and confidentiality is maintained at every stage. The Question paper section is given special provisions to maintain the distribution and monitoring the question papers without any hindrance. The Confidential section manages the distribution of answer scripts, attendance sheet and report proforma prescribed for the examination process. The Central valuation centre manages the receipt of answer scripts from different examination centres and monitors the process of valuation.

- **Post Examination Process**

Attendance capture, OMR-based examination result, auto processing, generic result processing, certification, etc.

The respective Chief coordinators of different examination centres manage the packing of the answer scripts along with the attendance sheets and work report and



reach it to the central valuation section and keep the confidential section informed. The squad monitors the prevention process of the malpractices and submit the reports to the examination section. The OMR sheets are monitored by the computer section and the marks are posted on the website after examining the sheets. The technical personnel from the computer section visit central valuation to scan the marks on the answer script and post it on the website.

The computer section is responsible for the entry of internal assessment marks, practical marks, theory marks, project and dissertation marks, consolidation and declare the result on the website as per the stipulated timetable. In addition, the marks sheets are printed and sent to the respective PG and UG sections to distribute to the candidates.

The GAD section monitors the preparation and distribution of degree certificates.

#### **2.5.6. Has the university introduced any reforms in its Ph.D. evaluation process?**

The University has introduced the following reforms in the Ph.D. evaluation process;

- Ph.D. entrance test and course work examination is monitored by the QP Section.
- The BOS Chairperson prepares a panel of ten examiners, five from within the state and five from outside the state.
- The detailed addresses of the examiners include e-mail/mobile phone number to expedite the communication.
- The BOE consisting of Research Supervisor and two external examiners are chosen by the Vice-Chancellor.
- A pre-colloquium is conducted before six months of final submission of thesis.
- The Viva-voce examination is made mandatory.
- The open viva-voce is conducted by BOE.
- In case of candidates abroad, Viva-Voce is conducted through video-conferencing.

#### **2.5.7. Has the university created any provision for including the name of the college in the degree certificate?**

The University has created a provision for including the name of the college/PG department/PG Centre, as the case may be in the UG/PG marks cards and also in the degree certificates.

#### **2.5.8. What is the Mechanism for redressal of grievances with reference to examinations?**

The University has made the provision for:

- Re-totaling, Revaluation, Challenge Valuation and Third Valuation, in case of difference of a over 20% marks between the 1<sup>st</sup> and 2<sup>nd</sup> Valuation.
- Revaluation Cell monitors the grievances in this regard.
- Xerox copy of the answerscripts is supplied if demanded by the candidates.
- In case of malpractice cases reported by the concerned invigilator, or the moving squad, the Malpractice Committee (MPC) resolves the issues as per the set guidelines.
- In case of MPC, the candidates' answer papers with material are sent for expert opinion and the student is heard before MPC meeting.

- The students are free to meet the respective teachers to resolve the doubts regarding Internal Assessment marks.

**2.5.9. What efforts have been made by the university to streamline the operations at the office of the Controller of Examinations? Mention any significant efforts which have improved the process and functioning of the examination division/section.**

The following steps have been taken by the University to streamline the operations in examination section:

- Adequate numbers of Special Officers are appointed to assist the Registrar (Evaluation) in certain critical tasks.
- Exclusive computer section is functioning directly under the supervision of the Registrar (Evaluation)
- Separate Section for monitoring the Malpractice cases and Revaluation demands.
- Provisions of submitting the examination applications and payment of fees online.
- Detailed compendium furnishing the rules, regulations, guidelines etc, regarding examinations is prepared in English and Kannada language and made available to all and also posted on the website.

**2.6. STUDENT PERFORMANCE AND LEARNING OUTCOMES**

**2.6.1. Has the University articulated its Graduate Attributes? If so, how does it facilitate and monitor its implementation and outcome?**

The curriculum designed in all the PG Courses is based on the UGC Model Curriculum where the emphasis is on knowledge, skill development, technology application, communication-presentation ability, research culture and ethics. These factors are implicit in the curriculum framed in University PG courses. The teaching and evaluation process concentrates on inculcating the above stated attributes in different ways and means. Participative learning has become a practical reality. Apart from classroom lectures, major share of self-directed learning programmes are encouraged by way of seminar presentations followed by interactive sessions. Further, there is a blending of the practical and theoretical concepts through invited lectures, memorial lectures, foundation lectures and special lectures.

Time-to-time evaluation in the form of tests, examination, colloquia, viva-voce and preparation of project reports and dissertations are helping in inculcating the writing skills, presentation skills, coverage of knowledge, methods and procedures as well as ethical values. The University gives priority for articulating the graduate attributes specified above in all the curricular aspects and at the same time facilitates adequately by providing the required infrastructure in the form of campus network, computer systems, technical manpower and skill development training programmes.

**2.6.2. Does the university have clearly stated learning outcomes for its academic programmes? If yes, give details on how the students and staff are made aware of these?**

The University has made it compulsory for lesson planning and projection for all the academic programmes. The curriculum of each course clearly states the learning outcomes of the course in very broad terms and takes proper care of what all a graduate student should accomplish in that programme. The teaching, evaluation and extension activities reflect the learning outcome and the same is nurtured through

interaction, discussions and mentoring. The initial orientation programme will present a concrete picture of what a learner should do, practice and accomplish.

**2.6.3. How are the University's teaching, learning and assessment strategies structured to facilitate the achievement of the intended learning outcomes?**

The students will be informed about time-table and academic calendar well in advance. The Vice-Chancellor addresses the new comers. The officers of the University like Director of Student Welfare, Librarian, Special Officers of Scholarship Section, SC/ST and Cat-I, Minority and OBC Cells introduce the available facility in their respective sections and cells. The Calendar of events is released in that session. This gives students basic information about the University.

In the initial classes, respective teachers apprise the students about the course structure, examination procedures, practical assignments, attendance, educational tour and camps (if any). In this process students get familiarized with the academic teaching, learning and evaluation activities.

The students are assessed through internal assessments, seminar assignments and term-end examinations. By this way, student's strengths and weaknesses are assessed and the same is discussed by the teachers in the staff meetings to take suitable steps in facilitating students to achieve the intended learning outcomes.

**2.6.4. How does the University collect and analyse data on student learning outcomes and use it to overcome the barriers to learning?**

The regular interaction in the class and periodical tests, seminar presentations and assignments are closely examined by the respective teachers and a report is prepared and submitted to the Chairperson. After the scrutiny of the reports, the Department Council deliberates on these issues and sorts out the major barriers like language, communication skills, technology awareness, etc., and work out suitable strategies for overcoming these barriers. In certain cases, underachievers and slow learners are directed to go to counselling cell which is located in the Psychology department. The University Equal Opportunity Cell is also taking care of providing coaching facilities to such students to develop confidence in learning. At the same time, above-average students are given due care in improving their performance.

**2.6.5. What are the new technologies deployed by the university in enhancing student learning and evaluation and how does it seek to meet fresh/ future challenges?**

The PG departments are well equipped with teaching aids like computers, OHP and LCD. Every classroom is connected with Internet facilities. The students are free to interact and get their doubts cleared in the classroom itself. There is a common computer centre and students freely browse the net. The Library caters to the needs of all students. It is well-equipped with adequate facilities to access the e-journals, e-books and open source information resources. Every teacher uses LCD in the classroom for effective teaching.

The evaluation process is totally transparent. The internal assessment marks are notified on the department notice-board. There is a provision for re-totaling, re-valuation, challenge-valuation and providing xerox copies of the answer scripts. The examination section takes minimum time to respond the examination related queries

by the students. The scholarships of government, non-government, private agencies are available to students to pursue their studies.

Increased infrastructural facilities developed over the years have enabled the teachers to be more effective in imparting the latest developments to the student community both by teaching and by counselling. The trend in the placements, increasing demand for research studies and successful students entering into diverse fields is the result of planned and programmed teaching and learning.



**CRITERION - 3**  
**RESEARCH, CONSULTANCY AND EXTENSION**

**3.1. PROMOTION OF RESEARCH**

The University has considered research as an integral part in its pursuit of higher education. The entire faculty of the University is encouraged to apply for grants to funding agencies both at the individual and departmental levels for the purpose of advancement of knowledge of faculty, creation of new knowledge and making research intrinsically relevant. During the past 5 years, there has been a significant flow of grants in terms of major and minor research projects at the individual level and schemes at departmental level from UGC, DST, DBT, DAE, ICSSR, TISS and from corporate sectors. Major grants have come from UGC-SAP, DST PURSE and DBT interdisciplinary programmes in Life Sciences. The 'University with Potential for Excellence' (UPE) status has been awarded to the University by the UGC and a 'Centre with Potential for Excellence in a Particular Area' (CPEPA) demonstrate a strong commitment to the promotion of research.

**3.1.1. Does the university have a Research Committee to monitor and address issues related to research? If yes, what is its composition? Mention a few recommendations which have been implemented and their impact.**

There are specific committees constituted as per the University regulations and funding agencies' guidelines at the departmental and University levels to monitor and facilitate research. They include:

- i) Doctoral Committee (*vide* Regulations Governing Doctoral Degree Programme (Ph.D.) and General Guidelines for 2010-11 and 2012-13. Refer Regulations at No 3.0, 4.0/2.0, 9.0) with Dean of the concerned Faculty as its Chairperson and Chairperson of the department, BOS members and Research Guides. The Doctoral Committee is decisive in determining the eligibility of candidates for registration, recognition of research guides, scrutinizing research proposals, conduct of pre-colloquium submission and monitoring and evaluating progress of research.
- ii) For the major schemes such as UPE, CPEPA, PURSE, SAP, CAS, Advisory Committees are formed which meet periodically and monitor the progress of research. The Purchase Committees evaluate and recommend procurement of equipment. In the case of DST PURSE Programme (sanctioned in 2009), an Advisory Committee comprising the Vice-Chancellor as its Chairperson, concerned faculty and scientists of premier institutions as members recommended procurement of equipment, hiring manpower and creating laboratory infrastructure for the speedy implementation of the project. All the recommendations have been fully implemented.

**3.1.2. What is the policy of the University to promote research in its affiliated/constituent colleges?**

The faculty members at the constituent colleges of the University are permitted to work as research guides by the Doctoral Committee (*vide* provisions in Regulations Governing Doctoral Degree Programme (Ph.D.) and General Guidelines for 2010-11 and 2012-13 at Regulations No 10.0/17.0) and they also are members of the Doctoral Committee. As for affiliated colleges, promotion and monitoring of research are done as per the regulations (Regulations governing Research Programmes in Affiliated Colleges of Karnatak University, Dharwad, under Section

4(1) of the KSU Act, 2000). A research centre is granted to affiliated colleges (Autonomous and Non-Autonomous) to pursue research based on evaluation and recommendation by an Expert Committee.

**3.1.3. What are the proactive mechanisms adopted by the university to facilitate the smooth implementation of research schemes/projects?**

The Operation of research grants is greatly facilitated by the University RandD Guidelines (vide Guidelines for Operation of Research and Development Grants 2012), first of its kind in the state Universities. The guidelines provide administrative and financial autonomy to the Principal Investigators (PIs) thereby drastically reducing implementation time. The guidelines have effectively simplified the administrative procedures and facilitated smooth functioning and completion of the projects.

**3.1.4. How is interdisciplinary research promoted?**

The Interdisciplinary research is a result of teaching of cognate subjects in curricula and a greater degree of overlap of subjects, as is evident in the departments of Social Sciences. In the case of departments of Sciences, interdisciplinary research is dictated by cross-fertilization of ideas and the need to complement research investigation in emerging areas. The University has provided leadership to processes starting from preparation to realization of proposals on major interdisciplinary research programs, namely, IPLS, PURSE, UPE and CPEPA. As a result, copious multi-crore grants obtained from different funding bodies have enabled the University to create adequate equipment resources and infrastructure facilities. The seminars, workshops, conferences and lecture series focusing on emerging interdisciplinary research are organized.

There are on-going interdisciplinary research programmes in different Science, Social Science and Humanities departments in collaboration with social organizations, national premier institutes, government bodies, and foreign research centres and universities.

**3.1.5. Give details of workshops/ training programmes/sensitization programmes conducted by the university to promote a research culture on the campus.**

The University is conducting a number of programmes that promotes research culture among under-graduate and post-graduate students and faculty members. To inspire B.Sc. students towards basic sciences, the University has implemented a proactive drive to promote research by awarding 100 scholarships of Rs 1000/- p.m. each to such students. The students are sensitized towards research by training and through lecture series on basic sciences by faculty and invited scientists. This programme is spread over two-weeks on the campus, and the initiative is unique and first of its kind among the state universities. A lecture series and workshops for research scholars in Botany and Mathematics have been organized during September, 2013. These series are sponsored by the DST PURSE Programme. Other activities include:

- i) A DST sponsored INSPIRE programme for the benefit of PUC (Science) students to induce them to basic science courses was organized during August 3-7, 2010;
- ii) The University has also conducted short term workshops to provide training on academic writing for the faculty members during 2011.
- iii) One day Awareness Training programme on *Biodiversity related issues and People's Biodiversity Register* was conducted at PG department of Applied



Genetics on 25<sup>th</sup> May 2009, Sponsored by APCCF and Member Secretary, Karnataka Biodiversity Board.

- iv) Two days Workshop for faculty of the University on *Academic Writing* was held on 26<sup>th</sup> and 27<sup>th</sup> April 2011 and organized by UGC-Academic Staff College.
- v) One day Workshop on *Showcasing the Expertise: Strategic Approach to Consultancy Service* was held on 10<sup>th</sup> November 2012 at KIMS it was organized by Consultancy Cell and IQAC.

**3.1.6. How does the university facilitate the researchers of eminence to visit the campus as Adjunct Professors? What is the impact of such efforts on the research activities of the University?**

Recognizing the notable contributions made by its professors in teaching and research, the University has appointed one Adjunct Professor, two Professor Emeritus and eight Visiting Professors in accordance with the Karnataka State Universities Act, Section 53/10, 2000. The departments have been greatly benefitted from their fruitful teaching and direction in research activities. The University has also allocated budget to individual departments to invite eminent researchers to train and moderate the research activities in the departments.

**3.1.7. What percentage of the total budget is earmarked for research? Give details of heads of expenditure, financial allocation and actual utilization.**

The total budget of Rs 50.00 lakhs is earmarked for research. The purpose of the research funds is to encourage the young and dynamic faculty to get into the fold of research. Short-term research projects in the subjects of Social Sciences and Arts are encouraged. This facility has initiated a number of faculty members to apply for major research projects. A Research Advisory Committee is monitoring the allocation of the grants based on the merit of proposed projects, with sanctioned grants varying from Rs. 50,000/- to 1,50,000/-.

**3.1.8. In its budget, does the university earmark funds for promoting research in its affiliated colleges? If yes, give details.**

Affiliated colleges are encouraged to pursue research by creating a research centre as per the University regulations (vide Regulations governing Research Programmes in Affiliated Colleges of Karnatak University, Dharwad, under Section 4(1) of the KSU Act, 2000). The colleges depending upon their status as autonomous or not autonomous, secure adequate grants from UGC for promoting research in which case and the University acts as a facilitator.

**3.1.9 Does the university encourage research by awarding Post Doctoral Fellowships/Research Associateships? If yes, provide details like number of students registered, funding by the University and other sources.**

The doctoral (Ph.D.) students are encouraged to secure Post-Doctoral Fellowships/Research Associateship from funding agencies, foreign laboratories and universities. The students of the departments of physics, chemistry, life sciences and mathematics have been the post-doctoral fellows in Germany, the Netharlands, South Korea, France and UK. The University encourages its faculty to seek post-doctoral/fellowships/associatesships from different funding agencies. The faculties who have received such fellowships are:

**Table-3.1: Faculty as Post-Doctoral Fellows**

Name of Awardee	Department	Fellowship	Funding Agency	Year of Award
Dr. Shyam Kumar V	Biotechnology	BOYSCAST	DST	2008
Dr. David M.	Zoology	Research Award	UGC	2008
Dr. Ingalahalli S.S.	Biochemistry	Woman Scientist	DST	2009
Dr. Vani V.	Zoology	Research Associate	CSIR	2010
Dr. Dheeraj	Zoology	Fastrack Fellowship	DST	2010
DR. J. Sangeetha	Zoology	DS Kothari Fellowship	UGC	2011
Dr. L.S. Inamdar	Zoology	Visiting Scientist	INSA	2012

**3.1.10. What percentage of faculty have utilized the sabbatical leave for pursuit of higher research in premier institutions within the country and abroad? How does the University monitor the output of these scholars?**

The faculty who have availed sabbatical leave for post doctoral research and book writing are as follows :

**Table- 3.2: Faculty Availed Sabbatical Leave for Pursuit of Higher Education**

Sl. No	Name and Dept	Leave Availed		Purpose	Place of Visit
		From	To		
1	Prof.S.L.Sannellappanavar, Dept of Kannada	26.12.2010	25.12.2011	Post-Doctoral fellowship in “Yoga in Veerashiava Sahitya”	USA
2	Prof. K.R.Aithal, Dept of Law	01.02.2013	31.12.2013	Book writing on Right to Food	Dharwad
3	Prof. H. Niranjanamurthy, Dept of Botany	01.08.2013	31.07.2014	Brain Pool Fellowship	South Korea

The faculty availing such facilities abide by the University guidelines and submit the report of work done during the period.

**3.1.11. Provide details of national and international conferences organized by the university highlighting the names of eminent scientists/scholars who participated in these events.**

**Table- 3.3: National/International conferences organized**

Faculty	2008-09	2009-10	2010-11	2011-12	2012-13
Arts	26	15	17	34	36
Social Sciences	24	12	32	35	59
Science	06	07	18	10	08
Total	56	34	67	79	08

The eminent scientists/scholars who participated in the above events include Prof. C.R. Rao, ISI, Kolkatta; Prof.S.Umapathy, IISc; Prof.B.N.Jagtap, BARC; Prof. M.Vijayan, IISc; Prof. Kattesh Katti, University of Missouri-Columbia; Dr.Nitin Khot; Dr.Ismail Abdullahi, North Carolina Central University, USA; Dr.Gopal Guru, CPS, JNU; Dr.Padmanaban, University of Madras; Dr.K.V.Raju, ISEC; Dr.Arun Bali, Former Director, ICSSR; Dr. G.K.Karanth, ISEC; Dr.Sandeep Shastri, Jain University; Dr.Balagangadhar, Ghent University, Belgium.

## 3.2. RESOURCE MOBILIZATION FOR RESEARCH

### 3.2.1. What are the financial provisions made in the university budget for supporting students' research projects?

The research projects by students are facilitated through departmental budgets wherever it is feasible. For the students of Science disciplines, free analytical services instrumental facilities and other services (like high-purity water, liquid nitrogen, repair work) are made available at USIC. The USIC is provided with an annual budget of Rs 5.00 Lakhs to meet out expenditures related to the maintenance of the instruments. Considerable amount of the annual expenditure on these free services to the students is borne by the University. The on-going DST-funded PURSE Programme is implemented as a central programme and grants under it are utilized for creating not only equipment facilities but also infrastructure and maintenance services.

### 3.2.2. Has the university taken any special efforts to encourage its faculty to file for patents? If so, how many have been registered and accepted?

The University encourages its faculty to file patents under Intellectual Property Rights Cell (vide Statute governing Intellectual Property Rights in Karnatak University, Dharwad, 2006) that monitors 'properties' created, discovered or developed by the faculty members. During the last five years the following six patents have been registered:

#### *Patents*

**1. Indian Patent granted, # 1265/MUM/2004, dated 9<sup>th</sup> June 2006; filing date; 25 Nov.2004.**

*Title: Lectins from Sclerotium rolfsii and Rhizoctonia bataticola with unique cell surface recognition ability for potential application in cancer diagnosis.*

**Inventors: Padma Shastry, Shashikala R. Inamdar, B. M. Swamy Joint patent of National Center For Cell Science, Pune (India) and Karnatak University, Dharwad.**

**2. Indian Patent Application # 122/CHE/2009; filing date January 22, 2009**

*Plant tuber lectins and their use in nematode control* by Ramesh S. Bhat, Vivek N, Malleesh B.S, Lingaraju S, Ganapati G.Bhat, **Bale M. Swamy** and Kuruvinashetti M.S. Joint Patent held by University of Agricultural Sciences, Dharwad and Karnatak University, Dharwad.

**3. Indian patent Application # 350/MUM/2009; filing date June 12, 2009**

*Title: Cancer Cell binding recombinant lectins with antitumor activity and preparation method.* **Inventors: Bale M. Swamy, Shashikala R. Inamdar, Hemalatha V, Radhika S, Vishwanath B. Chachadi, Nagaraja N. Nagre, and Candadai S. Ramadoss.** Patent jointly filed by Unichem Laboratories Mumbai and Karnatak University, Dharwad

*(The technology based on these patents is recently selected for commercialization and was awarded silver medal for the best technologies under India Innovates growth Programme 2008", by Lockheed Martin: FICCI: IC2 Institute of Univ. of Texas.)*

4. **Title: Method for preparing blood group A<sub>1</sub> specific recombinant lectin with ability to recognize cancer associated glycans and thereof.** Inventors: Bale M. Swamy, **Shashikala R. Inamdar**, Hemalatha V, Radhika S, Vishwanath B. Chachadi, Nagaraja N. Nagre, Sathisha J. Gonchigar, Vinita Morey, and Candadai S. Ramadoss. Patent jointly filed by Unichem Laboratories Mumbai (India) and Karnatak University, Dharwad

5. **Patent Cooperation Treaty (PCT) WIPO patent WO/2010/095143 published 25/8/2010 PCT application ( PCT/IN2001/000056 Feb 2010)**

**Title: Cancer cell binding recombinant lectins with antitumor activity and method of preparation.** Inventors: Bale M. Swamy, **Shashikala R. Inamdar**, Hemalatha V, Radhika S, Vishwanath B. Chachadi, Nagaraja N. Nagre, Sathisha J. Gonchigar, Vinita Morey, and Candadai S. Ramadoss. Joint Patent held by Unichem Laboratories Mumbai (India) and Karnatak University, Dharwad. (IN2001/000056 Feb2010) filed.

6. **European Patent No. 09840273-8/2403/2430041; 2012**

**Title Cancer cell binding recombinant lectins with Antitumour activity and methods of preparation.** Inventors: **Bale M. Swamy, Shashikala R. Inamdar**, Hemalatha V, Radhika S, Vishwanath B. Chachadi, Nagaraja N. Nagre, Sathisha J. Gonchigar, Vinita Morey, and Candadai S. Ramadoss. Joint Patent held by Unichem Laboratories Mumbai (India) and Karnatak University, Dharwad.

3.2.3. Provide the following details of ongoing research projects of faculty:

Table-3.4: Details of the on-going research projects of the faculty

Year wise minor projects from UGC				
<b>2008-09</b>				
Minor Projects	1	Impact of Economic Empowerment Programme on Women with special reference to Karwar Taluk	UGC	65,000
	2	Hydrogeological Study of the Mallapur District, Karnataka	UGC	1,25,000
<b>2010-2011</b>				
Minor projects	1	On Uniqueness of Meromorphic Functions	UGC	1,05,000
<b>2012-2013</b>				
Minor projects	1	Agriculture Rituals of North Karnataka (Uttar Karnataka Krushi Acharunegalu)	UGC	1,50,000
<b>2013-2014</b>				
Minor projects	1	Public Opinion of Police Performance: A Case Study Of Dharwad District	UGC	82,500
Year Wise Major Projects from various Funding Agencies				
<b>2008-09</b>				
Major Projects	1	Capacity Building for Women in Higher Education	UGC	2,16,000
	2	Contamination of Some Common Medicinal Plant Samples and Spices by Fungi and their Mycotoxins from North Karnataka	UGC	9,11,800
	3	Designing, Synthesis, Physico-Chemical Studies and Biological Evaluation of Novel Auxin Based Lanthanide (III) Complexes Towards Plant Growth Promoting Activity	UGC	7,92,800
	4	<b>Nanomaterial Enhanced Biosensing of the Interaction of Bioactive Compounds with DNA and its Analytical Applications</b>	UGC	5,58,800

	5	Structure Dependent Electric and Magnetic Properties of $\text{Ni}_{0.95-x}\text{Cd}_x\text{Cu}_{0.05}\text{Fe}_2\text{O}_4+\text{BaTiO}_3$ ME Composites	UGC	11,26,800
	6	On Roman Domination Number of a Graph and its Applications	UGC	7,05,700
	7	Disparities in Human Development – A Micro Level Investigation in Karnataka	UGC	4,61,700
	8	Medical Image Analysis	UGC	7,71,800
	9	An Integrated Geological and Geochemical Investigations of Banded Iron Formations (BIFs) of Hulyar-Hiriyur section Chitradurga schist Belt, Karnataka with special reference to Gold Minarailization	DST	18,20,640
	10	Geochemistry and Petrogenesis of Neoproterozoic Metavolcanics and Metasediments of Northern Part of the Dharwar-Shimoga Greenstone Belt, Karnataka	DST	19,22,080
	11	Signed Domination Number and Minus Domination number of a Graph and their Applications	DST	9,77,280
	12	Design, Synthesis, Physico-Chemical Studies and Biological Evaluation of Novel 1-Hydrazinophthalazine Based Hydrazines and their Transition Metal Complexes towards Antihypertensive Activity	DST (IFBR)	17,68,580
	13	Nevanlinna Theory-Investigations and Some Applications	DST	14,15,280
	14	Project Summary and Checklist under Indo-Korean Joint Programme of Co-operation in Science and Technology 2008	DST (Indo Korean Joint)	3,90,000
	15	Mechanistic and Conformational aspects of Interactions of Macromolecules with Compounds of Biological importance: Spectroscopic and Electrochemical Studies	CSIR	10,20,000
	16	Industrial Exploitation of Medicinal Plants and Development of Long Chain Fatty Acid Residues and Substituted Aromatic Acid Residues Linked to Oxygen and Nitrogen Heterocycles Targeted for HIV-RT Inhibitors and Anti-Cancer Drugs	CSIR	14,50,000
	17	Expression of Steroid Hormone Receptors during Development and Sex Differentiation of Gonad and Necessary Ducts of a Reptile	BRNS	17,86,150
	18	Collection of Source Material for the History of the Rashtrakutas	ICHR	75,000
	19	The Post Merger Performance of Acquiring Companies: An Indian Evidence	ICSSR	3,48,300
	20	Tumour Suppressing Activity of Sclerotium Rolfsii Lectin on Colon Cancer	UKIERI	19,00,000
	21	To Develop a Scientific Approach for in Site Validation and Demonstration of Potential Fishing Zone (PEZ) off Karwar Coast	INCIOS	19,49,960
<b>2009-2010</b>				
Major Projects	1	Plant Resources of Jogimatti Scrub Forest and Documentation of Traditional Knowledge in Chitradurga District Karnataka	UGC	7,24,300
	2	Role of Larval Behavior and Glue Protein on Pupal Survival/Protection in Different Species of Drosophila	UGC	7,79,800
	3	Investigation of AM Fungal Role in Four Rare Millets of North Karnataka	UGC	7,67,800
	4	Experimental and DFT Vibrational Analysis of Chiral Bromo and Chloro Substituted Ethylphenyl Isocyanates and Isothiocyanates	UGC	6,78,800
	5	Bioprospecting of Traditional Medicinal Plants Having	UGC	7,60,300

		Wood Healing Properties		
	6	Development of Novel Composite Hybrid Membrane for Pervaporation Separation	UGC	5,76,800
	7	Design, Synthesis and Physicochemical Characterization of Novel Bimetallic Complexes and their Catalytic and Biological Application	UGC	5,61,800
	8	Quantification of Pollutants in Some Abiotic and Biotic Components of Karwar Waters	UGC	7,79,300
	9	Fluorescence Resonance Energy Transfer (FRET) Study of Quantum-Dye Systems	UGC	9,13,800
	10	Design, Synthesis and Evaluation of Antiangiogenic, Antidiabetic and Antineoplastic Activities of biphenyl,5,6 disubstituted- 1,3- dihydro-indol-2-one, 1,3-thiozolidine2-5—dione derivaties	UGC	6,11,800
	11	Synthesis of Nano Particles and Peptides Based on Coumarin and other Heterocyclic Analogous of Fentanil Compounds	UGC	9,66,800
	12	Studies on the Behavioral and Community Ecology of Anuran Tadpoles	DST	9,74,400
	13	Sea State Foreacast off Uttar Kannada-Dissemination, Validation and Societal Impact Studies	INCIOS	14,76,500
	14	Economic Impact of a Potential India-European Union Free Trade Agreements on India's Marine Sector	ICSSR	3,88,075
	15	Domestic Politics and Foreign Policy Linkages in the Age of Globalization	UGC	1,87,000
<b>2010-2011</b>				
Major Projects	1	Female Elderly Commercial Sex Worker: A Study in Bijapur, Bagalkot and Belgaum District in Karnataka	UGC	6,51,200
	2	Study of Problem Solving Ability, Study Organisation, Emotional Intelligence, Cognitive Style, Anxiety Proneness and Adjustment Problems in Relation to Academic Achievement of Pre-University Students	UGC	4,54,400
	3	Small Scale Industries in Karnataka, (Pre and Post Liberalization Era)	UGC	5,48,700
	4	Assessing Personality through Kannada Literature with Special Reference to Vachana Literature	UGC	6,84,200
	5	Development of Women Entrepreneurship in District of North Karnataka A Diagnostic Study	UGC	4,30,000
	6	Human Resource Development of Teacher Educators in Colleges of Education	UGC	4,30,200
	7	Oxidative Transformation Studies on Transition Metal Ions Catalysis of Bioactive Compounds by Usual and Unusual Oxidation State Oxidants	UGC	8,08,800
	8	Symmetric and Recurrent type of Riemannian and Semi Riemannian Manifolds	UGC	8,35,800
	9	Human Response to Climate change in the Jurreru Valley, Kurnool Sub-Basin of the Cuddapha Proterozoic Basin, Andhra Pradesh	DST	15,18,000
	10	Investigation on the Biochemistry and Biochemical Interaction of Red Fluorescent Protein in <i>Bombyx mori</i> with Nucleopolyhedrovirus	DST	34,54,600
	11	Exploring the potential of TF Antigen Binding Property of Lectin from <i>Sclerotium Rolfsii</i> for Anticancer Effect	DBT	32,74,000
	12	Bioinformatics Infrastructure Facility	DBT	7,49,000
	13	Evaluation and Mode of Action of <i>Sclerotium rolfsii</i> Lectin and its Recombinat Variants for Insecticidal Activity	CSIR	15,78,000



<b>2011-2012</b>				
Major Projects	1	Screening and Analyzing Impacts of Environmental Estrogenic Contaminants on the Development Reproduction and Bioactiver of Zebrafish ( <i>Danio Rerio</i> )	UGC	7,90,900
	2	Environment Impact Assessment of Genetically Modified Cotton on Below-Ground Fungal Diversity using Molecular Approaches	VGST	4,00,000
	3	Development of Nanoscale Biosensors Based on Semiconductor Quantum Dots	BRNS	25,08,000
	4	Individualism, Collectivism Collectivistic Forgiveness in People of Three Religious Groups in India	ICSSR	1,80,000
<b>2012-2013</b>				
Major Projects	1	Cellular and Molecular Changes during Sex Differentiation of Embryonic Gonad and its Accessory Ducts in the Lizard <i>Calotes vericolor</i> (DAUD)	UGC	12,09,400
	2	Impact of Climate Change on the Diversity Pattern of Phytoplankton in Coastal Waters of Karwar, Central West Coast of India	UGC	2,40,000
	3	Development of Molecular Markers for Typing in <i>Arcinia</i> Species	UGC	7,71,800
	4	Spectroscopic and Ab Initio Modeling of Hydrogen Bonding in Some Polyatomics	UGC	11,89,800
	5	Toxicological Endpoints of Sodium Cyanide on the Fresh Water Fish, <i>Eryprinus Carpio</i> (Linnaeus) under Sublethal Exposures	UGC	9,30,300
	6	Social Change and the Result Problems among Bedas Tribals in Karnataka	UGC	6,52,300
	7	Transport and Optical Properties of Semiconductor and Carbon-Based Nanostructure	UGC	9,38,300
	8	Influence of Environmental Factors on the Spawning Cycle of the Fish <i>oreochromis mossabicus</i>	UGC	10,55,800
	9	Creation of Digital Repository of Karnataka University Dharwad	UGC	5,98,600
	10	The Efficacy of Reach Forgiveness Therapy on Male and Female Students Hurt in Relationship: An Indian Study	UGC	4,20,000
	11	Molecular Breeding and Agronomic Evaluation of Wild Relatives of Common Bean for Nutritional Quality and Disease Resistance	UGC	7,04,800
	12	Click Chemistry of Coumarin 1 Azides and synthesis of Coumarin Biheterocycle	UGC	11,60,800
	13	Topological Graph Theory-Investigation and Some Application	UGC	2,99,000
<b>2013-2014</b>				
Major Project	1	An Appraisal of Dividend Policies of Indian Companies	UGC	7,43,600
	2	Emergence of Indian Multinational in U.K. Determinates Patterns Strategies, Advantage and Implications	UGC	3,30,000

**3.2.4. Does the university have any projects sponsored by the industry/corporate houses? If yes, give details such as the name of the project, funding agency and grants received.**

The following are the projects sponsored by the industries to the department of Biochemistry:

**1. Agilent technologies, CA, USA:**

*Objective:* To understand the mechanistic cell signaling pathways of antitumor activity of Sclerotium rolfsii lectin.

An MOU Signed (22<sup>nd</sup> May 2013) between Karnatak University and Agilent Technologies and US\$ 25,000/ has been awarded.

**2. Unichem Laboratories, Mumbai:**

*Objective:* To develop recombinant lectins for therapeutic and diagnostic applications in cancer.

An MOU signed between (sep 2005 - Sep 2009) Karnatak University and Unichem Laboratories, Mumbai with research funding of Rs. 13.75 lakhs. The MOU signed earlier was renewed (24<sup>th</sup> May 2013) for the process development of recombinant lectins to be funded by DBT, New Delhi under Biotechnology Industry Partnership Program (BIPP).

**3. Department of Gastroenterology, Institute of Translational Medicine, University of Liverpool, UK.**

*Objective:* Tumor suppressing property of TF antigen binding lectins in Colon cancer cells.

Research Collaboration and Personnel exchange programme funded by British Council under UK-India Education Research Initiation programme.

**4. Consortium for Functional Glycomics (CFG), Georgia, USA;**

The CFG recognizing the contributions of this laboratory provides free services to establish the carbohydrate binding specificities by microarray assays which is a facility extended to few workers in the field.

**3.2.5. How many departments of the university have been recognized for their research activities by national/ international agencies (UGC-SAP, CAS; Department with Potential of Excellence; DTS-FIST; DBT; ICSSR; ICHR; ICPR, etc) and what is the quantum of assistance received? Mention any two significant outcomes or breakthroughs achieved by this recognition.**

Thirteen departments have been recognized under UGC-SAP, three departments under DRS, eight departments under Infrastructure grant; three departments under DST FIST. Common programmes include DST S and T scheme called PURSE (Promotion of University Research and Scientific Excellence) Programme which is awarded to augment instrumental and infrastructure facilities. For inter-disciplinary research among departments of Science, DBT IPLS (Interdisciplinary Programme in Life Science, @Rs 12.00 crore) and UGC CPEPA (Center with Potential for Excellence in Particular Area @ Rs 7.00 crore) are awarded and another UGC UPE (University with Potential for Excellence, @ Rs 50.00 crore) Scheme is awarded to pursue interdisciplinary and multidisciplinary research among

many of the Social Science, Language and Science departments. Besides, under UPE, a holistic development of the University is pursued. Grants have also been received from DAE, ICSSR, TISS and NCERT. A research group in the department of Biochemistry is funded by Agilent Technologies India Pvt. Ltd., and Unichem Laboratories Ltd (grants @ Rs 13.25 lakhs). The department of Physics is recognized as a UGC Center of Advanced Study (CAS) with a sanctioned grant of Rs. 132 lakhs since 2010.

**Significant Outcomes/Breakthroughs:**

(i) Equipment facilities under PURSE have acted as enabling resources thereby leading to easy access, equitable growth of research and high quality publications as evidenced by increase in h-index from 30 to 46-48 in the last four years; (ii) Research in Biochemistry has produced high quality work, patents and has attracted monetary incentives which in turn is utilized for creating special laboratory facilities. (iii) New temperature dependences of thermo power ( $T^3$ ) and hot-electron energy loss rate ( $T^4$ ) are predicted by Prof. S.S. Kubakaddi in graphene, a monoatomic layer of carbon atoms and the thinnest materials in the world (Physics Rev. B (USA) 2009). These predictions have been experimentally proved by Oxford University experimental group (Phys. Rev. B 2012 AND 2013).

**Table-3.5: The Departments Funded and Reconized by National and International Agencies**

Sl. No.	Programme and Funding Agency	Thrust Areas	Name of Department	Period	Amount Sanctioned Rs. in Lakhs
1.	UGC-DRS	Reproduction Programme and Behaviour of Lizards	Zoology	2007-12	31.40
2.	UGC-DRS	Phytodiversity and Conservation	Botany	2007-12	46.00
3.	UGC-SAP DSA-III	Law and in Vedic Literature	Sanskrit	2005-10	31.00
4.	UGC-SAP –DRS-I	Analysis and Its Applications	Mathematics	2004-09	30.62
5.	UGC-SAP DSA –III	Laser Physics and Condensed Matter Physics	Physics	2004-09	68.00
6.	UGC-SAP-III	Reproduction Programme and Behaviour of Lizards	Zoology	2007-12	38.60
7.	UGC-SAP DRS –I	Society and Religion in Medieval and Modern Karnataka	History and Archaeology	2009-14	30.00
8.	UGC-SAP-DRS-I	Application of Scientometrics and Informetrics for India	Library and Information Science	2009-14	35.50
9.	UGC-SAP-DRS-I	Health and Development	Sociology	2009-14	42.00
10.	UGC-SAP-DRS-I	Vachana Literature	Kannada	2008-13	57.00
11.	UGC-SAP-DRS-I	Statistical Inference and Stochastic Modeling	Statistics	2011-16	52.50
12.	State Government	Special Grant Classical Kannada Project	Kannada	2008	100.00
13.	UGC DRS-III	Heterocyclic Reaction Mechanisms and Coordination Chemsitry	Chemistry	2004-09	50.00
14.	UGC-SAP-DRS-II	Analysis and	Mathematics	2010-11	60.00

		itsApplications			
15.	NBHM Library Grants every year	Books/Periodicals/Journals	S.S.Basavanna Library	Yearly	7.50
16.	UGC-CPEPA (Centre with Potential for Excellence)	Advanced Materials	Physics, Chemistry, Biochemistry, Zoology	2011-16	685.00
17.	UGC-SAP DRS-I	Agricultural Development	Economics	2011-16	38.00
18.	TISS, Mumbai, Osmania University, Karnatak University	Global fund for Tuberculosis and AIDS Management	Social Work	2009-13	84.17
19.	UGC	Infrastructure Grant	Geology	2008-09	80.00
20.	UGC	Infrastructure Grant	Physics	2008-09	80.00
21.	UGC	Infrastructure Grant	Chemistry	2008-09	40.00
22.	UGC	Infrastructure Grant	Zoology	2008-09	40.00
23.	UGC	Infrastructure Grant	Mathematics	2008-09	40.00
24.	UGC	Infrastructure Grant	Botany	2008-09	40.00
25.	UGC	Infrastructure Grant	Music and Fine Art	2008-09	31.25
26.	UGC	Infrastructure Grant	Statistics		20.00
27.	DST	FIST	Statistics	2004-09	11.00
28.	DST-PURSE	As Identified by Individual Science Departments	USIC	2009-13	540.00
29.	DST	FIST	Chemistry	2007-12	89.00
30.	DST	FIST	Zoology	2007-12	50.00
31.	DBT	Bio-informatics Infrastructure	Biotechnology and Microbiology	2007-12	50.00
32.	DST-PURSE	All Departments of Faculty of Science and Technology	Frontier areas	2009-13	540.00
33.	DBT-IPLS	Departments of Life Sciences	Interdisciplinary life science programme for advanced research and education	2010-15	1200.00
34.	WHO	Attitude towards and outcome of Pregnancy among Women Living with HIV/AIDS in Karnataka, India	International Diploma in Reproductive Health Management	2012-14	33,000,00.00
35.	UGC-DRS	Reproduction Programme and Behaviour of Lizards	Zoology	2007-12	31.40
36.	UGC-DRS	Phytodiversity and conservation	Botany	2007-12	46.00
37.	UGC-SAP DSA-III		Sanskrit	2005-10	31.00
38.	UGC-SAP –DRS-I		Mathematics	2004-09	30.62

39.	UGC-SAP DSA –III	Laser Physics and Condensed Matter Physics	Physics	2004-09	68.00
40.	UGC-SAP-III		Zoology	2007-12	38.60
41.	UGC-SAP DRS –I	Society and Religion in Medieval and Modern Karnatak	History and Archaeology	2009-14	30.00
42.	UGC-SAP-DRS-I	Application of Scientometrics and Informetrics for India	Library and Information Science	2009-14	35.50
43.	UGC-SAP-DRS-I		Sociology	2009-14	42.00
44.	UGC-SAP-DRS-I		Kannada	2008-13	57.00
45.	UGC-SAP-DRS-I	Statistical Inference and Stochastic Modeling	Statistics	2011-16	52.50
46.	State Government	Special Grant Classical Kannada Project	Kannada	2008	100.00
47.	UGC DRS-III		Chemistry	2004-09	50.00
48.	UGC-CAS-I		Physics	2009-14	132.00
49.	UGC SAP		Kannada		57.00
50.	UGC-SAP-DRS-II	Analysis and its Applications	Mathematics	2010-11	60.00
51.	NBHM Library Grants every year				7.50
52.	UGC-SAP-DRS		Sociology	2009-14	40.00
53.	UGC-CPEPA (Centre with Potential for Excellence)	Advanced Materials	Physics, Chemistry, Biochemistry, Zoology	2011-16	685.00
54.	UGC-SAP DRS-I		Economics	2011-16	38.00
55.	TISS, Mumbai, Osmania University, Karnatak University	Global fund for Tuberculosis and AIDS management	Social Work	2009-13	84.17
56.	UGC	Infrastructure Grant	Geology	2008-09	80.00
57.	UGC	Infrastructure Grant	Physics	2008-09	80.00
58.	UGC	Infrastructure Grant	Chemistry	2008-09	40.00
59.	UGC	Infrastructure Grant	Zoology	2008-09	40.00
60.	UGC	Infrastructure Grant	Mathematics	2008-09	40.00
61.	UGC	Infrastructure Grant	Botany	2008-09	40.00
62.	UGC	Infrastructure Grant	Music and Fine Art	2008-09	31.25
63.	UGC	Infrastructure Grant	Statistics		20.00
64.	DST	FIST	Statistics	2004-09	11.00
65.	DST's PURSE	As identified by individual science departments	USIC	2009-13	540.00
66.	DST	FIST	Chemistry	2007-12	89.00
67.	DST	FIST	Zoology	2007-12	50.00
68.	DBT	Bio-informatics Infrastructure	Biotechnology and Microbiology	2007-12	50.00

69.	UGC-SAP-DRS	Health and Development			33.50
70.	DST-PURSE	All Science Departments	Frontier areas	2009-13	540.00
71.	DBT-IPLS	Life Science Departments	Interdisciplinary life science programme for advance and education	2010-15	1200.00
72.	World Health Organization	Attitude towards and outcome of pregnancy among women living with HIV/AIDS in Karnataka, India	International Diploma in Reproductive Health Management	2012-14	32.86

**3.2.6. List details of:**

**a) Research Projects completed and Grants received during the last four years (funded by National/International agencies)**

**Table-3.6: Research Projects Completed and Grants received**

<b>NATIONAL AGENCIES</b>	<b>GRANTS RECEIVED (in Rs)</b>
<b>2009-2010</b>	
UGC	81,21,300.00
INCIOS	14,76,500.00
DST	9,74,400.00
ICSSR	3,88,075.00
UGC-SAP-DRS-CAS	2,74,00,000.00
<b>2010-2011</b>	
UGC	48,43,300.00
UGC (Minor)	1,05,000.00
DST	49,72,600.00
DBT	5,85,00,000.00
CSIR	15,78,000.00
<b>2011-2012</b>	
UGC	7,90,300.00
BRNS	25,08,000.00
DST-VGST	4,00,000.00
DST-FIST	20,72,000.00
ICSSR	1,80,600.00
UGC-SAP-DRS-CAS	38,00,000.00
<b>2012-2013</b>	
UGC	1,01,70,900.00
UGC (Minor)	1,50,000.00
UGC-SAP-DRS-CAS	60,00,000.00
UGC-NON SAP	20,00,000.00
<b>2013-2014</b>	
UGC	10,73,600.00
UGC (Minor)	82,500.00
World Health Organization	32,86,688.00

**Total Grants Received = Rs.13,90,13,763.00**

**b) Inter-institutional collaborative projects and grants received**



Many of the research projects and activities undertaken by the faculty are interdisciplinary in nature as they involve collaborations with other institutions and individuals. The Details are given in Section 3.2.3.

- i) **All India Collaboration:**
- ii) **International**

**Table-3.7: University Collaboration with National and International Institutions**

<b>Name of Department</b>	<b>Indian collaborators</b>	<b>International collaborators</b>
Anthropology	CCMB, Hyderabad	
Applied Genetics	KIMS, Hubli	
Biochemistry	Unichem Laboratories Ltd. Mumbai. National Centre for Cell Science, Pune Institute for Agricultural Bio-Technology, UAS, Dharwad	University of Liverpool, UK
Biotechnology and Microbiology	IABT, UAS, Dharwad	University of Bristol, UK Queen Mary University, London Seoul National University, S.Korea
Botany	NCL, Pune	
Chemistry		Meiji Pharmaceutical University, Japan Univ. of South Korea National Chiao Tung University University of Oxford, UK
IDRHM		University of Groningen, the Netherlands
Kannada	Registrar General of India Language Division, Calcutta	
Library Science	TISS, Mumbai	
Mathematics	Gulbarga University, Gulbarga Pondicherry University, Pondicherry	
Marine Biology Karwar	National Inst. of Oceanography, Goa National Inst. of Ocean Technology, Chennai INCOIS, Chennai	
Political Science	Center for Public Affairs, Bangalore, CSDS, New Delhi, Bangalore University	CNN-IBN Perth University, Australia
History and Archaeology		University College London, UK Leverhulme Trust, UK Cambridge University, Cambridge
Geography		Groningen University

Physics	IISc, Bangalore, BARC, Mumbai, TIFR, Mumbai, IUCAA, Pune, IUAC, New Delhi, University of Hyderabad, Hyderabad, Bangalore University, Bangalore Tumkur University, Tumkur	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 National University of Cordoba, Argentina Syracuse University, USA LNLS Synchrotron Centre, Campinos, Brazil
Social Work	Madras Inst. of Development Studies, Chennai	
Statistics	Gulbarga University, Gulbarga, UAS, Dharwad, Population Research Centre, Dharwad, Rural Engineering College, Haliyal	
Zoology	Indian Institute of Science, Bangalore Davangere University, Davangere NIMHANS, Bangalore	
International Diploma in Reproductive Health Management	St. Joseph's Medical College, Bangalore	University of Manitoba Winnipeg, Canada.

### 3.3. Infrastructure for Research:

#### 3.3.1. What efforts have been made by the University to improve its infrastructure requirements to facilitate research? What strategies have been evolved to meet the needs of researchers in emerging disciplines?

In the wake of India's need to compete globally in the field of science and technology, funding agencies have become liberal in sanctioning large sums of grants to performing universities. The University therefore encouraged faculty to form into collaborative groups to meet the requirements of funding agencies for pursuing emerging inter-disciplinary areas in order that large grants can be secured for meeting infrastructure challenges. As a result, major grants are sanctioned under UGC XI and XII Five Year Plans, UPE and CPEPA Schemes; DST PURSE and SAIF Center (SAIF is approved but sanction of grant is awaited) and DBT IPLS Programme. The grants received are utilized in creating instrumentation facilities, physical infrastructure and manpower, and also grants obtained from other sources (i.e. UGC/state government block grants) have been invested in creating lab infrastructure such as buildings for instrumentation facilities. A fully functional Annex Block at USIC has been created to provide 7500 sq. ft. of space where equipment and laboratory infrastructure as central facilities are created under the DST-funded PURSE Programme. Similarly, construction of an independent block is in progress for DBT-funded IPLS Programme. Special funding by the Karnatak State Government has been utilized in creating a state-of-the-art DNA Diagnostic Centre for DNA finger printing and research. As for Social Science UPE, collaborative departments are provided with financial support for carrying out interdisciplinary studies under UPE

research. Under the UGC XII five year plan grant, fellowships for M.Phil. and Ph.D. students is being planned. It may therefore be said that adequate research facilities and grants are now available to the faculty. Thus with available grants, adequate infrastructure facilities for research has been provided by the University.

**3.3.2. Does the university have an Information Resource Centre to cater to the needs of researchers? If yes, provide details of the facility.**

The University has a well-equipped central library called Prof. S.S.Basavanal Library with a spacious independent building with a collection of 3,10,961 books, 46,907 bound volumes of periodicals, 32,568 UN publications at UNO Depository Centre. The World Bank Public Information Centre has added wealth of information to the UN Depository. The internet connectivity for seamless access to the vast collection of electronic information resources as well as for a powerful learning media is also available in the library. The UGC INFLIBNET-INFONET high-speed bandwidth provides access for 8500 e-journals and online databases. The users of these vast resources comprise the PG students, M.Phil. Students, Research Scholars and faculty.

**3.3.3. Does the university have a University Science Instrumentation Centre (USIC)? If yes, have the facilities been made available to research scholars? What is the funding allotted to USIC?**

The University Instrumentation Centre (USIC) over the years has built adequate instrumentation facilities and competent technical manpower. It provides analysis of samples including services like repair of gadgets, small instruments, production and distribution of liquid nitrogen and technical guidance by its staff to Science departments. It is fully functional center and adjudged as the best among the state universities and is accorded the status of Level III by the UGC. The facilities and services are available at no-cost to campus community and constituent colleges. However, nominal fee is charged to outside users. The USIC has a budget of Rs.5.00lakhs p.a. for maintenance of equipment and instruments. It generates the revenue of Rs 1.00 lakh p.a. by charging fee to outside users and this income is utilized for its over-all maintenance.

The USIC has a special R and D funding under PURSE Programme by the DST, since 2009 for augmenting state-of-the art instrumental facilities for creating laboratory infrastructure and manpower for conducting advanced research in multi-disciplinary areas. Under this funding, ten major instrumental facilities and ten laboratory infrastructure with technical manpower have been created at a total cost of Rs.5.40 crores. In recognition of a well-maintained USIC, with academic ambience and strategic geographical location, the DST has identified it as a regional instrumentation centre under Sophisticated Analytical Instruments Facility (SAIF) with a special funding of Rs 5.00 crores initially for creating instrumental facilities.

**Table-3.8: List of Equipments and Facilities at USIC**

Sl. No	Name of Instruments	Make	Year of Purchase	Cost in Rs.	Funding Agencies
1	Nuclear Magnetic Resonance	Bruker 300Mhz, Germany	2000	53,32,000	UGC-COSIST
2	UV-VIS Spectrophotometer	Hitachi 3310, JAPAN	2006	9,40,000	KUD
3	X-Ray Detector	Ortec, USA	2002	12,00,000	KUD
4	Liquid Nitrogen Plant	Phillips PLN 106, Holland	1978	11,90,000	UGC

5	Ultra Low Temperature Freezer	Sanyo MDF-U-5086W, Japan	2006	5,00,000	KUD
6	Gas Chromatograph	Aimil, India	1991	3,20,000	KUD
7	Atomic Absorption Spectrophotometer	GBC 932, Australia	2001	2,93,350	UGC-COSIST
8	Liquid Scintillation counter	Wallac, Finland	1998	6,00,000	KUD
9	High Performance Liquid Chromatograph	Shimadzu, Japan	2001	6,50,000	UGC
10	Fluorescence Microscope	Carl Zeiss, Germany	2008	10,00,000	UGC-XI Plan
11	Milli-Q Water Purification System	Millipore, India	2007	5,35,000	UGC-XI Plan
12	Gas Chromatograph Mass Spectrometer	Shimadzu, Japan	2008	25,00,000	FIST II PHASE
13	TGA/DTA/DSC Analyzer	TA Instruments, USA	2009	30,00,000	UGC-XI Plan
14	Fluorescence Spectrophotometer	Hitachi 7000, Japan	2007	13,38,340	UGC-XI Plan
15	CHNS Determinator	LECO, USA	2009	33,00,000	UGC-XI Plan
16	High Resolution Optical Microscope with CCD Camera	Carl Zeiss, Germany	2011	17,26,830	DST's PURSE
17	Nd : YAG Laser	Litron Lasers, UK	2011	14,78,853	DST's PURSE
18	Single Crystal X-Ray Diffractometer	Bruker, Germany	2011	97,66,400	DST's PURSE
19	DNA Sequencer	Applied Biosystems International, USA	2011	80,90,887	DST's PURSE
20	UV Visible NIR Spectrophotometer	Jasco-V670, Japan	2013	11,68,085	DST's PURSE
21	Atomic Force Microscope	Nanosurf flex, Switzerland	2013	48,48,866	DST's PURSE
22	Spectroscopic Ellipsometer	J.A.Woollam and Co., M2000-U, USA	2013	51,10,318	DST's PURSE
23	Fluorescence Lifetime Spectrometer	ChronosBH, USA	2013	57,65,235	DST's PURSE
24	FT-Raman Spectrophotometer	NXR FT RAMAN Module, USA	2013	50,59,700	DST's PURSE

**3.3.4. Does the university provide residential facilities (with computer and internet facilities) for research scholars, post-doctoral fellows, research associates, summer fellows of various academies and visiting scientists (national/international)?**

The University has no provision of providing computers at the residential places. However, there is a Central Computer facility with internet connectivity with several nodes for regular use by the PG students, M.Phil. students and research scholars. Many departments have independently created computer laboratories with internet and **Wi-Fi** facility which can also be used by the scientists and post-doctoral fellows. The campus wide **Wi-Fi** facility enables the researchers to have 24X7 access.

**3.3.5. Does the university have a specialized research centre/ workstation on-campus and off-campus to address the special challenges of research programmes?**

There are specialized research centers at the department of Marine Biology at PG Center, Karwar and also at the departments of Biochemistry and DNA Diagnostic Center, Botany and Zoology. The departments of Kannada, Hindi, Marathi and

Sanskrit have special language laboratories. As for computer workstations, the department of Physics has a central workstation lab for students and research scholars. A research group in the same department led by Prof. J.R. Tonannavar and Prof.(Smt) J.V. Yenagi is engaged in theoretical computational modeling work (*ab initio* and DFT modeling) using workstations and licensed source codes. This group has created two workstation laboratories out of UGC grants received under COSIST and MRPs in the last five years and has met its own special challenges of extensive computational modelling calculations.

**3.3.6. Does the university have centres of national and international recognition/repute? Give a brief description of how these facilities are made use of by researchers from other laboratories.**

The USIC is widely known for its range of equipment facilities and found useful for researchers from different places. It is also DST-sponsored Center with PURSE equipment facilities available to researchers. Depending upon the equipment, facility and type of measurement involved, researchers adhere to a schedule given by the technical staff. Sometimes visits to USIC stretch from a single day to three days with technical discussions and consultations. The laboratories and equipment facilities run by the faculty in their departments are open to their collaborators and in some cases to others.

**3.4. RESEARCH PUBLICATIONS AND AWARDS**

**3.4.1: Does the University publish any research journal(s)? If yes, indicate the composition of the editorial board, editorial policies and state whether it/they is/are listed in any international database.**

Following five journals are published by the University. There is an editorial board for each journal comprising a Chief Editor and 4 to 6 senior professors as members. Papers published in the journals are all peer-reviewed.

**Table-3.9: Journals Published by the University**

<b>Periodical/Journal</b>	<b>Description</b>	<b>ISSN</b>
Karnataka Bharathi (Biannual)	Dedicated to Articles in Kannada relating to Literature, History	2277-3088
Vidyarthi Bharathi (Bi annual)	Multi lingual journal	2277-310X
Karnatak University Journal of Social Sciences	Dedicated to original research articles from Social Sciences	0075-5176
Karnatak University Journal of Social Sciences	Dedicated to original research articles and reviews from Science and Technology	0075-5168
Karnatak University journal of humanities	Dedicated to original research articles and reviews in Humanities	0075-55X

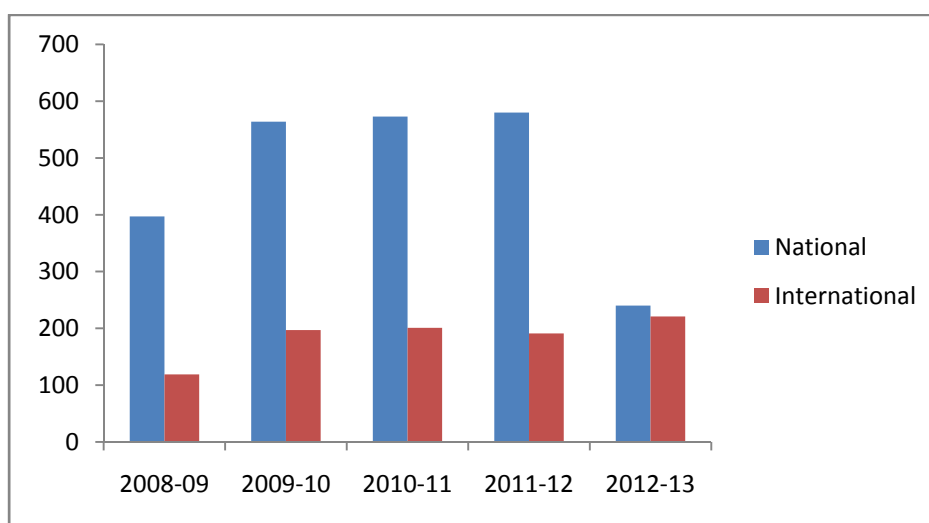
**3.4.2: Give details of publications by the faculty:**

- **Number of papers published in peer reviewed journals (national/international) List of publications are attached as annexure of each department and the salient features of publications are provided herewith.**

**Table-3.10: Number of papers published in peer reviewed journals**

Year	National	International	Total
2008-09	397	119	516
2009-10	564	197	761
2010-11	573	201	774
2011-12	580	191	771
2012-13	240	221	461

**Chart-1: Year-wise breakup of publications of the faculty**



- **Monographs, chapters in Books, Books edited and Books with ISBN**

**Table-3.11: Monographs, Chapters in Books, Books edited and Books with ISBN**

Faculty	Monographs	Chapters in Books	Edited Books	Books with ISBN
Social Sciences	08	38	97	40
Arts	17	33	25	28
Science and Technology	None	03	02	---
Single faculty	None (verify)	05	13	02
Total	25	78	147	70

- **Publication Citation Index/Average; Impact Factor-range/ average and H-index**

The table presents an account of the research output. The research papers published in peer-reviewed journals are less when compared to other universities in the state, but the citation index and h-index of the publications are much higher which reflects quality of research publications. More importantly, the average citation of the publications by Karnatak University is higher than the national average suggesting the significance of the research publications.



**Table-3.12: Research Productivity Analysis of Major State Universities in Karnataka**

<b>(Based on paper published in Peer-reviewed Journals)</b>							
<b>Web of Science (Source)</b>	<b>Date of Research 29-2- 2013</b>			<b>Period (Jan 2002-Dec 2012)</b>			
Study Parameters	Universities and Research Papers						
	Mysore	KUD	Banglore	Mangalor e	Gulbarga	Kuvemp u	Tumkur
No. of Papers	2,540	1,461	1,463	1,873	797	671	53
Average no. of Papers/year	254	146	146	187	80	67	5
Time Cited	10,028	11,399	6,518	8,383	4,268	3,713	3,713
Cited without Self-Citation	7,526	9,179	4,939	4,769	3,535	2,826	54
Citing Articles	7,519	7,639	4,901	5,078	3,211	2,812	58
Citing Articles without Self-Citation	6,441	6,873	4,225	3,872	2,838	2,488	47
Average Citation per Year	1,003	1,140	652	838	427	371	8
Average Citation per Paper	3.9	7.8	4.5	4.5	5.4	5.5	1.5
Country Average for India	6.3						
Global Average	10.8						
h-index	33	40	31	35	26	24	5
Citation Count for Highest Cited Paper	153	525	90	180	160	418	15

**3.4.3. Give details of**

- Faculty serving on the editorial board of national and international journals**

**Table-3.13: Faculty Serving on the editorial board of national and international Journals**

Faculty	Journal editorial boards	
	National	International
Science and Technology	13	08
Social Sciences	10	04
Arts	12	None

- Faculty serving as members of steering committees of international conferences recognized by reputed organizations/ societies:**

It may be mentioned that some faculty have served as members on organizing committees of international conferences.

**3.4.4. Provide details of**

- research awards received by the faculty and students**
- national and international recognition by the faculty from reputed professional bodies and agencies**

**Table -3.14: Research Awards received by the faculty and students**

Faculty		Research awards		
		State	National	International
Science and Technology	Teachers	11	24	18
	Students	-----	41	02
Social Sciences	Teachers	01	03	02
	Students	10	----	-----
Arts	Teachers	13	02	-----
	Students	01	03	02

**3.4.5. Indicate the average number of successful M.Phil. and Ph.D. scholars guided per faculty during the last four years. Does the University participate in Shodhganga by depositing the Ph.D. theses with INFLIBNET for electronic dissemination through open access?**

Average number of M.Phil./Ph.D. scholars as per Faculty of Arts, Commerce, Education, Law, Science and Social Science.

**Table-3.15- Average number of M.Phil./Ph.D. scholars**

Year	Arts	Commerce	Education	Law	Science and Technology	Social Sciences	Total
2008-09	55	15	3	3	63	68	207
2009-10	39	9	3	2	32	35	120
2010-11	51	6	3	3	42	36	141
2011-12	34	3	31	1	39	35	143
2012-13	31	2	2	2	43	46	126

It is mandatory for the students to deposit the soft copy of his/her Ph.D. thesis with INFLIBNET for dissemination through open access and also to check plagiarism. The University has signed an MoU with UGC-INFLIBNET to participate in *Shodhganga*. The research students are required to submit their theses in electronic form under *Shodhganga*.

**3.4.6. What is the official policy of the university to check malpractices and plagiarism in research? Mention the number of plagiarism cases reported and action taken.**

The University deals with cases of malpractices and plagiarism as per regulations governing Doctoral degree programme (vide provisions in Regulations Governing Doctoral Degree Programme (Ph.D.), 2012-13). In the event of reported cases, a committee is constituted to look into the cases of alleged malpractices and plagiarism and the University takes decisions depending upon the committee's recommendations.

**3.4.7: Does the University promote interdisciplinary research? If yes, how many interdepartmental/interdisciplinary research projects have been undertaken and mention the number of departments involved in such endeavours?**

The University promotes interdisciplinary research involving faculty from different departments and also with other Universities. In the past, several interdisciplinary collaborative research works have been carried out. Recognising these works, the UGC, DST and DBT have awarded to the University the following:

- 1) Centre with Potential for Excellence in Particular area (CPEPA).
- 2) University with Potential for Excellence (UPE).
- 3) Interdisciplinary Life Science Programme (ILPS) by DBT, and
- 4) PURSE Programme for augmenting instrumental facilities by DST (RandD).

Considering the quality of research contributions in different Science departments and with the intention of integrating these research developments, the UGC has sanctioned CPEPA on "*Advanced materials for therapeutic, diagnostic, industrial and Agricultural applications*". The purpose of this centre is to involve

research faculty from Physics, Chemistry, Biochemistry and Zoology to develop jointly novel molecules which find applications in various fields. A total budget of Rs. 685.00 lakhs has been sanctioned by the UGC for a period of five years from January 2012 to January 2017. The award “University with Potential for Excellence” (UPE) status is a laudable recognition gained from the University Grants Commission (UGC). This is an ample testimony of integrated research programmes undertaken involving different departments with varied expertise and interests.

Following areas are identified under this programme:

- **Focused area of research (I):**

“Antitumor Activity: An Integrated Approach” is the study under which the emphasis is given to understand the complexity of cancer biology and to develop effective molecules for diagnostic and therapeutic purposes. The programme involves faculty from the departments of Biochemistry, Chemistry, Botany and Physics. This programme was initiated in November 2012 with a budget of Rs. 11.00 crores for a period of five years.

- **Focused area of Research (II):**

“Design of Efficient Algorithms: An Interdisciplinary Approach”, involving the faculty from Mathematics, Statistics, and Computer Science. This programme aims at developing algorithmic models with an allocated budget of 6.00 crores for a period of 5 years.

- **Holistic Development (III):**

- a) “Historical, Linguistic and Folk Heritage of Northern Karnataka: An Interdisciplinary Programme” involving researchers from the departments of Linguistics, Kannada and History. It emphasizes studies on the historical and archaeological heritage of north Karnataka by undertaking survey and documentation of antiquarian and folk heritage from 2860 villages. An outlay of Rs. 100.00 lakhs has been allocated for the programme for a period of five years.
- b) ‘Development, Conservation and Management of Water Resources in North Karnataka Region’ is a multidisciplinary approach to address the problems of water accessibility and efficient usage and to promote popular awareness. The faculty from the departments of Economics, Sociology, Political Science, Social Work, Psychology, Education, Commerce, Philosophy Library and Information Science with an outlay of Rs. 100.00 lakhs for a period five years.

- **Interdisciplinary Life Science Programme (ILPS) by DBT.**

The department of Biotechnology (DBT) sanctioned the Interdisciplinary research programme of Life Sciences for Advance of Research and Education to Karnatak University with a budget of Rs. 1041.61 lakhs for a period of five years from August 2010. This programme has an involvement of four departments of Life Sciences viz., Microbiology and Biotechnology, Botany, Biochemistry and Zoology. The programme emphasizes interdisciplinary research and teaching.

#### **3.4.8. Has the University instituted any research awards? If yes, list the awards.**

No such awards are instituted by the University.

### **3.4.9: What are the incentives given to the faculty for receiving state, national and international recognition for research contributions?**

The University encourages faculty with a letter of appreciation and wide-publicity and the Vice-Chancellor cites profusely the contributions of the faculty on all platforms.

## **3.5. CONSULTANCY**

### **3.5.1. What is the official policy of the university for structured consultancy? List a few important consultancies undertaken by the university during the last four years.**

The university has a Consultancy Cell (Guidelines for the Consultancy Service, 2012) with structured guidelines for providing consultancy services by the faculty. Following departments are actively involved in consultancy services;

#### **1. Kousali Institute of Management Studies:**

- Developing plan proposals and future strategy for **Airtech Pvt Ltd., Dharwad.**
- Developing ongoing training programmes for small and medium scale entrepreneurs.

#### **2. Department of Economics;**

- Preparation of status report on Impact-EUFTA on tea and coffee industry for National Research Programme on Plantation Development (NRPPD), Trivandrum, Ministry of Commerce, Govt. of India
- Preparation of Human Development Report for the districts of Bellary, Dharwad, Haveri, Gadag and Raichur, for Govt. of Karnataka is undertaken by Dr. R.R. Biradar, Dr. S.T.Bagalkoti, Dr. B.H. Nagoor.

#### **3. Department of Biochemistry**

- Developing Know-how and technology for preparation of recombinant lectins with antitumor activity for Unichem Laboratories Ltd. Mumbai undertaken by Dr. B.M. Swamy and Dr. Shashikala Inamdar, Lectins and Glycobiology group.
- Mechanism of Apoptosis of TF Antigen Binding Lectin on Human Colon Cancer Cells; Gene expression, miRNA and Proteomics Analysis for Agilent Technologies India Pvt. Ltd.

### **3.5.2. Does the University have a university-industry Cell? If yes, what is its scope and range of activities?**

The University-industry cell is not constituted but the University Consultancy Cell covers the activities of University-industry linkages.

### **3.5.3. What is the mode of publicizing the expertise of the university for consultancy services? Which are the departments from whom consultancy has been sought?**

- The faculty's expertise is known through their research publications and information available on the University website.
- Consultancy is sought from USIC, departments of Biochemistry, Kousali Institute of Management Studies, Social Work, Biotechnology, Geology, Commerce, Languages and Economics.

**3.5.4. How does the University utilize the expertise of its faculty with regard to consultancy services?**

- Utilization of the expertise of the Science faculty is made in strengthening laboratories to specialized levels.
- The department of Economics provides expertise in preparing budget, Regional Development plans and reports, grant-proposals and UGC five year action plan.
- The department of Geology provides technical advice in locating ground water tables on the campus.
- The department of Computer Science is engaged in developing software for Linguistics departments.
- The USIC provides technical service for small and medium instruments of all the departments of Science. The USIC staff pay visits to inspect instruments and advise on their status for needful action.

**3.5.5. List the broad areas of consultancy services provided by the university and the revenue generated during the last four years.**

**Table-3.16: List of the broad areas of consultancy services provided by the University**

Sl. No.	Name of the Department	Consultancy Services
1.	Kannada	Dr. Madhu Venkareddy Developing of Software to design manuscript catalogue for Kannada Research Insitute KUD
2.	Economics	Dr.B.H. Nagoor Preparation of Status Report on Impact-EUFTA on Tea and Coffee Industry under National Research Programme on Plantation Development (NRPPD), Tiruvananthapuram, Ministry of Commerce, Government of India
3.	Social Work	Chairperson, Department of Social Work, KUD Preparation of Status Report on District Child Protection-Action Plan
4.	Kausali Institute of Management Sciences	Dr.A. H. Chachadi Management of Tomorrow ( A one Day Management Development Programme)
5.	Kausali Institute of Management Sciences	Dr.A. H. Chachadi Teaching Methodology for Teachers for North Karnataka Area (a two days training programme)
6.	Department of Yoga Studies	Dr.S.L.Sangam, Chairperson, Department of Yoga Studies, KUD Organizing Yoga Camp.

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

The Publication and Extension Division (*Prasaranga*) arranges extension lectures, memorial lectures and lecture camps over a range of subjects covering socio-economic, science, technology, language, literature, communication skills, human values, political issues, cultural aspects and emerging developments in all spheres of life useful for all the strata of society. These lectures have been delivered by invited experts, authors, thinkers and scholars. These lectures have been published and marketed through special exhibitions and sales centres. This has generated revenue to the University.

#### **3.6.1. How does the university sensitize its faculty and students on its Institutional Social Responsibilities? List the social outreach programmes which have created an impact on students' campus experience during the last four years.**

A number of departments, viz., Social Work, Criminology and Forensic Science, Anthropology, Gandhian Studies, Sociology, Economics, Political Science, Women's Studies, Psychology, departments of Sciences, Health Center, Student Welfare, Sports section and the University Library conduct village camps as part of their field-work by visiting rural areas. This enables the students to understand the socio-economic and cultural life styles. They are also sensitized to the women's issues, atrocities (rape, ragging), sexual harassment, gender problems, women entrepreneurship, health issues (HIV/AIDS awareness), IPR and plagiarism, popularization of science, communicative English, constitutional provisions and current socio-political and religious matters. Awareness on these issues is created through lectures, morchas, workshops, street plays, demos, awareness programmes and exhibitions. The students of Political Science are taken to Karnataka Legislative Assembly during the sessions for giving exposure to the assembly deliberations. The City University Forum is a new initiative by the University to reachout to the public and students through public lectures series on topics of current/academic interest by the University faculty.

#### **3.6.2. How does the university promote university-neighborhood network and student engagement, contributing to the holistic development of students and sustained community development?**

The University is organizing collaborative programmes with the industries, NGOs and government organizations about the setting up small-scale industries, rain-water harvesting, recycling, use of environment-friendly goods, Khadi gramodyoga and propagation of Gandhian values. To propagate the benefits of yoga and naturopathy, the University organizes programmes in collaboration with the leading hospitals and Rotary and Lions clubs. For the holistic development of students, Foundation Lecture Series are regularly organised. The Dharwad Regional Science Centre which is affiliated to the University showcases science in daily life, fun-science and science in Indian heritage. It has facilities for viewing the *Taramandal* (Planetarium) and 3-D video shows for children and common man. It also organizes popular talks on issues of current science of public interest. The PG Gymkhana organizes departmental and inter-departmental cultural competitions, youth festivals, sports and games as part of its activities. The University has a forum called *Vishwachatana* which provides a platform for talented artists. The MLAs, MPs, Corporators, office-bearers of local bodies are specially invited to be part of the University functions and programmes. In the process, these persons are involved to



support the cause of the University development. The academies, societies, clubs, associations and forums located in and around the University are brought together to play their role in the community development.

**3.6.3. How does the university promote the participation of the students and faculty in extension activities including participation in NSS, NCC, YRC and other National/ International programmes?**

The NSS programmes both on the campus and off the campus are designed to meet the expected result by the NSS volunteers. The NCC camps are conducted on regular basis by the regional NCC battalion units. The students of the University have regularly participated in Republic Day celebrations in New-Delhi. Many students have availed the benefit of youth exchange programmes under cultural programmes. The NSS Unit of the University conducts state-level workshops for volunteers on “Self Employment and Technical Skill know-how”. Throughout the camps, they have undertaken activities like tree-planting, creation of mini ponds, digging of pits, cleanliness of the campus, levelling of play ground, fencing of compound wall in village schools, distribution of food and medicines to poor patients, pulse polio programme, conservation and cleanliness of old monuments at colleges and socio-economic survey of adopted villages/slums.

**3.6.4 Give details of social surveys, research or extension work, if any, undertaken by the university to ensure social justice and empower the underprivileged and the most vulnerable sections of society?**

To create awareness among the under-privileged and vulnerable sections of the society, programmes related to health and hygiene such as AIDS awareness, sensitization about reproductive health issues, pulse polio, food and nutrition are organized on regular basis by the PG departments and service units. Visits to slum quarters are undertaken especially on weekends and holidays by the departments of Sociology, Social Work, Economics and Political Science in order to provide platform for both students and the marginalized people, as part of fieldwork by networking and liaising with social agencies to create an awareness about the provisions and facilities/schemes devised for the depressed classes. To commemorate birthdays of our national leaders like Dr.B.R. Ambedkar, Babu Jagjivan Ram, Maharshi Valmiki, Lord Basaveshwar and Saint Kanakadasa, special lectures on their life and contribution, programs are organized by inviting eminent academic luminaries. As far as social surveys are concerned, the department of Sociology has undertaken a survey to identify socio-economic conditions of Gawli (milk vendor community) community in the nearby villages of Dharwad. The Socio-economic survey of the adopted villages/slums has been undertaken by the NSS unit of the University. The Legal awareness and literacy programmes are organized by the department of Law. The department of Marine Biology at PG Centre, Karwar organizes workshops on prawn pickle preparation for marginalized women from fishermen community to foster employability. Every course encourages social survey, evaluation and analysis of a particular issue and tries to find solution for that.

The department of Political Science involved in the conduct of survey/workshops on voting behavior and citizen roles. The department of Library and Information Science conducts surveys on rural library services, reading habits and public libraries The department of English organizes programmes on Communicative English and English for common man. The surveys are also conducted by the department of Geology on soil testing. While the Research Centre for Women’s

Studies (RCWS) conducts studies on women on various aspects of women empowerment, the department of Sociology organizes surveys on social problems and the department of Mass Communication and Journalism on current issues. Other departments too undertake survey research as a part of their academic project works.

**3.6.5. Does the university have a mechanism to track the students' involvement in various social movements / activities which promote citizenship roles?**

The Students' campaigns for different causes through protests, marches or demonstrations staged by the organizations like Student Federation of India (SFI), All India Democratic Students' Organization (AIDSO), Akhil Bharyatiya Vidyarthi Parishad (ABVP), Dalit Sangarsha Samiti (DSS) were allowed with an intimation to the University and other civil authorities for needful action. At the University level, representations submitted by the students to the University are resolved by the concerned officers of the University. In order to promote awareness among students about their citizenship roles, environmental day, plantation of trees as a part of Vana mahotsava, save-water campaign, rain-water harvesting, campaign for tobacco free zone, are organized. The education on importance of voting, 'Know Your Rights' campaign are organized under the auspices of departments study circles and cultural forums of respective departments. The students' demands for resolving academic and administrative matters are addressed promptly by the University authorities. The students have always lent their voice and support for social causes such as demand for a High Court Bench, Cauvery Water Dispute, atrocities against women such as Delhi Nirbhaya incident, violation of human rights and border issues. These movements have promoted awareness about students' citizenship roles.

**3.6.6. Bearing in mind the objectives and expected outcomes of the extension activities organized by the University, how did they complement students' academic learning experience? Specify the values inculcated and skills learnt.**

The extension activities including NSS and NCC, have trained students to be persons of strong character mentally, physically, spiritually, intellectually and socially. Further, the activities have enabled the students to learn team spirit, leadership qualities and soft skills and to possess robust personality.

**3.6.7 How does the university ensure the involvement of the community in its outreach activities and contribute to community development? Give details of the initiatives of the university which have encouraged community participation in its activities.**

To ensure the complete involvement of the community in outreach activities, a series of lectures are organized under the extension lecture series by *Prasaranga* of the University. These lectures are conducted on regular basis in taluka places and villages by involving the public participation. The community involvement is also ensured whenever programmes such as music fests, youth and cultural fests, seminars, programmes by noted local artists are organized. Nine Foundation/ Endowment lectures are organized and conducted by the University every year as per the calendar of events.

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

Many best NSS officer awards and best NSS volunteer awards have been received by our NSS Coordinators and students on regular basis. The certificate of appreciation have also been received by the students after attending the Republic Day Parade.

**Table-3.17: NSS Awards to Officers and Volunteers**

<b>NSS Programme Officer</b>	<b>NSS Volunteers</b>
Prof.B.G.Tallalli, KSS Arts, Science and Commerce. College,Gadag.	Sri.B.V.Mane, Karnatak Arts College, Dharwad.
Prof.N.N.Ronad, SBM. Arts, Science and Commerce College,Badami.	Mrs. I.N.M.Doddamani, S.A.Manvi Law College, Gadag.
Prof.A.S.Ganiger, GRG Arts and YAP Commerce College, Indi	Sri.R.P.Kamaldinni, Karnatak Arts College, Dharwad.
Smt.V.M.Tirlapur, M.M.Arts and Commerce College,Khanapur.	Mrs.S.G.Revanakar, Govt. Arts/Science College Karwar.
Prof.R.Y.Khan, M.M.Arts and Science College,Sirsi.	Sri.V.S.Kamble, K.U.PG NSS Unit, Dharwad.
Prof.G.C.Jampannavar, KSS Arts, Science and Commerce College, Gadag.	Mrs.A.M.Shriyannavar, K.U.PGNSS Unit, Dharwad.
Prof.B..M.Mathapati, JSS Arts, Science and Commerce College,Dharwad.	SriB.C.Giddigoudar, Karnatak Arts College, Dharwad.
Prof.S.M.Kachapur, B.N. Arts, Science and Commerce College, Dandeli.	Mrs.Susma.Bhat, Govt. College,Yellapur.

**Achievements/Awards of Teachers and Students under NSS Programme**

**I) International NSS Conference at China:**

Miss. Jyoti Raykar, a students of the NSS PG Unit has been selected and participated in the international NSS meet held at China in 2011.

**II) (a) University Level Dr. D. C. Pavate Best NSS Volunteer Award:**

- Mr. Moodin Hulagur in 2008.
- Miss. Jyoti Raykar in 2010
- Mr. Vilas. Kamble in 2011.
- Miss. Anuradha Shiriyannavar in 2011.
- Mr. Babagouda Geetigoudar in 2011.

**(b) National Republic Day Parade:**

- Miss. Jyoti M Raykar participated in the NSS Republic Day parade camp at New Delhi on 26<sup>th</sup> January 2009.

**(c) State Republic day Parade:**

- Miss. Anuradha Shiriyannavar selected and participated in the State Republic Day Parade at F. M. Manikshaw Parade Ground, Bangalore, 26<sup>th</sup> January 2011.
- Mr. Babagouda Geetigouda was selected and participated in the State Republic Day Parade at F. M. Manikshaw Parade Ground Bangalore, 26<sup>th</sup> January 2012.

**(d) National Adventure Camp:**

- The following students participated in pilot scheme “Youth to the Edge” adventure camp organized at Rupa Arunachal Pradesh, from 03-03-2012 to 08-03-2013.
  - (1) Kashappa Talikoppa,
  - (2) Babagouda Geetigoudar,
  - (3) Raju Kudgi,
  - (4) Appanavar

**(e) National Integration Camp (NI Camp)**

- **N. I. Camp** conducted the “Social Harmony” event at Kuvempu University, Shankarghatta, Shimoga on 22<sup>nd</sup> -28<sup>th</sup> June, 2011. Mr. Vilas Kamble and Praveen Doddamani participated as volunteers.
- **NI Camp:** 14<sup>th</sup> All India Inter University National integration Youth camp held at M.I.T. Pune, organized by Foundation for Amity and National Solidarity on 24<sup>th</sup> to 28<sup>th</sup> December 2011.
- **N.I. Camp:** Our NSS volunteers Raju Kudgi and Geetigouda participated in National Integration Camp held at Sirsi from 15-12-2012 to 21-12-2012.

### **3.7. COLLABORATION**

#### **3.7.1. How has the university's collaboration with other agencies impacted the visibility, identity and diversity of activities on campus? To what extent has the University benefitted academically and financially because of collaborations?**

The faculty belonging to the departments of the faculties of Sciences, Social Sciences and Humanities have collaborations with different agencies, departments and institutes at the regional, national and international levels. This has resulted in the academic enrichment, development of curricula both at PG and Ph.D. levels. The PG, M.Phil. and Ph.D. students have been benefited from such visits and interactions. There are collaborations in the field of knowledge-transfer and consultancy wherein USIC, KIMS, the departments of Chemistry, Social Work, Forensic Science and Geology have generated reasonable revenue to the University. Sponsorship of foreign company/industries has helped in generating patents (Biochemistry department). As for linkages with government bodies, departments of Social Science (Economics, Political Science, Sociology, and Social Work) and Management Studies have participated in budgetary planning, conducting training for personnel and providing analysis of relevant data for different government bodies.

### **3.7.2. Mention specific examples of how these linkages promote**

- **Curriculum development:**

The linkages with industries, educational institutions and government agencies and departments have enriched curriculum with regard to relevance, content and applications in the light of the emerging trends. In some cases, the Board of Studies (BOS) have experts from industries, scientists from national level institutes and government departments as members who have significantly contributed to the revision of syllabi, teaching methods and incorporating practical components. Further, the linkages have paved the way for scientists, corporate leaders and government officers to visit the University, thereby infusing a culture of change and novelty in teaching and learning.

- **Internship:**

Due to linkages with premier institutions (viz., CMDR, ISEC, IGDR, TISS, CCMB, IISc, JNCASR), visits to their laboratories and institutions by research scholars for observation, interaction and hands-on training are greatly facilitated. In the case of Faculties of Social Sciences, Management and Humanities, the students do visit the concerned/organizations, NGOs and government departments for field work and data collection. Mr. Robert Malcom of the University of Western Australia, Perth completed the internship under the guidance of Dr. S.S. Patagundi in 2009.

- **On-the-job training:**

This is a common practice to empower researchers as well as teachers to get acquainted with skills, techniques and operations in the case of newly installed equipments. In some cases where induction of emerging trends and certain applications of cutting-edge technologies are necessary, provision for on-the-job training is encouraged.

- **Faculty exchange and development:**

There have been regular visits by our faculty to premier institutes and laboratories at the national and international levels under different programmes, viz, Commonwealth, Fulbright, Visiting Scientists/Researcher for advanced research and teaching.

- **Research:**

There has been a rapid increase in research output (both in terms of number of papers and h-index) and enhancement of quality, depth and scope, thereby research done in the University has gained national and international recognition.

- **Publication:**

The number of publications by all departments has increased, and especially a sharp rise has been witnessed in terms of number, impact and citation counts of the papers.

- **Consultancy:**

The University Consultancy Cell has formulated a policy on Consultancy entitled 'Guidelines for Consultancy Service by Karnatak University faculty, 2012' for regulating consultancy services. Periodical workshops and lectures arranged through the cell, have initiated the faculty members to share the knowledge and expertise to the needy stakeholders.

- **Extension:**

The University website has systematically listed out the competencies and other technical expertise available in the departments and centres. This has created a demand for getting the expertise available in the University. As a result, the researchers, scientists and faculty are invited to share their rich experience and expertise in various organizations. True to its set tradition, the University is involved in the movement of 'lab to land'.

**3.7.3. Has the university signed any MoUs with institutions of national/international importance/other universities/ industries/ corporate houses etc.? If yes, how have they enhanced the research and development activities of the University?**

The University has entered into MoUs with premier national organizations and foreign universities for pursuing PG studies and research in some departments. The department of Physics and Bhabha Atomic Research Center (BARC), Mumbai, have an MoU under which the faculty and students visit and conduct research at BARC. The BARC scientists visit the department and participate in academic programmes such as delivering lectures and act as resource persons for conferences. The department of Physics has an MoU with South Korean University in pursuing advanced research in Nanoscience and Fiber-optics. The Hubli-Dharwad Municipal Corporation (HDMC) has an MoU with KIMS leading to consultancy for implementing management aspects of IT based services.

**3.7.4. Have the University-industry interactions resulted in the establishment/ creation of highly specialized laboratories / facilities?**

The University-industry interactions involving Chemistry and Biochemistry departments have resulted in the sharing of knowledge to industries and the revenue thus generated is utilized for creating laboratory facilities. The department of Biochemistry in its collaboration with Agilent Technologies has attracted monetary incentives which are being utilized for creating laboratory facilities.





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**CRITERION - 4**  
**INFRASTRUCTURE AND LEARNING RESOURCES**

**4.1. PHYSICAL FACILITIES:**

The Karnatak University, Dharwad with its campus spread over 750 acres of land, provides adequate physical facilities and learning resources to its stakeholders, in the form of buildings for academic departments, libraries, computer centre, instrumentation centre, play grounds, gymnasias, recreation halls, hostels for its student community, residential quarters for its teaching and non-teaching fraternity, guest houses, etc. While these buildings occupy about 45% of the total area, the roads occupy about 10%, the gardens occupy about another 10%, and the rest of the land is open landscape. Consistent efforts are being made to improve the existing facilities, besides adding new infrastructure and learning resources as and when the need arises.

**4.1.1. How does the university plan and ensure adequate availability of physical infrastructure and ensure its optimal utilization?**

The University has 47 academic departments. All these departments have been provided with adequate space of class rooms, laboratories, office space, independent chambers for the teaching staff, rest rooms, etc. The administrative building, the accounts department, health centre, examination section, banks, etc., are centrally located near the central bus terminus, enabling the University community and visitors to have an easy access to them.

**a) Campus View**

The satellite image of the University campus presents its aerial layout and physical infrastructure. All the Science departments are located in the North-Western part of the campus, each with its independent building. The Social Science departments are accommodated in the centrally located majestic building 'Vidya Soudha'. The Arts Faculty departments are housed in 'Bhasha –Bhavan' and also in the *Kannada Adhyayana Peetha* in the South-Eastern part of the campus. Further, while the Physical Education department is located in the *Kreeda Bhavan* on the eastern periphery of the campus, the departments of Management Studies, Mass Communication and Journalism, Computer Science and International Diploma in Reproductive Health Management (IDIRHEM) are located in the Western part of the campus. Several Chairs (*Peethas*) established in commemoration of great Religious and Social Reformers have independent buildings. In the outer circle of the campus, hostels, residential quarters, guest houses, auditoria, play grounds, etc, are situated.

The planning for the infrastructure and its development is carried out by two separate sections, viz., the Building and Maintenance Department (Engineering section) and the Planning and Development section. While the Engineering section looks after planning, construction, renovation, repairs, and other maintenance works of the physical infrastructure, the Planning and Development section facilitates the procurement, distribution, allotment, etc., of learning resources to all the academic and administrative sections. Both these sections have their own organizational structures.

**b) Engineering Section:**

The Engineering section has three units, viz., the Civil Engineering, the Electrical Engineering and the Administrative unit. The following services are provided by this section:

1. Construction of buildings, renovation, repairs, and maintenance
2. Construction and maintenance of drainage system
3. Water and power supply and maintenance of water sources, pipe-lines, etc.,
4. Provision and maintenance of civic amenities, canteen(s), shopping centres and *janata bazaar*

The housekeeping and sanitation work have been outsourced. The workers of the agency regularly attend to this work by sweeping and mopping the corridors of the buildings twice a day, and upkeep the wash rooms at least once a day with disinfectants.

**c) Planning and Development Section:**

This section plans, procures, distributes and arranges for the optimum utilization of both the physical infrastructure and the learning resources based on the availability of funds and the requirements put forth by various departments/sections. All the furniture, fixtures, equipment are procured and supplied to the departments, besides arranging for their repairs whenever required.

**d) Optimum Utilization of the infrastructure:**

The available infrastructure, especially the physical infrastructure such as, class-rooms, conference-halls, auditoria and play grounds are utilized to an optimum level by sharing between the departments on a regular basis or during special occasions, such as the admission entrance tests; examinations; conduct of regular classes / conferences/ workshops/seminars. For instance,

- The Philosophy department has been relocated in the Swami Vivekananda Centre in order to effectively utilize the spacious centre
- The Golden Jubilee Building is a multi-purpose building used for holding Academic Council meetings. It is also used as an auditorium and as a common admission counselling centre during the PG admissions. Dr. Pavate Institute of Mathematical Sciences has been accommodated here
- Inter-departmental sharing of infrastructure is a common feature on the campus as well as in the PG centres at Haveri, Karwar and Gadag. For instance, the department of Social Work engages theory classes for its students in the *Ambedkar Bhavan*; the department of Sociology engages classes in the Gandhi Bhavan; the Commerce department engages classes in the Geology department without disturbing the academic or other programmes of the foster departments.
- The Post Graduate Gymkhana building and the contiguous play ground are used for the conduct of both sports and cultural activities, besides being the training ground for the M.P.Ed and the B.P.Ed students.
- The Academic Staff College has been facilitated with the provision of two classrooms in the *Basava Bhavan* and a computer laboratory in the *Kannada Adhyayana Peetha*.

Likewise many buildings on the campus are used for multiple purposes and thereby putting them to optimum utilization. Some of the buildings worth mentioning are,

- In the main building *Vidya-Soudha*, the Internet Control Room, Finance Section, Senate Hall are accommodated besides the Social Sciences, Commerce, and English departments. The space under the stairs of every landing space of this building is converted into store rooms and allotted to the engineering section to store their materials. Of these rooms, one is used by the painter attached to this section.
- The Post Office, the department of Ancient Indian History and Epigraphy, the Office of the Director, University National Service Scheme, the Research Centre for Women's Studies, the Credit Cooperative Society of the Employees of the University, are clustered in one building situated near the central bus terminus.
- The Student Home situated a few metres away from the post office building accommodates the Central Computer Centre, the Office of the Director, Student Welfare, the Academic Staff College and students' lounge on the ground floor. The University Employment Information and Guidance Bureau and the Equal Opportunities Cell are also housed on the first floor of this building.
- The R.C.Hiremath *Kannada Adhyayana Peetha* building has accommodated the departments of Kannada, Marathi, Sanskrit and Folklore. The '*Vishwa Chetana*' Cultural Hall-cum-auditorium and the Computer Laboratory of the Academic Staff College are also located in this building.
- The *Bhasha Bhavan* similarly accommodates, besides the departments of Hindi, Urdu-Persian and Foreign languages, a Language Laboratory and the department of Electronic Media.
- A portion of the Printing Press building has been allotted to the departments of Music and Yoga Studies.

**4.1.2. Does the university have a policy for the creation and enhancement of infrastructure in order to promote a good teaching-learning environment? If yes, mention a few recent initiatives.**

The creation and enhancement of infrastructure to promote a good teaching-learning environment, is generally based on the needs of the departments and the funds received from the funding agencies. In the last five years several new buildings have been constructed for the new courses introduced, For example,

- Master of Tourism Administration (MTA) building at Karnatak College Campus
- First Floor of Microbiology and Biotechnology department at Karnatak University Campus
- First Floor of *Bhasha Bhavan* Building

The funds received from the University Grants Commission (UGC), DBT and the department of Social Welfare have been used for the construction of Guest House for the Academic Staff College, Social Sciences Block, Building for 'Integrated Programme on Life Sciences' and Hostel for SC/ST boys. Some of these buildings have already been completed and are in use. The University has been accorded a UPE status by the UGC, with a sizable allocation of funds for infrastructure development. The same is being utilized for renovating, upgrading, rewiring and for electrical fixtures of the students' hostels and other buildings. The campus beautification by laying pavers, widening the roads, laying footpaths, fixing chain-link fencing to gardens of main buildings, school and sports ground is also being done with these funds. Besides, wherever necessary, the provision for construction of buildings and other learning resources have been made in all the departments. The Planning and Development section calls for indents from all the academic departments about their

requirements and places the same before the committees constituted for the purpose of procuring and allocating the resources. The resources are distributed to the departments as per the priority list prepared by them. Following are some of the initiatives taken in the past five years,

- All the departments have been provided with adequate number of computers, with uninterrupted Power Supply (UPS) devices, printers, etc.
- The class rooms of the departments have been provided with LCDs to make the teaching-learning more effective
- Based on the need and utility, Smart Boards have been installed in the departments on priority basis
- To facilitate comfortable seating in the class rooms, all the departments have been provided with modern desks and chairs
- A separate Academic Portal has been launched, wherein the teachers are encouraged to upload their lecture notes well in advance to promote e-learning
- There is a plan to create independent web-portal for every teacher to facilitate to upload their research findings and other academic information worth mentioning

In addition to the enhancement of infrastructure in the departments, a common computer and e-learning centre has been established with 40 terminals, Internet facility, printers, etc., in centrally located 'Student Home' on the campus to cater to the ever growing needs of the students. These services are provided to the students at nominal fees.

#### **4.1.3. How does the university create conducive physical ambience for the faculty in terms of adequate research laboratories, computing facilities, and allied services?**

##### **a) Research Laboratories**

All the Science departments have well-established independent buildings with adequate space and provision for research laboratories - both common laboratories for the post graduate students and independent laboratories for each teacher - in their respective premises. Following are some of the facilities which have been provided,

- All the teachers in the Science Faculty have been provided with independent space for setting up their research laboratories to carry out independent research work:
- For all the Science departments, provision is made in the annual budget for maintenance of laboratories, to procure chemicals and equipments.
- All the Science departments have major research projects such as DST-FIST, UGC-SAP, DSA and CAS. The research grants received under these projects are apportioned between the teacher-research partners. Nonetheless, the equipments procured under these projects are also kept in a common place for all to access and use them.
- The University has liberalized the procedures for the utilization of research grants by adopting common Research and Development guidelines in this regard
- The Planning and Development section plays an important role in facilitating the procurement of necessary furniture, equipments and fixtures on the request of the departments by constituting committees, convening meetings and executing the decisions
- The University has always been encouraging to start skill-based, employment potential courses by supporting them with all the requisite infrastructure and

equipments. For e.g., the department of Mass Communication and Journalism and Electronic Media have been provided with an Educational Multi-media Centre with latest equipments in *Bhasha-Bhavan*. Two language laboratories have been provided one each in the *Bhasha-Bhavan* and in the department of English. The need-based laboratories in various disciplines across the Faculties have been established to provide effective inputs to the students pursuing these courses.

### **b) Computer Facilities**

All the departments in the Faculty of Science and some departments in the Faculties of Social Sciences, Arts, Commerce, Management, Law and Education have computer laboratories. The departments of Management Studies, Mass Communication and Journalism, Computer Science, Library and Information Science, Economics, Political Science, Statistics, Mathematics, Commerce, Sociology, Law, Education, Kannada Studies and Sanskrit have been provided with Computer laboratories. All the members of the teaching faculty have been given Laptops as well as Desktop Computers. The Science Laboratories and the USIC are well connected with computers. In the Central library, computers have been provided exclusively for students.

The students are provided with adequate computing facilities through the Central Computer Centre at Student Home. The Academic Staff College also has a separate Computer Laboratory to train the teachers attending Refresher Courses and Orientation courses.

All the administrative wings as well as other Offices/Sections, various cells, printing press, publication section, health centre and sports section are provided with computers. The Examination section has a well established Computer Centre which facilitates all the announcements pertaining to examinations and results.

For the maintenance and coordination of computing services, the University has created a separate IT section with a Director and three Service Engineers. They handle any issue related to monitoring and repairing of the systems and their accessories like back-up batteries and UPS.

### **c) Allied Services and Programmes**

In addition to the scientific equipments available in the individual departments, an independent “**University Scientific Instrumentation Centre**” (USIC) has been established to provide a centralised forefront scientific equipments section, as common pool to all the researchers on the campus. This Centre is headed by a Director who looks after the planning, drawing proposals and procuring advanced scientific instruments/equipments through the financial support of the UGC, DST and other funding bodies. The centre has adequate supporting technical staff and local need-based committee to facilitate its functioning. A considerable research output of the faculty and students have enabled the University to gain recognition under the prestigious *Promotion of University Research and Scientific Excellence (PURSE)* programme of the UGC. The equipments and instruments procured under this programme are also kept in the USIC. Thus the centre has many valuable and advanced instruments next only to the Indian Institute of Science, Bangalore. This has made the centre most-sought-after centre by the researchers within Karnataka and neighbouring states. The Director and the technical staff provide all necessary assistance to researchers to the optimum whenever it is sought.

**c) Central Workshop**

It provides services for repairs of various kinds. The jobs executed include, repairs of instruments, metal-ware, glassware, designing and fabricating grills and chain link fence bars, etc. The workshop also serves the departments in renovating the laboratories, rooms, erecting partitions and creating temporary structures as per the need.

**d) Printing Press**

The Printing press is equipped with modern machines and it caters to all the printing work of the University like printing the journals of different Faculties, special lectures, extension lectures and books. It also undertakes the printing of application forms, various formats, note sheets, attendance sheets, syllabi of various disciplines, invitation cards and calendars. The study material required for the School of Correspondence Education is also printed by the press.

**e) Publication Division**

The Publication division undertakes publishing of three refereed journals, one each in Science and Technology, Social Sciences and Arts Faculties. In addition exclusive journal entitled 'Vidyarthi Bharati' is published to provide an opportunity to the research scholars and students to publish their articles. The publication division also brings out books and reports. It organizes extension lectures in various places including rural areas to reach-out to the unreached to disseminate information about the advancements in science, social sciences and arts as well as the knowledge produced through research in the University.

**f) The Programme in the Offing:**

Based on the quality research output and the publications, the Department of Science and Technology (DST), Government of India, has selected Karnatak University as a potential place for the establishment of "Sophisticated Analytical Instrumentation Facility" (SAIF). Under this scheme, the University is going to receive the proposed equipment grant to the tune of Rs. 5 crores. The University is also proposing to procure major equipments such as, high resolution Scanning Electron Microscope (SEM), 400 MHz, Nuclear Magnetic Resonance (NMR) and a high-end Powder X-ray Diffract Meter, under this grant. These facilities will cater to the needs of all the researchers on the campus as well as in this region.

**4.1.4. Has the university provided all departments with facilities like office room, common room, and separate rest rooms for women students and staff?**

All the departments have independent office rooms. Science departments have independent buildings with separate wash rooms, rest rooms for males and females. However, wherever the departments are clustered and housed in one building, common facilities separately for males and females, legibly superscribed, are provided on every floor of the building. These are maintained twice a day by the sanitary contractor to whom the work is outsourced.



**4.1.5. How does the university ensure that the infrastructure facilities are disabled- friendly?**

Some buildings are provided with ramps at the entrance level for the benefit of the differently-abled. The main building ‘Vidya Soudha’ has an elevator to go to the 1<sup>st</sup> and 2<sup>nd</sup> floors. The rest rooms are provided with western toilets.

**4.1.6. How does the university cater to the requirements of residential students? Give details of:**

**a) Capacity of the hostels and occupancy (to be given separately for men and women)**

There are nine hostels on the campus- 4 for female and 5 for male students. They are designed to provide an ideal environment for academic pursuits. A proper ambience is maintained so as to inspire students to enjoy their stay without any hassles of accommodation. Following are the details about the facilities available in the hostels,

- Each department and course is allotted with designated number of seats in the hostels. The students are required to submit their requisition to their respective department soon after seeking admission. The allocation of accommodation is made on merit-cum-roster rules set by the University. All the occupants are provided with adequately furnished accommodation.

**Table-4.1: Details of Capacity and Occupancy in each Hostel**

<b>Names of the Girls’ Hostels</b>	<b>Total No. of Rooms</b>	<b>Capacity of each room</b>	<b>No. of inmates accommodated</b>
Akkamahadevi	70	03	210
Working Women’s	78	03	234
Rani channamma	78	03	234
Saraswati	33	03	99
Netravati PGCentre, Karwar	13	02	26
<b>Names of the Boys’ Hostels</b>	<b>Total No. of Rooms</b>	<b>Capacity of each room</b>	<b>No. of inmates accommodated</b>
Nijalingappa	150	02	300
Shalmala	130	02	160
Bheema	35	01	35
New PG Hostel (Social Welfare Dept’s hostel)	33	03	99
Malaprabha	83	02	166
Kali, Karwar PG Centre	12	02	24
SC/ST Hostel, Haveri	15	04	60

More Hostels are under construction for the benefits of the students.

**Administration of the Hostels:** All the hostels are managed by wardens. The Director, Student Welfare oversees the work to whom the wardens report.

**b) Recreational facilities in hostels such as, gymnasium, yoga centre, etc.:**

- All the hostels are provided with a prayer-cum-recreation hall. A Television is installed in this hall for recreating and refreshing the inmates. The hostels are

provided with daily newspapers for the benefit of the inmates. Two of the Ladies' hostels have reading rooms, a small library and a meditation hall. The hostel inmates can access the gymnasium, the indoor recreation hall, the yoga centre, the Personality development and skill training centre at the Swami Vivekananda Centre. All these facilities are located at a distance less than half a kilometre. Further, all the ladies' hostels have mess facility. The Bheema hostel on the campus is a kitchenette hostel, where provision is made for the students to cook their own food. One of the hostel for males and four hostels for females have been provided with water purification plants. There is a plan to extend this facility to the other hostels shortly. All the hostels have been provided with solar-water heaters to not only provide hot water to the inmates but also to conserve energy.

**c) Broadband connectivity/ Wi-Fi facility in hostels:**

- This facility is made available all over the campus.
- In some of the hostels, **environment friendly practices** such as rainwater harvesting, going green by growing plants and keeping the hostel surroundings clean and plastic free have been adopted.

**4.1.7. Does the University offer medical facilities for its students and teaching and non-teaching staff living on campus?**

The University Health Centre (UHC) is a centrally located health facility on the campus. It caters to the health care/medical assistance for all-including the family members of the employees of the University. Right from its inception, comprehensive health care - both curative and preventive - is provided under one roof. The Chief Medical Officer - Head of the UHC - and the Resident Medical Officer provide primary health care. The consultants and specialists visit the centre on designated days once in a week to provide specialist treatments. Routine tests are performed in the laboratory and referrals are made for specialized/advanced tests to higher medical centres. Medicines are provided free of cost at the UHC. The University also has made provision for the reimbursement of medical expenses of the permanent employees. One ambulance service is available round the clock to attend to the emergencies. The working hours of the UHC are from 9.00 am to 12.00 Noon and from 4.00 pm to 6.00 pm on all working days.

**4.1.8 What special facilities are available on campus to promote students' interest in sports and cultural events/activities?**

**Encouragement for sports activities**

A well maintained sports section with outdoor and indoor stadia inspires young and the old to take to sports. The outdoor stadium has a pavilion and an open gallery with a seating capacity of about 1500 spectators. The multipurpose ground consists of a 400mts. running track, jumping pits and throwers' ring, etc. Besides, there are two courts each for tennis, basket ball and volley ball and one each for *Kabaddi* and *kho-kho*. The gymnasium is equipped with latest equipments with separate timings for males and females.

Several incentives to outstanding sportspersons in the form of Blazers, Crest, Cash Awards, Golden Jubilee Sports Scholarships, and Vice-chancellor's Cash Prize Award are given under the student benefit schemes. Cash awards as incentives are also given to the students showing excellence in NSS and NCC by participating in the Republic-Day parades and National level Adventure Camps.

### **Encouragement for cultural activities**

The PG Gymkhana is a students' organization. It conducts several inter-departmental cultural and sports competitions. Under the aegis of the Director Student Welfare, Inter-Collegiate, Zonal and Inter-Zonal youth festivals and cultural competitions are organized. The students are encouraged to participate in such events by granting them attendance for classes during that period. Those of the students who get selected to participate in the national level Inter University Youth Festival are given a Blazer and the Crest, apart from bearing their expenses of travel and stay. Prize winners at the South-Zone inter University Youth Festival and at the National Level Inter University Youth Festival competitions are felicitated by the Vice-Chancellor.

A number of well-equipped auditoria on the campus enthrust students to organize and participate in several curricular, co-curricular and extra-curricular activities. Almost at every strategic point there are well equipped auditoria. The Gandhi Bhavan is one such open - air auditorium used for annual convocation of the University, besides, the youth festivals and other cultural activities. The *Vishwa Chetana* Cultural Hall in the *Kannada Adhyayana Peetha* is used for music concerts, debate competitions and special lectures.

The Golden Jubilee, *Manasollasa* Auditoria and the Senate Hall are used for conducting academic deliberations as well as cultural concerts. Some of the auditoria of the PG Departments worth mentioning are,

- Multipurpose Seminar/Recreation Hall of KIMS
- Kanaka Peetha Auditorium
- Prof. Siddappa Auditorium Hall in Chemistry department
- Prof. S. Chandrasekhar Hall in Physics department
- Prof. M.S. Sadashivaiah Auditorium in Geology
- Gymkhana Hall (Sports-Indoor Games and Recreation)

### **Innovative Action Proposed**

Recently, a decision has been taken and an ordinance to this effect has already been submitted to the Government to award grace marks to students participating in sports/cultural events at different levels.

To promote interest in sports, infrastructure is being improved. Already an Indoor Stadium of International Standards, a Skating Ring, and a Synthetic court for tennis have been sanctioned, besides the renovation of the pavilion and the spectators' gallery.

## **4.2. LIBRARY AS A LEARNING RESOURCE**

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

The University Library is guided by a Statutory Committee called Library Advisory Board (LAB). This board is headed by the Vice-Chancellor with nine nominated members and the University Librarian as the Member Secretary. There are specified functions for the LAB as a statutory body. It mainly serves as an Advisory Board directing the Librarian in Budget planning, allocation of funds for purchasing/

subscribing the information resources of all kinds in emerging areas of studies. In addition, it helps in planning the manpower requirement and recruitment of the same.

Over the past five years, the University Library has been in the forefront by establishing a full-fledged campus-wide network using OFC (Optical Fibre Cable) to access the digital information resources. Developing necessary ICT infrastructure and the construction of an annexe to the building (New Journal Section) are some of the significant initiatives taken on the recommendation of the Library Advisory Board.

#### 4.2.2. Provide details of the following:

- Total area of the library (in Sq. Mts.) : 4030 sq. mtrs.
- Total seating capacity : 300 Seats
- Working hours (on working days, on holidays, before examination, during examination, during vacation)
  - On working days : 8-00 am to 8-00 pm
  - On holidays : 10-30 am to 6-00 pm
  - Before and During examination : 8-00 am to 8-00 pm
  - During vacation : 10-30 am to 6-00 pm
  - Layout of the library (individual reading carrels, lounge area for browsing and relaxed reading, IT zone for accessing e-resources)
    - Individual reading carrels : 20
    - Lounge area for browsing : 4
    - Reference Section at ground floor
    - Mezzanine Section
    - 1<sup>st</sup> Floor stack area
    - 2<sup>nd</sup> Floor Stack area
    - Lounge area for relaxed reading : 4
    - Ground floor area
    - Second floor area
    - U N Deposit Area
    - Rare Book Unit
    - IT Zone for accessing e-resources : 2
    - Library Computer Centre
    - Internet Browsing Section
    - Clear and prominent display of floor plan; adequate sign boards; fire alarm; access to differently-abled users and mode of access to collection
    - Floor plan is displayed in three prominent places.
    - Library entrance hall
    - Library corridor
    - Ground floor reference section
    - Sign boards
    - Adequate number of sign boards are displayed at appropriate places
    - Fire extinguishers are located in all strategic positions
    - Access to differently-abled persons and mode of access through,
      - Ramps at the entrance of the library
      - Wheel chair for critically disabled
      - Separate provisions for reading purpose

- Moderate arrangement is made by procuring computers with useful software and exclusively trained professional staff is deployed to facilitate differently-abled users to make use of the available library resources.

#### 4.2.3. Give details of the library holdings:

a) **Print (books, back volumes and theses) : 3,90,436**

b) **Average number of books added during the last three years**

2010-11 : 747

2011-12 : 3250

2012-13 : 2398

Average number of books added : 2132

c) **Non Print (Microfiche, AV) Video Cassettes : 199**

d) **Electronic resources**

- E-Journals 8500 under UGC INFONET programme
- E-books - 306
- CD ROM - 781

e) **Special collections (e.g. textbooks, reference books, standards, patents)**

- Textbooks
- Reference books
- UNO Publications
- Rare books
- Manuscripts
- Collection on great personalities
- Reports etc.

#### 4.2.4. What tools does the library deploy to provide access to the collection?

- **OPAC**

- Ten computer terminals exclusively provided for OPAC to the users
- OPAC contains Bibliographic descriptions of the following materials
- Books
- Back volumes of journals
- Current Journals
- Rare books
- Open source websites
- Apart from OPAC Library Catalogue (Card form)
- Printed Book Catalogue (for theses)
- Catalogue of dictionaries and encyclopaedias

- **Electronic Resource Management package for e-journals;**

- UGC INFONET Digital library consortia

- **Federated searching tools to search articles in multiple databases**

- J-Gate
- Web of Science
- Science Direct
- Fedegate

- **Library Website**

- Prof. S.S. Basavanal Library is having its own website and can be accessed under URL:<[kudlibrary.org](http://kudlibrary.org)>

This website contains

- A brief profile of University Library, library rules, library collections, library services, details of staff, location of various sections, instructions to how to use the library
- **In-house/remote access to e-publications**
- Recent additions
- E-alerts
- Library Email forum
- Remote access from distant libraries (ISEC Library Bangalore)

#### **4.2.5 To what extent is ICT deployed in the library? Give details with regard to;**

- **Library automation**
  - Library is moderately Automated
  - Creation of Databases
  - Database of Books
  - Back Volumes of Journals
  - Rare Book Materials
  - Database of Theses
  - UNO Documents
  - Open Source Resources
  - Book Acquisition
  - Journal Subscription
  - Office Administration
  - **Total number of computers for public access**
  - Ten computer terminals are provided for access to e-resources at University library and forty terminals are provided in the University central computer facility at student home for accessing the e-resources.
  - **Total numbers of printers for public access**
  - Two printers are provided for users in the University Library and four printers are provided in the central computer facility at student home.
  - **Internet bandwidth speed (2 MBPS 10 MBPS 1 GBPS)**
  - One GBPS bandwidth under the provision of NKN
  - **Institutional Repository**
  - An agreement has been made with the Institute for Social Economic Change, Bangalore for digitization of rare and valuable books/reports and both libraries can mutually access them.
  - National Science Academy, New Delhi
  - NISCAIR, New Delhi
  - **Content management system for e-learning**  
Nil
  - **Participation in resource sharing networks/consortia (like INFLIBNET)**
  - UGC – INFLIBNET
  - TISS Library, Mumbai
  - IGIDR Library, Mumbai
  - IIT Library, Mumbai
  - TIFR Library, Mumbai
  - IISC Library, Bangalore
  - Raman Research Institute Library, Bangalore
  - UAS Library, Dharwad
- 
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- UAS Library, Bangalore

#### 4.2.6. Provide details (per month) with regard to

- **Average number of walk-ins** : 13413.13
- **Average number of books issued/returned** : 46743
- **Ratio of library books to students enrolled** : 100:29/ 3.5:1
- Average number of books added during the last four years (per month) – 48.91
 

2009-2010	:	2995
2010-2011	:	747
2011-2012	:	3250
2012-2013	:	2398
- Average number of books added (per year) : 2348
- **Average number of login to OPAC** : 5917.5
- **Average number of login to e-resources** : 2353.5
- **Average number of e-resources downloaded/printed** : 245.3
- **Number of IT (Information Technology) literacy trainings organized** : 15

#### 4.2.7 Give details of specialized services provided by the library with regard to

- **Manuscripts**
- As it is, the manuscripts collection is maintained in a separate library at the department of Kannada studies. The process of digitization is undertaken with a special funding from Government of Karnataka, apart from the compilation of descriptive catalogue of manuscripts (in the card form).
- **Reference**
- Reference service is provided through the reference desk. Short-range and long-range reference services are provided within a minimum possible time. In addition, telephonic reference service and referral service are offered. Above all, reference desk in-charge is also taking care of reference enquiries through e-mails.
- **Reprography**
- Reprography service is outsourced. To provide quick service, provision is made to install the heavy duty Xerox machine by the private vendor inside the library.
- **Inter-library Loan Service**
- Since the inception of University Library, inter-library loan service is systematically provided by having common understanding between and among the libraries in and outside the state.
- **Information Deployment and Notification**
- Electronic display boards
- Library E-mail forum
- Displaying on the conventional notice board
- Messengers through printed circulars and notices
- **OPACS**
- The Library OPAC also includes, as a special case the list of open source websites, UNO documents, back volumes of periodicals, rare books etc.
- **Internet Access**
- Library has **WiFi** connectivity
- A separate Internet browsing space with ten terminals supported by 10 KV-UPS.

- In addition to the library computer centre, the University central computer facility provides access to the Internet under the direct Supervision of the Deputy Librarian.
- **Downloads**
- It is noted that there is heavy download of information by the user-community through the computers connected in their laboratories, work-stations and research centres along with the University Library computer and University Central Computer facility.
- **Print-outs**
- Fairly increasing number of print-outs from the machines connected to printers of different locations with nominal charges.
- The University library has the mechanism to calculate the down-loads as well as print-outs by using very sophisticated software package and security measures.
- **Reading list/Bibliography compilation**
- Even though the Internet and www has captured the attention of users, majority of the users still demand for bibliography and reading lists. The Library on an average provides 10 – 15 such reading lists/bibliographies to the researchers, M.Phil. Students and teachers.
- **In-house/remote access to e-resources**
- Recent additions
- E-alerts
- Email forums
- Remote access from distant libraries (ISEC Library, Bangalore)
- **User Orientation**
- During the last four years, the University library has organized 15 I.T. based orientation programmes to the users.
- **Assistance in searching Databases**
- Professionally trained library personnel are available to guide how to use the database of INFLIBNET service, especially e-Journals, e-books, e-theses and e-bibliographic databases.
- **INFLIBNET/IUC facilities**
- The University library is a member of UGC-INFLIBNET since its establishment. Presently the major facilities from the UGC-INFLIBNET are UGC-INFONET e-journals access facility (8500 e-journals), *Shodhganga*, *Shodhgangotri*, INDCAT etc.

#### **4.2.8. Provide details of the annual library budget and the amount spent for purchasing new books and journals.**

The University library has budget provisions from UGC, NBHM, SAP, etc. It varies from year to year. During last three years, budget for books has been Rs.26,00,000 and for subscribing journal, it is Rs. 40,00,000/-

#### **4.2.9. What initiatives has the University taken to make the library a ‘happening place’ on campus?**

- Continuous orientation to the fresh readers is a common feature
  - Library notice-boards always display the important notifications of all the University activities
  - Periodically ‘book discussions’ are arranged
  - New arrivals display is the most attractive spot in the library
- 
-

- UNO depository centre always puts on displaying the latest publications of the various organs of UNO
- Fairly functional Wi-Fi facility is available in and around library
- A useful green library garden has been developed to attract the users with inspiring ambience. The newly constructed pergola arrangement encourages users to have their academic deliberations and also to have relaxed reading.
- The canteen attached to the library enables the users to have quick but tasty refreshments to get refreshed for continuous reading.
- Multimedia collection has greatly impacted users to make a compulsory visit to the library.
- Library facilitates meeting and interaction of students with teachers, research guides and other experts.

**4.2.10. What are the strategies used by the library to collect feedback from its users? How is the feedback analysed and used for the improvement of the library services?**

During the regular orientation on information resource (e-resources) awareness programmes, the users are given questionnaires asking for their feedback and the same is analysed and the outcome is thoroughly discussed to take appropriate steps to improve the services. Suggestion boxes are kept in the library at the strategic points and the suggestions given are analysed once in a month and suitable steps are taken. The comments and suggestions entered in the Visitors' book provide useful feedback for consideration.

- The library staff takes note of the results of the survey of 'use study' and 'user study' conducted by the MLISc/M.Phil./Ph.D. students of the department of Library and Information Science for understanding and improving the library services.
- While rendering the reference service, the interaction between the staff who work at the reference desk and user community goes a long way in assessing the collections/services and infrastructure facilities.

**4.2.11. List the efforts made towards the infrastructural development of the library in the last four years;**

- CC TV installation in all the strategic points of the library
- Developing the green garden covered with chain-link fencing
- Pergola construction and comfortable sitting arrangements to promote interaction, discussions and healthy friendship.
- 10 KV UPS connection to support an uninterrupted power supply
- Library wide WiFi facility
- Information security measures to prevent the access to unwanted information/websites.
- Electronic display board
- Building expansion programme for developing the Digital Library Resource Centre (DLRC) and 24x7 reading room facility.
- A separate provision for well-furnished multimedia auditorium.
- Imposing front elevation at the entrance
- Provision for safe-drinking water facility
- Adoption of KOHA open source library software

### 4.3. IT INFRASTRUCTURE:

#### 4.3.1 Does the University have a comprehensive IT policy with regard to:

The University has prepared a comprehensive IT Policy and it is in operation.

Listed below are the components forming part of IT policy,

- **IT Service Management:** The entire operation of IT Service Management is done through IT Section with the help of two computer service engineers, one network engineer, one UPS/Inverter Engineer.

The services are provided in two modes,

- i) Servicing the equipments and the operations by visiting the sections/units with a specific schedule.
- ii) On Demand Service: This is done when there are requests or complaints made by the respective departments/sections/units. The IT Section is headed by a Director, who is in-charge of the section.

- **Information Security:**

Cyberoam Unified Threat Management system is installed to have a safe information security. This system also monitors antivirus, intrusion and possible cyber attacks.

- **Network Security:**

The network security is well maintained by assigning each user with username and password.

- **Risk Management :**

The task of risk management is outsourced to a private firm which takes care of managing the critical risk events by entering into an AMC.

- **Software Asset Management:** All useful and essential software are installed in a centralized server through which any user can log-in by entering username and password.

#### The list of softwares in the IT Section

- 1) Macromedia Studio with single user license
- 2) Microsoft Windows 2003 server with 20 users license
- 3) MS Office 2007 with 20 users license
- 4) SigmaPlot 11
- 5) Gaussian 03W, Academic site license
- 6) Mathematica Software 7.0, five users
- 7) ArcGIS (ArcView 9.3), 5 users
- 8) SPSS Base-17.0, twenty users
- 9) Origin-8, 5 users
- 10) Matlab
- 11) Labview 8.6 version

- **Open Source Resources:** The University library has created a separate portal of open sources available and useful for teaching, learning and research. The system has 1Gbps bandwidth capacity to access the open source from anywhere within the campus.

- **Green Computing:** The IT policy has clear-cut direction to make use of unused and less used equipments to be used by other offices, sections and units. The e-waste is systematically scrutinized and whatever parts of the computer are good in condition are repaired by trained technicians and given to the needy section. Whenever high configuration systems are procured under various projects and programmes, the older systems are passed on to sections where they can be properly utilized. Sometimes, the University disposes of the old systems under buyback scheme. The expired batteries/electronic equipments are normally disposed-off under rate-contract procedures.

#### 4.3.2. Give details of the university's computing facilities i.e., hardware and software.

- **Number of systems with individual configurations**

Number of Desktop computers (Accessible to students)	:	611
Laptops (For teachers)	:	315
<b>Printers</b>		
Inkjet	:	8
Laser	:	116
Dot Matrix	:	29
UPS Online	:	140
Offline	:	17

- **Computer:**

**Student Ratio - 1: 7**

- **Dedicated Computing facility**

This facility is made available at two places wherein all the students, researchers, teachers and staff are free to access the facilities.

1. The Central Computing Facility located at Student Home with two servers and forty terminals with 20 hours stand-alone UPS systems.
2. The University library with 20 computer supported by 20KV UPS.

- **LAN Facility**

A 6kms long OFC is laid to connect the departments, sections, hostels and the guesthouses. The layout map of campus LAN is ready for reference.

- **Proprietary software**

The IT Policy document clearly stipulates the use of legal soft-wares only. Accordingly, selected educational softwares are installed in the systems. The University IT Centre is not responsible for using any illegal version/software other than those installed in the system.

- **Number of Nodes / Computers with Internet Facility**

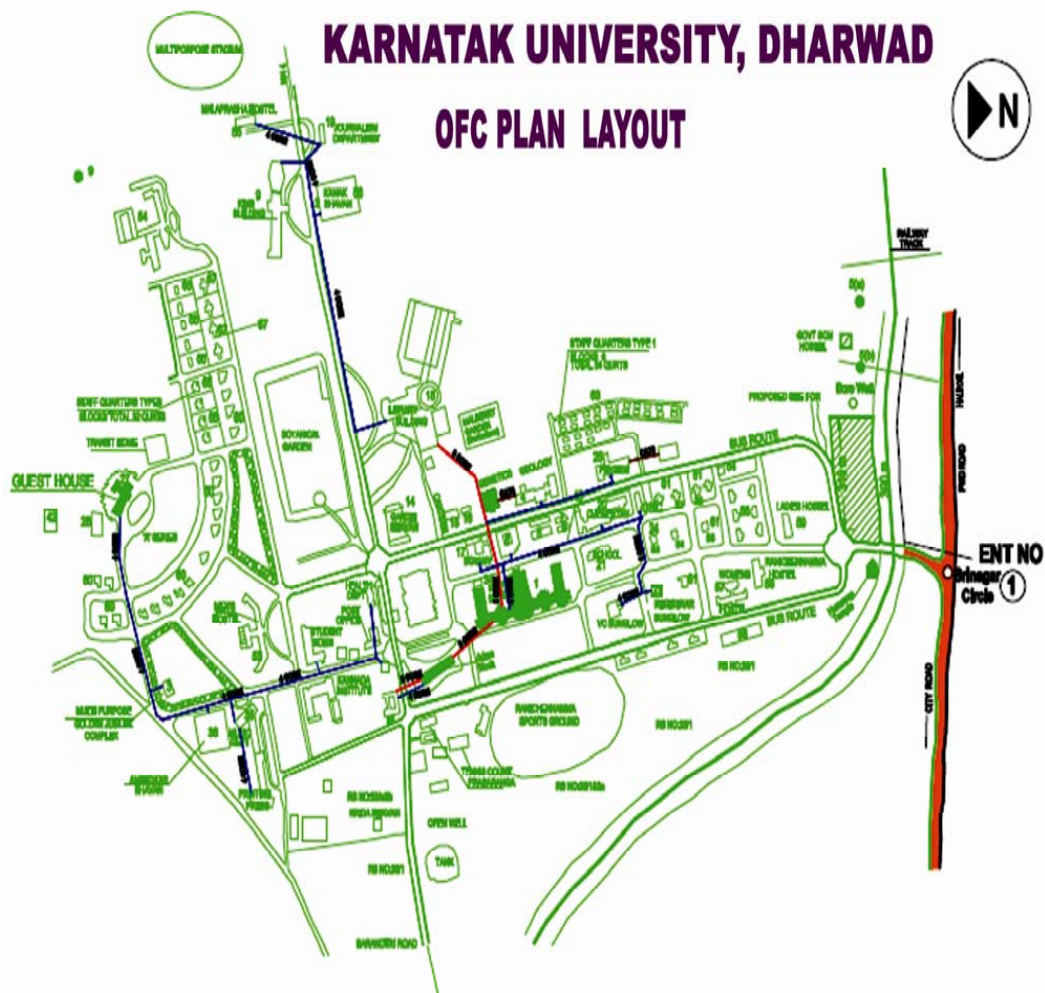
All the 611 computers are connected to campus backbone network. The **Wi-Fi** facility is made available all over the campus.

- **Any other (please specify)**

It is planned to renovate the Network Management Systems to regulate **Wi-Fi** operations in the due course of time.



**Table-4.2: OFC Plan Layout of Karnatak University, Dharwad**



Legend			
1.	Main Building	35	Printing Press
2.	Kanaka Peetha	36	Ambedkar Bhavan
3.	Golden Jubilee Building	37	Post office
4.	Department of Geology	38	Health Centre
5.	Workshop	39	Syndicate Bank
6.	Department of Microbiology	40	Coffee House
7.	Department of Biotechnology	41	Xerox Centre
8.	Department of Zoology	42	Water Tank
9.	Kousali Institute of Management Studies	43	Swimming Pool
10.	Publication Department (Prasaranga)	44	Tennis Court
11.	Department of Physical Education	45	Sump
12.	Silver Jubilee Building	46	Shop
13.	Administrative Building	47	Bus stop
14.	Gandhi Bhavan	48	Milk Parlour
15.	Canteen	49	Septic Tank
16.	Janata Bazaar	50	Sericulture Farm
17.	Department of Botany	51	PG Hostel
18.	Library Building	52	Bheema Hostel
19.	Department of Mass Communication and Journalism	53	NIJalingappa Hostel
20.	Department of Chemistry	54	Shalmala Hostel
21.	Primary School	55	Malaprabha Hostel
22.	Vice-Chancellor's Residence	56	Working Women's Hostel
23.	Registrar's Residence	57	Akkamahadevi Hostel
24.	Account Superintendent Residence	58	Rani Chennamma Hostel
25.	Department of Physics	59	Sarswati Hostel
26.	Old Guest House	60	Type – A quarters
27.	New Guest House	61	Type – B quarters
28.	Union Building	62	Type – D quarters
29.	Faculty Club	63	Type – E quarters
30.	Student Home	64	Type – P quarters
31.	Examination Section (Vishwachetana)	65	Type – F quarters
32.	Building and Maintenance Department	66	Type – S quarters
33.	Police out-post and Forest Department	67	Type – T quarters
34.	Kannada Research Institute		



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

An organized plan of action is being followed by the University in deploying and upgrading of IT infrastructure. The Planning and Development Section collects the indents/requirements from the respective departments, centres and sections both for upgrading and deploying. After completion of the purchase formalities the equipments are supplied to concerned sections and installed. The Planning and Development Section monitors the up-gradation and deployment till the warranty period expires. The IT Section comes into the picture in post-warranty period and monitors the smooth functioning of the system.

**4.3.4. Give details on access to on-line teaching and learning resources and other knowledge and information database/packages provided to the staff and students for quality teaching, learning and research.**

The University has provided laptops to all the teaching faculty. Fairly adequate desktop systems have been provided to all the departments, especially to the classrooms. The campus network facility enables teachers, researchers and students to have instant access to all the e-journals and databases of the UGC-INFONET Digital Library Consortium. Access is also provided to browse and download the open source e-books, e-theses and some of the scholarly reports. The University website <[www.kud.ac.in](http://www.kud.ac.in)> links to library website, academic websites and other University related information.

Provision is made through an exclusively designed website <[www.kudacademics.org](http://www.kudacademics.org)> through which faculty members can upload their profile, their class lectures, notes, presentations to enable the student to access them for their learning. Further, the teachers can also upload their publications and also the other publications of their interest. This would facilitate both the research scholars and students to get the additional material for their study and reference.

**4.3.5. How does the University address issues such as authenticity and copyright with regard to online resources that lie outside the university?**

The University has introduced a checking mechanism whereby authentication and copyright aspects are strictly observed. In case of access/download/printing of the subscribed resources, it is automatically controlled by the consortium. The firewall system installed in the University campus network discourages the non-academic use of internet

**4.3.6. What are the new technologies deployed by the university in enhancing student learning and evaluation during the last four years and how do they meet new / future challenges?**

The University has provided ample facilities for the learning process to the students by way of central computer facility, smart classrooms and academic website. The teachers are constantly encourage to be student-friendly and offer student-centric learning facility. Each department has adequate infrastructure to download important lectures, presentations, demonstrations and powerpoint presentations and use them as and when situation demands. During past four years, the process of teaching and learning has made a visible progress in deploying relevant technologies and monitoring them strategically.

**4.3.7. What are the IT facilities available to individual teachers for effective teaching and quality research?**

The desktop computers to individual teachers with Internet and UPS facilities and campus network have enabled them to access the world of electronic information sources. In recent years, every teacher has been provided with a laptop and technical support to upload the teaching material related to his/her subject. Campus-wide Wi-Fi connectivity is extended to facilitate the teachers to explore the internet.

**4.3.8. Give details of ICT-enabled classrooms/learning spaces available within the university? How are they utilized for enhancing the quality of teaching and learning?**

Over the years, the classrooms are well furnished with ICT facilities. Autonomy is given to teachers to deliver effective lectures by making use of both traditional and modern teaching aids. All classrooms are provided with OHP, LCD projectors with internet connectivity and in some classrooms, particularly in the newly emerging areas, smart interactive board facilities have been provided. These facilities have resulted in effective interaction of teachers with students, which in turn has enabled the students in developing an aptitude for research. Eventually, students have begun showing keen interest in understanding presentations and have been using multimedia and online interactive communication facility to their advantage.

**4.3.9. How are the faculty assisted in preparing computer- aided teaching-learning materials? What are the facilities available in the university for such initiatives?**

The University has taken measures to equip the teachers through different training programmes, particularly in computer-aided teaching-learning skills. With the induction of campus network and Wi-Fi connectivity, the teachers are developing their own teaching material and transfer them to their students through the assistance of computer and other electronic gadgets. A special wing of IT Section of the University assists the teachers in uploading their lessons in the form of text, notes and presentations in the University's academic portal.

**4.3.10. How are the computers and their accessories maintained?**

The University has AMC in certain sections where risk management is involved, such as examination section, finance section and website monitoring section. In addition to this, the IT Section is equipped with trained personnel who attend to the maintenance and repair of computers/ accessories as and when they are required. It also has a schedule of routine-checking of computer systems and accessories.

**4.3.11 Does the university avail of the National Knowledge Network (NKN) connectivity? If so, what are the services availed of?**

The University is a part of National Knowledge Network of the MHRD through which University has been able to get access to 1 Gbps internet connectivity.

**4.3.12. Does the university avail of web resources such as Wikipedia, dictionary and other education enhancing resources? What are its policies in this regard?**

The users are not restricted to access the Wikipedia, dictionary and other educational resources but the University does not take any responsibility as far as authentication of consulting such information resources are concerned.

**4.3.13. Provide details on the provision made in the annual budget for the update, deployment and maintenance of computers in the University.**

**Table-4.3: Budgetary Allocation for ICT Activities**

BUDGET DESCRIPTION	Code No.	2008-2009		2009-2010		2010-2011		2011-2012		2012-2013	
		Provision	UTL	Provision	UTL	Provision	UTL	Provision	UTL	Provision	UTL
Maintenance of Computers installed and purchase of LCD projectors	1430	10,00,000	7,82,283	12,00,000	21,03,562	23,00,000	17,77,978	23,00,000	22,99,047	25,00,000	
Computer Network	1445	30,00,000	2,40,558	20,00,000	13,97,147	25,00,000	4,86,574	25,00,000	4,12,558	20,00,000	
Purchase of Softwares	1450	10,00,000	5,79,951	20,00,000	7,26,197	25,00,000	17,23,228	23,00,000	17,13,037	25,00,000	
Grand Total		50,00,000	16,02,792	52,00,000	42,26,906	73,00,000	39,87,780	71,00,000	44,24,642	70,00,000	

**4.3.14. What plans have been envisioned for the gradual transfer of teaching and learning from closed university information network to open environment?**

As a mark of Karnatak University Diamond Jubilee celebrations, many constructive programmes have been planned to transfer the teaching and learning from the campus to open environment. Looking at the changing faces of technology in the field of higher education, time-to-time directions have been issued by the assessing and evaluating as well as fund-sanctioning bodies. These directions have enriched their ICT infrastructure to enhance the teaching and learning programme. Almost 60% of colleges under the jurisdiction of Karnatak University are capable of managing the virtual learning programmes on their own. Above all, the EDUSAT programme has been launched in a big way and the neighbouring universities are taking the benefit. Taking the cue from Visheveswaraya Technological University, the University is all set for developing adequate infrastructure in transforming teaching-learning beyond the boundaries of the University. As an added advantage, the School of Correspondence Education has been gaining momentum both in terms of students admissions to various courses and also in terms of expansion of course programmes in all subjects and fields both at UG and PG level. In the coming days, it is envisaged to take the teaching and learning beyond the boundaries of the University by exploring the benefits of telecommunication and satellite communication systems. The School of Correspondence Education is embarking on a new online exploration expedition in the forthcoming academic years.

**I Enrolment of the students (course wise) for the correspondence courses in the last Five years**

**Table-4.4: Enrolment of the students (course wise) for the correspondenc courses in the last Five years**

<b>Sl. No.</b>	<b>Course Name</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>
1	B.A.-I	6736	7022	7783	6270	4965
2	B.A.-II	3664	5704	5933	6865	5753
3	B.A.-III	2668	3586	5402	5910	6736
4	B.Com-I	125	139	159	149	121
5	B.Com-II	65	87	98	119	108
6	B.Com-III	51	61	86	101	122
7	M.A. Pre Languages	974	823	755	754	680
8	M.A. Pre S.S	1015	1014	966	894	874
9	M.A. Final Languages	770	770	659	660	609
10	M.A. Final S.S.	820	785	670	751	673
11	M.Com Pre	304	655	909	726	712
12	M.Com Final	175	205	489	656	566
13	Diploma	-	-	-	-	-
<b>Total Students</b>		<b>17367</b>	<b>20853</b>	<b>23909</b>	<b>23855</b>	<b>21919</b>
<b>Revenue Collected</b>		<b>68585610.00</b>	<b>90294532.00</b>	<b>113518759.75</b>	<b>128961500.00</b>	<b>122834035.00</b>



## II. Details of Candidates who appeared and passed the Examinations.

**Table-4.5: Candidates appeared and passed the Examinations**

Faculty of Arts			Faculty of Social Science	
Year	Appeared	Passed	Appeared	Passed
2008-09	256	223	482	434
2009-10	321	303	1148	1098
2010-11	311	298	674	605
2011-12	275	261	403	390
2012-13	821	775	890	863
Faculty of Science and Technology			Faculty of Law	
Year	Appeared	Passed	Appeared	Passed
2008-09	513	396	32	28
2009-10	542	494	27	25
2010-11	730	679	22	21
2011-12	662	612	20	19
2012-13	1809	1606	50	47
Faculty of Commerce			Faculty of Management	
Year	Appeared	Passed	Appeared	Passed
2008-09	735	517	610	520
2009-10	909	462	685	615
2010-11	790	473	585	383
2011-12	1095	707	420	407
2012-13	1012	940	1050	1018
Faculty of Education				
Year	Appeared	Passed		
2008-09	181	169		
2009-10	297	289		
2010-11	255	248		
2011-12	238	233		
2012-13	218	205		

## III. Benefits of running School of Correspondence Education:

The School of Correspondence Education is especially designed for the benefit of those students who cannot afford higher education as regular students. It is highly beneficial to poor people, housewives, Job-holders who desire to pursue higher education.

Since this mode of education is highly cost-effective, it enables even the poor people to acquire higher education. Right from the beginning, a large number of such students has availed this benefit.

At the same time, it has become an important revenue generating unit of the University. This can be observed from the table presented below:

**Table-4.6: Benefits of running School of Correspondence Education**

Sl. No.	Years	Revenue collected	Expenditure incurred	Savings
1	2008-09	6,85,85,610.00	1,23,94,344.00	5,61,91,266.00
2	2009-10	9,02,94,532.00	1,86,45,500.00	7,16,49,032.00
3	2010-11	11,35,18,759.00	1,23,28,049.00	10,11,90,710.00
4	2011-12	12,89,61,500.00	34,38,523.00	12,55,22,977.00
5	2012-13	12,28,34,035.00	50,72,069.00	11,77,61,966.00

#### **IV. Issues and Challenges:**

Some of the issues and challenges are as below,

- Need to improve the infrastructure
- Communication system and decentralization of admissions (making provisions for admissions in more number of centres and arranging to introduce On-line admissions)
- Decentralization of distribution of study material
- On-line examinations

#### **V. Impact of the Correspondence Education on the regular courses of the University:**

Only such students who cannot afford regular education at the UG and PG levels join the correspondence course. This does not have any impact on the regular programmes run by the University.

#### **4.4. MAINTENANCE OF CAMPUS FACILITIES**

##### **4.4.1. Does the university have an estate office/ designated officer for overseeing the maintenance of buildings, class-rooms, and laboratories? If yes, mention a few campus specific initiatives undertaken to improve the physical ambience.**

There is a separate Building and Maintenance Department and it is also known as the Engineering Section. The Resident Engineer (Executive Engineer) is the head of this section who monitors the activities of planning, construction, renovation, repairs, and maintenance of the buildings and the entire campus premises. This section is guided by a statutory body called Estate Board comprising of 14 members.

The Building section takes up the work with due approval and the budget sanctions from University authorities whenever the Chairpersons of the departments forward their requisitions for new proposals, repairs, additions and/or alterations of their buildings, hostels and premises. This section functions with the time-bound construction requirements quite efficiently and economically prioritizing the original tender works. The works carried out during the previous 5 years by the Building Section are as follows:

**Table-4.7: Works carried out by the Building Section**

Particulars		Duration						Total Budget Rs. In lakhs
		2008-09 Rs. In lakhs	2009-10 Rs. In lakhs	2010-11 Rs. In lakhs	2011-12 Rs. In lakhs	2012-13 Rs. In lakhs		
<b>I. Building Construction:</b>								
1	Under Construction	352.50	158.50	348.3	104.62	216.73	<b>1230.65</b>	
2	Completed	100.00	705.00	317.50	696.60	0.00	<b>1819.10</b>	
3	Completed	62.90	40.00	0.00	0.00	0.00	<b>102.90</b>	
<b>II. Building Maintenance</b>								
1	Residential Buildings	11.88	14.30	7.49	28.98	23.52	<b>104.64</b>	
2	Departmental Buildings	39.31	61.42	110.10	90.56	108.00	<b>514.89</b>	
3	<b>Hostels</b>							
	Boys	0.00	0.64	39.48	45.92	58.96	<b>156.29</b>	
	Girls	1.69	1.46	6.35	17.5	109.02	<b>137.70</b>	
	Working Women's Hostel	0.00	0.00	0	3.15	30	<b>33.15</b>	
4	Office Buildings	22.53	39.73	7.98	39.36	1.20	<b>165.96</b>	
5	Laboratories	0.00	0.65	47.71	0.19	2.48	<b>59.13</b>	
6	Class Rooms	0.00	0.40	0.00	0	0	<b>0.40</b>	
<b>III. Initiatives Undertaken to Improve the Physical Ambience</b>								
1	Formation of Pavements	23.27	28.22	59.73	0.29	148.92	<b>266.35</b>	
2	Compound Construction	119.00	10.52	36.24	28.62	39.70	<b>245.47</b>	
3	Chain Link Fencing	0.00	6.60	1.47	13.20	9.29	<b>34.76</b>	
<b>IV. Electrical Connectivity and Maintenance</b>		48.59	65.73	49.34	71.35	53.56	<b>345.24</b>	
<b>V. Water Supply</b>								
1	Borewells	2.90	2.35	0.00	0.00	0.00	<b>5.25</b>	
2	Drinking water	0.00	0	0.00	0.00	1.89	<b>1.89</b>	
3	New Pipelines Connection and Maintenance	10.41	6.45	7.50	11.92	13.86	<b>51.66</b>	
<b>VI. Guest Houses</b>								
1	Renovation	1.40	7.60	0.00	1.61	9.73	<b>21.84</b>	
2	Maintenance	1.51	7.04	16.24	0	0	<b>25.19</b>	
<b>Total</b>		<b>797.89</b>	<b>1156.61</b>	<b>1055.4</b>	<b>1153.9</b>	<b>826.86</b>	<b>5322.46</b>	

**4.4.2. How are the infrastructure facilities, services and equipments maintained? Give details.**

The maintenance of infrastructure - physical, IT, and the other learning resources - is undertaken by several sections. Construction, repairs, renovation and maintenance of the physical structures are the concern of the Engineering section. While the computer systems after their warranty period are maintained by the IT section during the warranty period, the Planning and Development section monitors and attaining them.

The University has strictly instructed the concerned Directors of the sections and the Chairpersons of the departments to maintain log-books for recording the utilization of different equipments and the same is periodically scrutinized by the committee, especially assigned with this task. In every respect, all the infrastructure is being utilized to the optimum level by the teachers, researchers and students. The University is making sincere efforts not only to provide adequate infrastructure but also to maintain them in working condition to facilitate optimum utilization for the growth and development of the University.

Following is a brief over-view of the responsibilities carried out by these sections.

- The IT Section monitors the campus network, internet connectivity and the central computer centre. The service engineers and technicians are available to attend to the day-to-day problems in the smooth maintenance of the network.
- The cleaning, scavenging, and sanitation have been outsourced and these people clean, sweep and mop the premises twice a day. This job of the contractors is overseen by the engineering section.
- The water supply is managed and monitored by the engineering section. Water is supplied by the Hubli-Dharwad Municipal Corporation (HDMC), but the deficit is met from the bore-wells in the campus.
- Transportation is provided by the North-West Karnataka Road Transport Corporation as well as private Transportation agencies. The frequency of buses is satisfactory. They deploy more buses during peak hours and special events to facilitate the commuters.
- The power is provided by the HESCOM Ltd. As and when there is any break-down or problem, the electrical wing of the engineering section attends to it by pursuing the matter with the HESCOM Ltd.
- The maintenance of roads is the responsibility of the HDMC. As and when the roads require repairs, the engineering section sends a procurement indent to them through the University authorities. As soon as the funds are made available, the HDMC attends to the requisite assignment on priority basis.
- There are branches of two nationalized banks (State Bank of India and Syndicate Bank) on the campus which cater to the needs of employees as well as the students. The transaction hours have been scheduled to facilitate the customers. Besides, both the banks provide ATM facilities.
- A Post Office is centrally located near the central bus terminus on the campus. The postal department has been facilitated by the University by providing building space.
- The University has provided a building space to *Janata Bazar* which is a state-subsidized provisional and stationery store.
- There are a number of other such utility services available on the campus for which buildings have been provided by the University.

All these infrastructure facilities are maintained by the engineering section by regularly overseeing and duly coordinating with the concerned agencies. The physical ambience is also enhanced by the Department of Garden by raising and maintaining beautiful gardens. Seasonal flowering plants are planted by them so as to maintain the colour and cheer throughout the campus. The officer in-charge of this section reports to and coordinates with the department of Botany.



**CRITERION- 5**  
**STUDENT SUPPORT AND PROGRESSION**

**5.1. STUDENT MENTORING AND SUPPORT**

**5.1.1. Does the university have a system for student support and mentoring? If yes, what are its structural and functional characteristics?**

The University has the following student support and mentoring systems:

1. Student Welfare Section
  - a) Hostel Accommodation
  - b) Cultural and Sports Activities
  - c) Welfare Schemes and Health Care
  - d) Skill Development Programmes for UG and PG Students
  - e) Conducting UGC NET and SLET Examinations.
2. University Employment Information and Guidance Bureau
  - a) Employment registration
  - b) Counselling
  - c) Guidance for Career Opportunities
  - d) Placement Opportunities
  - e) Extension Activities
3. Equal Opportunity Cell
  - a) Training and Coaching for Competitive Examinations
  - b) Conducting Remedial and Bridge Courses
  - c) Communication Skill Development Training Programmes
  - d) Monitoring the Essential needs of Differently-abled Students
4. SC/ST Cell
5. Cat-I Cell
6. Minorities and Other Backward Classes Cell
7. Scholarship Section
8. Post-Graduate Gymkhana
9. Health Centre
10. Sports section.
11. University Library

Each section/centre mentioned above has its stipulated functions and responsibilities in promoting the students support and mentoring. These sections are headed by Directors to execute their respective functions. Further, these sections have exclusive budgets and are also supported by various other organizations.

**5.1.2. Apart from classroom interaction, what are the provisions available for academic mentoring?**

Apart from the classroom interaction, scope is provided for periodic seminars in the department wherein students interact with teachers as well as research scholars. The University has also made ample provisions to hold seminars, conferences, workshops for the benefit of students' interactions with scholars and teachers at the state, national and international levels. The students also get opportunity to interact with eminent academicians at the time of special lectures, foundation lectures, public lectures and endowment lectures organized periodically by the University. The field visits and outreach programmes which form important components of project works in their curricula also provide scope for the students to interact with the cross-section of the society and gain first-hand knowledge about the society and culture.

**5.1.3. Does the university have any personal enhancement and development schemes such as career counselling, soft skill development, career path-identification and orientation to well being for its students? Give details of such schemes.**

The University Employment Information and Guidance Bureau takes care of guiding, counselling and orienting both PG and U.G. students in their career development and career-path identification. Annually, this centre conducts 10 to 12 programmes on the campus and outside the campus. The Director, Student Welfare Section does take major initiation in organizing skill-development programmes for UG and PG students.

The Swami Vivekanand Centre is actively engaged in offering the courses on communication skills, soft skills and functional English. An exclusive arrangement is has been made by appointing visiting professor for this purpose. The University Health centre is actively engaged in offering periodical awareness programmes on issues of health and public hygiene. It also invites experts to conduct the periodical health checkups both in the Hostels and in Health Centre.

The University has adopted the best practice of organizing foundation lecture series commemorating the birthdays of eminent academicians and scholars like Sir C.V. Raman, Dr. D.C. Pavate, Dr. Zakir Hussain and Dr. S. Radhakrishnan. These eminent people deliver thought-provoking lectures and inspire the student community. The Coaching classes for the competitive examinations are imparted by the SC/ST Cell and Minority cells as well as Equal Opportunity Cell.

**5.1.4. Does the university publish its updated prospectus and handbook annually? If yes, what are the main issues/activities/information included/provided to students through these documents? Is there a provision for online access?**

The University in accordance with its rich tradition brings out every year the prospectus giving picturesque, informative and educative outline on the various departments, sections, centres and other supporting services. The students are given the prospectus at the time of applying for admission to the course. After admission, the students are provided with the brochures which give details of course structure, rules and regulations. The University website also provides the same information.

**5.1.5. Specify the type and number of University scholarships / freeships given to the students during the last four years. Was financial aid given to them on time? Give details (in a tabular form) for the following categories: UG/PG/M.Phil./ Ph.D./ Diploma/ others (please specify).**

**Table-5.1: University Scholarships/Freeships**

Sl. No.	Name of the Scholarship	Amount (Rs)	No. of students
1.	University Studentship to pursue PG Course	Rs. 100 per month for 10 months	352
2.	Government Fellowship for Science and Non Science Faculty, PG Students	Rs. 60/- for 10 months	19
3.	Government Fellowship to Pursue M.Ed. Course	Rs. 100/- pm for 10 months	06
4.	Scholarship for OBCs to pursue PG Course	Rs. 3000/- per annum	535



5.	Diploma in Gandhian Studies Scholarship	Rs. 1000/- p.a. per student	06
6.	Scholarship for Physically disabled students	Rs. 3000/- pm for 10 months	144
7.	Post Graduate Indira Gandhi Fellowship	Rs. 2000/- pm for 10 months for two years	23
8.	UGC Scholarship for Rank holders	Rs. 2000/- pm for 10 months for two years	06
9.	ONGC Fellowship for Chemistry, Physics and Applied Genetics	Rs. 5000/- pm for 12 months tenable for one year.	06
10.	100 Scholarship (KUMSBS) for B.Sc. Meritorious Students	Rs. 1000/-pm for ten months in a year	200
11.	University Research Studentship subject to the evaluation of research work done by the student in the IV year	M.Phil. Rs. 1500/- pm for 12 months Ph.D. Rs. 2000/- for I year Rs. 2500/- pm for II year Rs. 3000/-pm for III and IV Year	96
12.	UGC NET, JRF/SRF	JRF Rs. 16000/-pm + HRA (2 Years) SRF Rs. 18000/- pm+HRA	16
13.	CSIR Fellowship	SRF (2 Years) Rs. 18000/-+ HRA	06
14.	Research Fellowship in Science for Meritorious Students	JRF (First Two years) Rs. 14000/- pm SRF (Next three years) Rs. 18000/-pm	73
15.	DST/Inspire	JRF (first two years) Rs. 16000/- pm SRF (Maximum three years) Rs. 16000/- pm	09
16.	ICHR Fellowship	Rs. 5000/- pm subject to renewed for every six months on the basis of progress made in the research work	01
17.	ICSSR Fellowship	Rs. 16000/- pm	02
18.	BPRD Fellowship	Rs. 8000/- pm	01
19.	Nijalingappa Nidhi Scholarship	Rs. 4000 p/a for medical students	145
20.	Endowment Scholarship of Dr. A.M. Pathan	Rs. 1000/- pm	05
21.	Endowment Scholarship of Mr. Nandan Nilekani	Rs. 3000/- pm for two students Rs. 4000/- pa for contingency	07

**5.1.6. What percentage of students receive financial assistance from state government, central government and other national agencies? (Kishore Vaigyanik Protsahan Yojana (KVPY), SN Bose Fellow, etc.)?**

The following is the percentage of students who receive financial assistance:

1. 30% from state Government
2. 50% from Central Government
3. 20% from other national agencies

**5.1.7. Does the University have an International student cell to attract foreign students and cater to their needs?**

The University has an international students cell to facilitate, assist and help international students in all their academic pursuits. The support services are made available to offshore students. Advise, referral services and assistance with regard to availing of students' visa, provisional admission letters and also responses to the academic and administrative request of foreign students are provided by this cell.

### **5.1.8. What types of support services are available for:**

- **Overseas students**

The University have been attracting students from countries like UAE, Nigeria, Uganda, South Africa, Bangladesh and Iran. The department of Foreign Languages has regular faculty in Russian, German and French languages. The Chairperson of this department also functions as the International Students' Adviser in fulfilling academic requirements, VISA document support and also to organize programmes for developing cultural familiarization.

- **Physically Challenged/differently-abled students**

Ramps are constructed wherever needed. Library has the required software and hardware facility with the relevant reading materials. Reading assistance and hostel facilities with adequate arrangement have been provided. They are eligible for claiming the admission under the category of "Physically Challenged" group as well as can get admission on the basis of merit-cum-roaster system. Due preference is given for exhibiting their talents in terms of cultural, sports and other competitions. Tricycles, wheel chair provision is made to them. Each department, the University library, hostel or health centre have personal attendants to meet their requirements.

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

The University awards scholarships to such students and each cell extends the provisions of fees concession. The tour expenditure, project work expenses are also provided.

- **Students participating in various competitions/conferences in India and abroad**

The Director, Student Welfare section issues railway concession for students going for study tour, conferences, seminars and also participate in cultural activities. In addition PG Gymkhana and Student Welfare section provide travelling, boarding and lodging facilities for those students who participate in sports/cultural activities/competitions. During the past 5 years, no student has availed the grants/facilities to go abroad for attending competitions/conferences.

- **Health centre, health insurance etc.**

The Student Welfare Section has a unique health insurance scheme which has greatly benefitted the student community in some critical situation. In case of accident, Rs. 10 thousand to 30 thousand is released based on the severity of the accident. In case of death Rs. 25,000/- is immediately sanctioned under the health insurance provision. The students are further getting free health check-up and treatment from the health centre. Provision is also made in the health centre to invite the specialists once in a week to treat the critical diseases. The ambulance service is provided to cater the emergency situations.

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

This programme is conducted by different sections in the University. The Student Welfare Section organizes 10-12 programmes in the University and colleges every year. The lectures by experts in skill development, covering spoken English, computer literacy, communication-skills, womens' issues and personality development are arranged. The Swami Vivekanand centre organizes the

communication skill programmes and functional English classes. The Equal Opportunity Cell also conducts coaching classes for competitive exams (NET/SLET) for the benefit of aspiring students. The department of English has organized few programmes for developing language capabilities for those students coming from the rural background.

- **Performance enhancement for slow learners**

The Equal Opportunity Cell has been conducting Spoken English classes, Communication and Skill Development programmes as well as coaching the slow learners in developing the subject knowledge and language capabilities. All the professional courses in the beginning of the session regularly conduct brainstorming sessions for the freshers to develop familiarity with the subject. In addition, in each department, slow learners are identified and are given special coaching to enable them to comprehend the basics of the subject.

- **Exposure of students to other institutions of higher learning/corporates/business houses, etc.**

All professional courses in science and social sciences faculties as a part of the curriculum organize study tours, industrial visits, field-work and visits to business and corporates houses. The departments of Social Work, Library and Information Science, Anthropology, Management Studies, Gandhian Studies have the study tour and rural camps as part of their curriculum. The students from the departments of Economics, Commerce, Sociology, Social Work and Chemistry visit business firms and corporate sectors. The students from the Political Science department regularly visit the State Assembly and Parliament to gain firsthand knowledge of live deliberations. The departments of Mass Communication and Journalism and Electronic media do take students to the offices of the Press and Doordarshan Kendra. The students of the departments of Language and Literature are encouraged to participate regularly in the annual meets of the Academies, Parishats and folk festivals. Thus, the University has played a significant role in facilitating the students to get wider exposure.

- **Publication of student magazines**

Following are the student magazines published as per the schedule:

1. 'Vidyarthi Bharati'(A Biannual journal broughtout by the department of Kannada)
2. 'Vidya Samachar' (A Weekly Experimental magazine broughtout by the department of Mass Communication and Journalism)
3. 'Sanje Samachar' (A Daily broughtout by the department of Mass Communication and Journalism)
4. 'Media Times' (A Fortnightly Video-clip magazine broughtout by the department of Electronic Media)
5. Journal of Economic Development and Change (An Annual Journal broughtout by the department of Economics)

#### **5.1.9. Does the university provide guidance and/or conduct coaching classes for students appearing for Civil services, Defense services, NET/SET and any other competitive examinations? If yes what is the outcome?**

The University has established an exclusive section called Equal Opportunity Cell where guidance is given and coaching classes are conducting for such students who are aspiring to appear for the civil services, defense and other competitive

examinations. Over the years, there is an increasing growth of students who are showing keen interest in these examinations.

**5.1.10 Mention the policies of the University for enhancing student participation in sports and extracurricular activities through strategies / schemes such as**

- **additional academic support and academic flexibility in examinations**
- **special dietary requirements, sports uniform and materials**
- **any other (please specify)**

The University has adopted the policy of supporting the students with proficiency in sports, games and cultural activities by providing admission to all the courses under sports quota. The provision is also made to give the hostel facility and concessions in the attendance of classes and assignments for those who participate in the Interuniversity competitions. These students who win the first three positions are given the cash award of Rs. 10,000/-, Rs. 7,000/- and Rs. 5,000/-. This is in addition to blazer, uniform and crest. To attract the students for sports and games, the University has instituted Golden Jubilee Sports scholarships for the best sportsmen with an amount of Rs. 10,000/- for individual champion and the champion team gets Rs. 20,000/-.

The University blues, outstanding sportspersons are served special dietary requirements. It is in this way that the games like Kabaddi, Wrestling, Athletics, Hockey and Cricket are generally supported. The University gives special importance to the talented students in cultural activities by projecting them in all public functions and by displaying photographs in the prominent places of the campus. Their performance is also appreciated publicly.

**5.1.11 Does the the university have an institutionalized mechanism for students' placement? What are the services provided to help students identify job opportunities, prepare themselves for interview and develop entrepreneurship skills?**

The University has an established The University Employment and Information Guidance Bureau (UEIGB) to guide the students for their employment and seek career opportunities. This section conducts workshop for students on how to face the interviews and what information has to be collected to prepare for the interviews. Every year, some colleges are selected for conducting these programmes. In addition, the department of Commerce, Biotechnology, Management, Applied Genetics, Library and Information Science, Social Work and Mass Communication and Journalism do arrange for the training programmes in their respective departments from time to time to orient the students to prepare for the interview and to develop entrepreneurship skills. These programmes have greatly helped the students to explore the job opportunities and to seek better career-paths.

**5.1.12. Give the number of students selected during campus interviews by different employers (list the employees and the number of companies who visited the campus during the last four years)**

**Table-5.2: Students Selected during Campus Interviews**

Sl. No.	Name of the company	No. of students employed for the year				
		2008-09	2009-10	2010-11	2011-12	2012-13
1	Syngenta Ltd Goa,	03	01	01	03	03
2	Bioco Ltd, Bangalore	03	04	05	02	02
3	Hikal Ltd Bangalore		07	05	01	
4	Reymonds ce Services		01	01		
5	Cytel			02		
6	TCS			02		05
7	CMDR			01		03
8	GSK			01		
9	Philips			02		
10	SAS			01		
11	Mac Millan	01		01		
12	SPSS	01		01		
13	IIPS, Mumbai	01		01		
14	IISc Bangalore			02		04
15	NCBS		02	01		
16	JNCASR			01		01
17	Institute of Genomics			01		
18	Hindalco Industries, Belgaum	02				
19	MNCs	02				
20	Somayya Sugar Mills,	01				
21	KPSC	45				
22	Police Service	14				
23	All India Radio	04				
24	IIWR		01			
25	NIN		02			
26	GE Services		01			
27	Vidya Poshak				05	
28	Govt. of Karnataka Rojgar Projects				05	
29	Coca-Cola				10	
30	HDFC Bank				03	
31	Oracle				03	
32	Wipro				03	05
33	Asian Paints				03	
34	TCI				03	
35	Miven				03	
36	Jubilax Biosys Ltd.				02	03
37	Dr. Reddy's Laboratory, Hyderabad					02
38	Indian School of Business, Hyderabad					04
39	Consonant Consultancy Pvt. India Ltd.					05
40	Infosys, Bangalore					02
41	International Business Machine, Bangalore					02

42	Peristent, Pune					02
43	Satyam Mahindra, Bangalore					02
44	Cognizant, Bangalore					03
45	General Electrical, Bangalore					04
46	Jindal Steel Works (JSW), Hospet					08
47	Joshi and Modi Constructions					09
48	NGOs					08
49	ISEC, Bangalore					04
	Others					09

**Kousali Institute of Management Studies**  
**Students Selected during Campus Interviews for the Year 2012-13**

Sl. No	Name of the Organization	No. of students
1	Aditya Birla - MORE	8
2	ICICI Securities	3
3	SBI Life Insurance	3
4	Transport Corporation of India	3
5	DTDC	2
6	HDFC	2
7	Kirloskar Ferrous	2
8	Oracle India Pvt. Ltd	2
9	Artha Shastra	1
10	Bagalkot Cements	1
11	Campus Select	1
12	Career Net	1
13	EXL services Pvt. Ltd	1
14	Karnatak College	1
15	Karnataka State Road Transport Corporation	1
16	Kyndal India Pvt. Ltd	1
17	Life Insurance Corporation	1
18	Royal Oak India Pvt. Ltd	1
19	White Horse Consultancy	1

**5.1.13 Does the university have a registered Alumni Association? If yes, what are its activities and contributions to the development of the University?**

The University Alumni Association was established in 2008 with the generous support of senior alumni Dr. Sankappannavar, Professor of Mathematics, New York State University, USA. The Alumni Association has 3 Chapters located in Dharwad, Delhi and New York. Many other outstanding alumni serving in universities and institutions in India and abroad have generously donated for the association. Under the auspices of this association five lectures were arranged on the campus by inviting prominent-scientists and academicians.

The main objectives of the Alumni Association as envisaged by its founders are to:



- 1) Organize the lectures by eminent scholars to expose the students to the emerging subject fields,
- 2) Encourage talented students by offering scholarships.
- 3) Facilitate research students going abroad by providing guidance to make their stay comfortable.
- 4) Organize seminars and conferences on important themes useful to students and researchers.
- 5) Have a periodical get-together to share and exchange the expertise and experiences

**5.1.14. Does the university have a student grievance redressal cell? Give details of the nature of grievances reported. How were they redressed?**

The Grievance cell is functioning with specified guidelines approved by the authorities of the University at two points. The students' grievances relating to examination matters are redressed by a committee constituted for the purpose. General grievances relating to facilities, fees, scholarship, welfare aspects are redressed by the Director, Student Welfare Section.

**5.1.15. Does the university promote a gender-sensitive environment by (i) conducting gender related programmes (ii) establishing a cell and mechanism to deal with issues related to sexual harassment? Give details.**

The University with the help and association of Women's Study Centre, Women Welfare Board, department of Social Work and department of Law organizes gender sensitization programmes from time-to-time. Some important events held in the past five years include;

**Table-5.3: Gender Sensitization Programmes by the University**

Sl.No.	Topic	Place	Date
1	Gender sensitization Programme for students	Kittle College, Dharwad	13-2-2009
2	Women and Health	Working Women's Hostel, KUD	11-11-2009
3	Women and Law	Rani Channamma Hostel, KUD	12-11-2009
4	HIV/AIDS awareness for Rural Women	Mansur Village	18-1-2010
5	Workshops for Girls Students Self Reliance	K.U.D and Other College in Dharwad	8-3-2010
6	Women and Mental Health: Developing Psycho-Social Competency	University of Agricultural Sciences, Dharwad	20-11-2010
7	Women and Health	Mansur Village	24-1-2011
8	Role of SHGs in the development of Women	Kondikoppa Village	17-2-2011
9	Women and Development	Kannada Dept., K.U.D.	8-3-2011
10	Gender Sensitization	Jigalur Women's College, Dharwad	17-1-2012
11	Equipping Women to Achieve	K.U.D and College of Hubli and Dharwad	13-3-2012
12	Leadership Skills for Girl Students	R.S. Shetty Commerce College, Dharwad	16-2-2012
13	Laws for Protection of Women	K.U.Dharwad	1-3-2013
14	Violence Against Women and	K.U.Dharwad	2-3-2013

	Protection		
15	Women and Development	K.U.Dharwad	8-3-2013
16	Gender Equity and Empowerment	K.U.Dharwad	22-3-2013

**Special Lectures:**

1. Rural Women: personality and development
2. Gender inequality and economic development
3. Women and environment
4. Importance of food and nutrition
5. Medical Do's and Don'ts by non-medicals with particular reference to women
6. Waterborne diseases: causes and prevention
7. Women and Anaemia
8. Women and Mental Health

**5.1.16. Is there an anti-ragging committee? How many instances, if any, have been reported during the last four years and what action has been taken in these cases?**

In accordance with the UGC Regulations on curbing the menace of ragging in higher educational institutions 2009, the University has constituted a committee with a nodal officer to deal with the matter pertaining to ragging. All facilities are provided to this nodal officer with an e-mail ID and a provision for flashing the information on website along with the procedures to lodge the complaints with a specified proforma. The students and the employees have been appropriately educated in the matter. The committee has also framed the guidelines with respect to curbing the menace of ragging in higher education institutions.

**5.1.17. How does the university elicit the cooperation of all its stakeholders to ensure the overall development of its students?**

The PG departments maintain close co-operation with the stakeholders in their respective subject. Their mutual collaboration with the civil society, corporate, industries, Government departments, parents and guardians including alumni have been greatly contributing for the overall development of the students. Th programmes like documentation of medicinal plants and surveys of the traditional knowledge of the tribal people for curing the wounds, scratches and the bites of the animals, have been undertaken by the Botany students in collaboration with the Forest Department and Department of Biodiversity, Government of Karnataka.

The students are involved in studying usefulness of Biofertilizers, Bioremediation and oil extraction of plants. They are also associated with the pharmaceutical industry to enrich their knowledge in their field of interest and also to find the career and job-placements like trainee, internee/apprentice etc. The department of Zoology is engaged in studying the fauna, the importance of insecticides and pesticides for treating the plant manufactured by the respective industries. The department of Polymer Chemistry students and researchers are involved in developing the membranes and testing them in various contexts and reporting the results to the respective institutions. The work done by the students and researchers forms a part of the research and project work.

The Mass Communication and Journalism and Political Science departments are associated with those institutions which are making use of the services of students in studying voting behavior, election patterns, importance of party manifestos and also while conducting surveys using some specific indicators. This provides large

scale benefit for the students and the researchers to shape their future career. In the same way, the department of Economics is associated with the projects of Zilla Parishad, Gram Panchayat and Governmental programmes to conduct the surveys and to develop the Human Development Index. So also Management and Commerce departments undertake the work from industries, corporate sectors, business and trade organizations, marketing units, banking and financial institutions. The establishment of Canara Bank Chair in Commerce department and HDMC tender allotted to the department of Management to work on the waste management. These collaborative programmes between the University departments and different stakeholders have resulted in the advantages for student community in finding placements and in the selection for jobs.

**5.1.18. How does the university ensure the participation of women students in intra- and inter-institutional sports competitions and cultural activities? Provide details of sports and cultural activities where such efforts were made.**

**All India Inter University Level (National Level)**

**Table-5.4: Participation of Women Students in Sports Competitions**

Sports	2008-09 (Number of Participants)	Venue	2009-10 (Number of Participants)	Venue	2010-11 (Number of Participants)	Venue	2011-12 (Number of Participants)	Venue	2012-13 (Number of Participants)	Venue
Athletics	01	Mahatma Gandhi University, Kottayam	03	University of Madras, Chennai	02	Acharya Nagarjunanagar University, Guntur	01	Rajiv Gandhi University	-	-
Swimming	02	Bombay University, Mumbai	01	Guru Nanak Dev University, Amritsar	02	University of Calcutta	02	University of Calcutta	02	University of Calcutta
Weight Lifting and Best Physique							02	Guru Nanak Dev University, Amritsar		
Wrestling							01	Chaudhary Devi Lal University, Sirsa		
Cross Country	06	Maharshi Dayanand University, Rohtak	06	Mahatma Gandhi University, Kottayam	05	Gautam Buddha University, Pannatanagar	06	Maharshi Dayanand University, Rohtak	04	Maharshi Dayanand University, Rohtak
Cycling	04	Punjab University, Chandigarh	05	Punjabi University, Patiala	04	Guru Nanak Dev University, Amritsar	06	Punjabi University, Patiala	02	University of Kerala, Thiruvananthapuram
Yoga									06	Kurukshetra University, Kurukshetra
Netball					12	Punjab University, Chandigarh	12	Guru Ghasidas Vishwavidyalaya	11	Kurukshetra University,

Basketball			12	VIT University, Vellore and M. G. University, Kottayam	12	Mangalore	12	Bilaspur Satyaban University, Chennai and Kannur University, Kannur		Kurukshetra
Hockey	15	Annamali University, and Banastali University, Banasthali	14	Bangalore University and Jiwaji University, Gwalior	-	-	18	Anna University, Chennai and University of Technology, Perarinaragar	-	-
Kabaddi	11	Acharya Nagarajun University, Guntur and MS University Tirunelveli	08	Kuvempu University, Shimoga and Mumbai University, Mumbai	12	K.U. Dharwad, Vikram University, Ujjain	12	Periyar University, Salem University of Madras	12	Madras University and M.S. University, Tirunelveli
Kho Kho	12	Acharya Nagarajun University,	12	Annamali University, Annamal Nagar	12	Andhra University, Vishakapatnam	12	Pondicherry University, Pondicherry	12	Madras University, Madras and M. S. University, Tirunelveli
Table Tennis	5	Kuvempu University	04	Dr. NTR. University Vijaywada	05	VTU Belgaum	05	Amrita Vishwa Vidyapeetham	04	Kannur University,
Shuttle Badminton	04	Kuvempu University	04	Mangalore University, Mangalore	04	NTR University, Vijayawada	04	VIT Vellore	04	Jawaharlal Nehru Technological University Kakinada
Volleyball	12	Kannur University	12	Maharashtra University, Jalgoan	12	LNIP Gwalior	12	MG University, Kottayam	11	Acharya Nagarajun University, Guntur,

The female students participate in the inter-college and inter-departmental sports and cultural activities every year and get awards, incentives, scholarships, blazers and attendance waver in their courses.

### Female students' participation in Cultural Activities:

The Female students participate in Inter Collegiate and inter-departmental Youth Festivals. They also participate individually in the NSS, Rotary Club, Youth Club and Cultural Exchange Programmes.

To name a few:

- Kumari Anusha A.N.: 1<sup>st</sup> Place (Semi Classical Vocal Solo)
- Samy Fernandise: 3<sup>rd</sup> Place (Poetry Recitation)  
(at National Youth festival held at Shivaji University, Kolhapur, Maharashtra from 19<sup>th</sup> to 25<sup>th</sup> January 2008)
- Miss Anitha A. Trasad: 3<sup>rd</sup> Place (Semi Classical Vocal Solo) and 3<sup>rd</sup> Place (Folk Orcherstra) as a part of the team from ASS College at the Inter University Youth Festival held at Mysore.

## 5.2. STUDENT PROGRESSION

### 5.2.1. What is the student strength of the University for the current academic year? Analyse the Programme-wise data and provide the trends for the last four years.

The Strength of the PG students for the academic year 2012-13 is 3822.

The following table presents the students progression in the University.

**Table-5.5: Student Progression**

Student Progression	%
UG to PG	30%
PG to M.Phil.	10%
PG to Ph.D.	25%
Ph.D. to Post-Doctoral	5%

The Faculty-wise data of the PG students admitted in the last five academic years is furnished below:

**Table-5.6: Faculty-wise Admission of the PG Students**

Total students strength in all PG Courses					
Faculties	2008-09	2009-10	2010-11	2011-12	2012-13
Arts	322	329	340	382	399
Science	1035	1887	1858	1850	1281
Social Science	696	773	780	827	836
Commerce	181	139	128	162	209
Management	119	118	116	115	113
Law	42	39	44	49	54
Education	106	105	97	115	108
PG Centres	1007	66	89	16	822
<b>Total</b>	<b>3508</b>	<b>3456</b>	<b>3452</b>	<b>3484</b>	<b>3822</b>



The admission to PG courses in the Faculties of Management, Law and Education is almost uniform. In the Faculties of Arts, Social Sciences and Commerce there is a marginal increase. The visible increase in strength is seen in PG centres. It is due to the introduction of more and more PG courses in these Centres.

**5.2.2. What is the programme-wise completion rate during the time span stipulated by the University?**

A Comprehensive and consolidated table of programme-wise completion rate is presented in the following table:

**Table-5.7: Programme-wise Completion Rate**

	Faculty of Arts			Faculty of Social Science		
Year	Appeared	Passed	Percentage	Appeared	Passed	Percentage
2008-09	256	223	87.10	482	434	90.04
2009-10	321	303	94.00	1148	1098	95.64
2010-11	311	298	95.81	674	605	89.76
2011-12	275	261	94.90	403	390	96.77
2012-13	821	775	94.40	890	863	96.97
	Faculty of Science and Technology			Faculty of Law		
Year	Appeared	Passed	Percentage	Appeared	Passed	Percentage
2008-09	513	396	77.19	32	28	87.05
2009-10	542	494	91.14	27	25	92.59
2010-11	730	679	93.01	22	21	95.45
2011-12	662	612	92.44	20	19	95.00
2012-13	1809	1606	88.79	50	47	94.00
	Faculty of Commerce			Faculty of Management		
Year	Appeared	Passed	Percentage	Appeared	Passed	Percentage
2008-09	735	517	70.34	610	520	85.24
2009-10	909	462	50.82	685	615	89.78
2010-11	790	473	59.87	585	383	65.47
2011-12	1095	707	64.56	420	407	96.90
2012-13	1012	940	92.89	1050	1018	96.95
	Faculty of Education					
Year	Appeared	Passed	Percentage			
2008-09	181	169	94.44			
2009-10	297	289	93.57			
2010-11	255	248	97.16			
2011-12	238	233	97.71			
2012-13	146	134	94.04			

**5.2.3. What is the number and percentage of students who appeared/qualified in examinations like UGC-CSIR-NET, UGC-NET, SLET, ATE / CAT / GRE / TOFEL / GMAT / Central / State services, Defense, Civil Services, etc.?**

The table below shows the number of students qualified for UGC-NET/JRF/SLET, etc;

**Table-5.8: UGC-CSIR-NET, UGC-NET, SLET, ATE / CAT / GRE / TOFEL / GMAT / Central / State services, Defense, Civil Services, etc.**

Number of Students Qualified in NET/JRF/SLET, etc			
Year	JRF	NET	SLET
2008	2	65	19
2009	12	71	-
2010	25	95	-
2011	45	190	-
2012	21	470	32

**5.2.4. Provide category-wise details regarding the number of Ph.D./D.Litt./D.Sc. theses submitted/ accepted/ resubmitted/ rejected in the last four years.**

The table below shows the category-wise Ph.Ds submitted and awarded in different categories. There is hardly any case reported under rejection of the thesis during the past 5 years.

**Table-5.9: Ph.D. theses Submitted and Awarded**

Category	2008-09	2009-10	2010-11	2011-12	2012-13
GM	149	93	103	118	100
SC	39	17	31	18	23
ST	9	7	4	3	5
Cat - I	9	5	3	4	3
<b>Total</b>	<b>206</b>	<b>122</b>	<b>141</b>	<b>143</b>	<b>131</b>

**5.3. STUDENT PARTICIPATION AND ACTIVITIES**

**5.3.1. List the range of sports, cultural and extracurricular activities available to students. Furnish the programme calendar and provide details of students' participation.**

**Range of Sports available**

Athletics, Basketball, Gymnastic and Malla khamba, Swimming, Weight Lifting and Best Physique, Wrestling, Cross Country, Cycling, Yoga, Netball, Kabaddi, Ball Badminton, Basketball, Chess, Football, Cricket, Hockey, Chess, Cricket, Table Tennis, Kho-Kho, Shuttle Badminton, Volley Ball, Hand Ball, Taekwondo.

**Cultural Activities:**

<b>Music</b>	<b>Dance</b>	<b>Theatre events</b>
Classical Vocal Solo (Hindustani/ Karnataki)	Classical Dance	One Act Play
Classical Instrumental Solo (Percussion/ Non percussion)	Folk Tribal Dance	Mime and Mimicry
Western Vocal Solo		Skit
Group Song (Western)		
Light Vocal Indian		
Group song (Indian)		
Folk Orchestra		

<b>Literature Events</b>	<b>Fine Arts</b>
Elocution (Kannada/English/Hindi)	Collage
Debate (Kannada/English/Hindi)	Cartooning
Quiz	Poster making
	Clay modeling
	Rangoli
	On the Spot Painting

**Calendar of Events (Sports and Cultural Events)**

Inter Departmental	:	October/November
Inter Zonal	:	November/December
National Youth Festival	:	February/March

5.3.2. Give details of the achievements of students in co-curricular, extracurricular and cultural activities at different levels: University / State / Zonal / National / International, etc. during the last four years.

**Table-5.10: Achievements of Students in co-curricular, extracurricular and cultural activities**

**University Fest:**

Year	Cultural Events	University (No. of Participants)	State (No. of Participants)	Inter Zonal	National/International
2007-08	Tabala Semi Classical Vocal, Solo, Drama Poetry Recitation	20	12	4 Shri PM Vishwavidyalam AP	4 Shivaji University, Kolhapur
2008-09	Collage Poster Making Classical Vocal Solo Semi Classical Vocal Solo Elocution in English	35	16	5 Calicut University, Calicut	5 Vidyasagar University, Midnapur (West Bengal) International Youth Festival 02- Maharshi Dayanand Saraswati University, Ajmer (Rajasthan)
2009-10	Classical Vocal Solo Semi Classical Folk Orchestra	15	8	3 University of Mysore, Mysore	--
2010-11	Karnatak University has arranged all the above mentioned range of cultural events in 5 zones. They are: Hubli-Dharwad Zone Dharwad Rural, Haveri and Gadag Zone Belgaum Zone, Bijapur Zone Karwar Zone				
2011-12	Cartooning Classical Instrumental Solo Folk Orchestra	25	13	4 Satyabhama University, Chennai	4 Rashtrasant Tukadogi Maharaj University, Nagpur (Maharashtra)
2012-13	Debate	54	38	28 Kannada University, Hampi	21

Sl. No.	Name of the game Sports	2008-09 (No. of Participants)			2009-10 (No. of Participants)			2010-11 (No. of Participants)			2011-12 (No. of Participants)			2012-13 (No. of Participants)			Remarks
		M	W	Venue	M	W	Venue	M	W	Venue	M	W	Venue	M	W	Venue	
National Level( All India Inter University)																	
1.	Athletics	08	01	M.G.Univ. Kottiyam.	11	03	Madras Univ,	09	02	Acharya Nagarjunagar Univ. Guntur	06	01	R.G.U. Bangalore	09	06	Univ. of Kalyani (WB)	
2.	Basket ball	12	--	Punjab Univ. Chaidgarh	--	---	---	---	---	---	--	--	--	--	--	--	
3.	Gymnastic and Malkhamb	06 02	--	Kurukshetra Univ,	05 04	---	LNIP, Gwalior	05 05	--	Punjab Univ. Patiala	04 04	--	GUNDU Amritsar	04 03	--	Kurukshetra Univ,	
4.	Swimming	07	02	Mumbai Univ.,	04	01	G.N.D.U. Amritsar	08	02	Univ. of Calcutta,	05	02	Univ. of Calicut, Kolkatta	04	02	Univ. of Calcutta	10-11- I,II,III
5.	Weight Lifting and Best Physique	-- 08	--	Andra Univ. Visakhapatnam	01 08	--	G.N.D.U. Amritsar	-- 07	-- --	Kannur Univ.Kannur	04 05	02	GNDU Amritsar	04	--	MS Unvi. Udayapur	
6.	Wrestling	07	--	M.D.U.Rot hak	07	--	CCS Univ. Meerut	07	--	Univ of Rajasthan, Jaipur	08	01	CDLU, Sirsa	08	--	SGB Univ.Amravati	08-09- III 09-10-II 10-11-II,III 12-13-III
7.	Cross Country	09	06	M.D.U.Rot hak	09	06	M.G.Univ. Kottayam	09	05	GBP Univ. Pantanagar	09	06	MDU Rohtak	09	04	MDU Rohtak	08-09-II 09-10-III
8.	Cycling	09	04	Punjab Univ. Chandigarh	06	05	Punjabi Univ. Patiala	06	04	GNDU Amritsar	07	06	Pujab Univ. Patiala	05	02	Kerala Univ. Thiruvanthapuram	09-10-III 10-11-II
9.	Yoga	--	--	--	--	--	--	--	-	--	06	--	Kurukshetra Univ.,	05	06	Kurukshetra Univ,	
10.	Net ball	12	--	Punjabi Univ. Patiala	--	--	--	12	12	Punjab Univ. Chandigarh	12	12	GGB Bilsapur	12	11	Kurukshetra Univ,	

11.	Kabaddi (M)	--	---	--	--	--	--	10	--	MDS Ajmer	--	--	---	--	--	--	
<b>Zonal Level ( South Zone)</b>																	
1.	Ball Badminton	08	08	Madas Univ.	08	08	Mangalore Univ.	08	08	SRM Univ. Chennai	08	08	Mangalore Univ.	08	08	NIT Warangal	
2.	Basket ball	12	--	K.U.Dharwad	12	12	VIT Univ., Vellor M.G.Univ. Kottayam	09		Annamali Univ. Chidrambaram	12	12	Satyabhama Univ. Chennai Kannur Univ. Kannur	12		NTR Health.Sci. Vijayawad	S.Z. IIIrd Place
3.	Chess	06	--	VTU, Belgaum	06	--	Periyar Univ. Salem	06	--	Satyabhama Univ. Chennai	06	--	VIT Vellore	06	--	Univ. of Calcutta	
4.	Foot ball	-	--	--	16	--	Bharathiar Univ. Coimbatore	16	--	VIT Vellore	16	--	Univ.of Kerala	15	--	Annamalai Uni.Chidambaram	
5.	Cricket	--	--	--	--	--	--	16	--	Kakatiya Univ. Warangal	16	--	Osmania Univ. Hyderabad	15	--	Manipal Univ.	
6.	Hockey	18	15	Annamali Univ. Chidambaram Banasthali Univ. Banasthali	18	14	Bangalore Univ. Jiwaji Univ. Gwalior	18		Bharatiyar Univ. Coimbatore	18	18	Anna Univ.Tech.Tiruvaneli Periyar Univ. Salem	18	--	Bharatidasan Univ. Thriuchirappali	
7.	Kabaddi	12	11	Acharya Nagarjun, Guntur M.S.Univ. Tirunelveli	12	08	Kuvempur Univ. Shimogga Mumbai Univ.	12	12	K.U. Dharwad Vikram Univ.Ujjain	12	12	Periyar Univ. Salem Univ. of Madras	12	12	Univ. of Madras MS Unvi. Triunavelli	10-11-IV
8.	Kho-Kho	12	12	Acharya Nagarjun, Guntur Nagpur Univ.	12	12	Kakatiya Univ. Warangal Annamali Univ. Annamali Nagar	12	12	DRBRA Univ. Etcheral Andhra Univ. Viskhapattanam	11	12	Anna Univ.Tech Coimbatore. Pondicherry Univ. Pondicherry	12	12	Acharya Nagarjun, Guntur Univ. of Calcutta	



9.	Table Tennis	05	05	Kuvempu Univ. Shimogga	05	09	Dr.NTR Univ. Vijayawada	04	05	VTU Belgaum	05	05	AVV Coimbatore	05	04	Kannur Univ.	
10.	Tennis	02	--	VIT Univ. Vellore	04	--	Annamalai Univ Chidambaram	04	--	Andhra Univ. Viskhapattanam	05	--	Manipal Univ.	04	--	Krishan Univ. Machallipattanam	
11.	Shuttle Badminton	06	04	Kuvempu Univ. Shimogga	06	04	Manalore Univ.	07	04	Dr.NTR Univ. Vijayawada	04	04	VIT Vellore	06	04	JNTU Kakinada	09-10-III
12.	Volley ball	12	12	Manalore Univ. Kannur Univ.	12	12	Kannur Univ. Maharashtra Univ. Jalgaon	12	12	Kuvempur Univ. Shimogga LNIP Gwalior	12	12	Bharatiyar Univ. MGU Kottayam	12	11	SRM Univ. Chennai Acharya Nagarjunagar Univ. Guntur	
13.	Hand ball	12		Shivaji Univ. Kolhapur	12	--	Acharya Nagarjunagar Univ. Guntur	12	--	SRMTM Nanded	12	--	Kakatiya Univ. Warangal	12	--	Periyar Univ. Salem	
14.	Taekwondo	--	--	--	---	---	---	--	--	---	--	--	---	08	06	Punjab Univ. Chandigarh	12-13 II,III

**5.3.3. Does the university have a mechanism to gather data and feedback from its graduates and employees and use them for the growth and development of the institution?**

The PG departments have a tradition of taking informal feed-back from Alumni (graduates) about the development of the institution at the time of the meetings Alumni. This serves as inputs from the review of growth and development of the institution and take initiative for further development of the University.

**5.3.4. Does the University conduct special drives / campaigns for students to promote heritage consciousness?**

The University has provision of celebrating with all religious fervor and gaiety the birthday of saints and social reformers like Basaveshwara, Kanakadasa, Vemana, Philosophers, Educationists, Scientists, Political thinkers and eminent leaders to awaken the feelings among the students about the life and work of such personalities. The University has thoughtfully established museums in the Kannada Research Institute (KRI) and Life Sciences museum accessible to students and to the public. The departments like Anthropology, Geology, Folklore, Kanaka Peetha and Basava Peetha maintain separate Museums. The Dharwad Regional Science Centre is an all time attraction to the student community to gain heritage consciousness in science, arts and social life in the past and in the present.

The department of Folklore organizes the state level conference every year on the folk-art, culture, tradition and folk plays conventions and rituals. These exciting events give a vivid picture of folklore in different forms.

Every department, as a part of annual social gathering, organizes the tradition day. Students derive pleasure in wearing the traditional dresses specific to their region and to exhibit the cultural heritage in annual celebrations. The annual Youth Festivals sponsored by the University focuses on cultural events highlighting the heritage, traditions, conventions and beliefs.

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

The University has made provision for publications involving the students in order to develop in them skills, techniques, articulation of ideas and presentations. The department of Mass Communication and Journalism as a part of its curriculum, guides the students to collect, organize and consolidate the news of the campus and also other academic activities of the colleges including the public news in their experimental news magazine called '**Vidya Samachar**' and '**Sanje Samachar**'. The department of Electronic Media is periodically bringing out the fortnightly video magazine called '**Media Times**'. This is a news flash of the events happened in a fortnight in Hubli-Dharwad region. The department of Economics is publishing an '**Annual Journal of Economic Development and Change**' which acts as a platform for exhibiting the writing potential of students. The department of Political Science is also bringing out a students' magazine called '**Diganta**' which is exclusively managed by the students. The Arts Faculty brings out a bi-annual journal called '**Vidyarthi Bharati**' which gives priority to students' contributions in different forms of Kannada literature and language.

**5.3.6. Does the university have a Student Council or any other similar body? Give details on its constitution, activities and funding.**

The Post Graduate Gymkhana is a students forum with a well-defined constitution represented and managed by the students. Here, students are provided with wide opportunities to participate in sports and cultural activities. The Vice-Chancellor nominates a Senior Professor as President and two faculty members as Vice Presidents to take care and guide the students in conducting and participating in sports and cultural activities. The office-bearers of the Post Graduate Gymkhana are elected by the student community as per the convention followed under the constitution.

**Table-5.11: PG Gymkhana Office Bearers**

<b>President</b>	<b>Professor</b>
Vice Presidents	Faculty Members
General Secretary	Student
Cricket Secretary	Student
Football Secretary	Student
Indian Games Secretary	Student
Badminton Secretary	Student
Athletics Secretary	Student
Debate/Dramatics Secretary	Student
Cultural Secretary	Student
Table Tennis Secretary	Student
Women Secretary	Student

**5.3.7 Give details of various academic and administrative bodies that have student representatives on them. Also provide details of their activities.**

The University organizes various academic activities and celebrations of National Days in every academic year. To organize and celebrate such events in a befitting way, the University provides scope for active participation of students. The National and International conferences have been organized with voluntary support of the students and they actively contributed for the success of the events. The students' representatives have been of immense help in conducting the University annual convocations.



## **CRITERION- 6**

### **GOVERNANCE, LEADERSHIP AND MANAGEMENT**

#### **6.1. INSTITUTIONAL VISION AND LEADERSHIP**

##### **6.1.1. State the Vision and the Mission of the University**

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

The University strives towards excellence in teaching–learning with relevant curriculum and innovative research promoting good governance and inclusiveness by providing leadership for a knowledge society.

###### **Mission of the University is to:**

1. Design and teach curriculum to be contemporary, competitive and content-rich that would make students creative, knowledgeable and entrepreneurial.
2. Encourage faculty to engage in relevant and globally competitive inter and multi-disciplinary research, consultancy and extension work.
3. Provide infrastructure resources to facilitate access, equity and harmony both for students and faculty.
4. Create the best possible academic ambience for achieving advancement of students and faculty to be leaders in their endeavors.
5. Make administration efficient, transparent and adaptable to e-governance.

##### **6.1.2. 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, the institution's tradition and value orientations, its Vision for the future, etc.?**

The Mission statement of the University reflects the importance of catering to needs of the society and the students for promoting national development. The mission emphasizes on interdisciplinary courses and multidisciplinary collaborative research.

The mission statement defines the University's commitment to efficient and transparent administration along with providing conducive academic ambience for achieving advancement of students and faculty to be become the leaders in their endeavours, keeping in view inclusiveness and addressing aspirations of the people of north Karnataka. Some components of curricula of the courses promote tradition of value orientation and its Vision of the future.

##### **6.1.3. How is the leadership involved in**

- **ensuring the organization's management system development, implementation and continuous improvement?**
- **interacting with its stakeholders?**
- **reinforcing a culture of excellence?**
- **identifying organizational needs and striving to fulfill them?**

The governance of Karnatak University is guided by the Karnataka State Universities Act 2000 with the Vice-Chancellor as the principal executive and academic officer of the University. The powers and functions of the Vice-Chancellor are defined in the Common Universities Act under section 15. By virtue of it, the Vice-Chancellor is the ex-officio Chairperson of the Syndicate, Academic Council and the Finance Committee. The Vice-Chancellor exercises his powers as per the Karnatak State Universities Act, Statutes, Ordinances and Regulations. The Syndicate

is the highest decision making body and it manages and administers the funds and property of the University. The Academic Council comprises the nominated members of the state legislature, the University Deans, Professors, Principals of the Colleges and eminent educationists nominated by the Government. It is the highest academic body which is responsible for maintaining the standards of instructions, education and examinations of the University. The administrative structure of the University includes the officers, Registrar, Registrar (Evaluation) and Finance Officer. The Registrar looks after overall administration of the University. The Registrar (Evaluation) is concerned with the activities of conducting examinations, evaluations and announcement of results. The Finance Officer is responsible for financial management including budgeting, accounting and auditing. The Vice-Chancellor and Registrar conduct periodical meetings with the officers of the University, chairpersons of the departments, Principals of the Colleges and Heads of the various administrative units/sections to assess the work done and to monitor the progress made. The Chairpersons of the departments are also delegated with certain administrative powers. They are responsible for smooth running of the academic schedule, examinations and research activities of the respective department.

To shoulder the responsibilities and to participate in the activities of various committees and events, faculty members are selected by the Vice-Chancellor computers and other essential equipments along with adequate communication system are provided to enable the smooth governance. The whole campus is networked by linking the units through Internet connectivity and to promote the e-governance.

The Supporting services like Engineering Section, University Library, Student Welfare Section, University Employment and Information Guidance Bureau (UEIGB), Health Centre, Equal Opportunity Cell are headed by the concerned officers with suitable infrastructure to perform their duties and responsibilities. Regular interaction with the parents, alumni association, industrialists and funding bodies enable the university authorities to understand the problems of the stakeholders and to take suitable actions for the development.

The University encourages research activities and provides all possible support to seek fundings from the respective organizations. In addition to this, support is extended to sports and cultural activities. Provision is made for scholarships and other incentives which are managed through the respective sections. To meet with the growing demand for higher education and research, the University leadership is exploring the possible assistance extended by the State Government, Central Government, Social Organizations, Industries, Corporate bodies and the International organizations. In order to maintain the quality in teaching, learning, research, extension and consultancy, the leadership takes all possible steps in subjecting the performance of the University for assessment and accreditation. This has enabled to maintain its place of distinction and avail as much as possible the financial resources for mobilizing and monitoring the academic and research progress.

**6.1.4. Were any of the top leadership positions of the university vacant for more than a year? If so, state the reasons.**

No top leadership positions of the University was vacant for the said duration. The vacancies created by superannuation, completion of the terms were immediately filled by ad-hoc arrangements for shorter periods till the regular appointments are made by the State Government.

**6.1.5. Does the university ensure that all positions in its various statutory bodies are filled and meetings conducted regularly?**

All the positions of statutory bodies are filled by nominating the faculty members as per the Statues of the University and Karnataka State Universities Act 2000. The meetings of these bodies are conducted regularly in accordance with calendar of events of the University and provisions of the Statutes. As per the Karnataka State Universities Act 2000, the number of meetings of statutory bodies to be held every year is as follows:

<b>Name of the Statutory Body</b>	<b>Number of Meetings to be held</b>
1. Syndicate	08
2. Academic Council	04
3. Finance Committee	04
4. Faculties	01
5. Board of Studies	01
6. Department Council	02

The number of meetings of Statutory bodies held in the last five years is as below:

<b>Name of the Statutory Body</b>	<b>Number of Meetings held</b>
1. Syndicate	59
2. Academic Council	31
3. Finance Committee	23
4. Faculties	06
5. Board of Studies	06
6. Department Council	12

**6.1.6. Does the university promote a culture of participative management? If yes, indicate the levels of participative management.**

As per the provisions of the Statutes and Karnataka State Universities Act 2000, due representation is ensured for the faculty members on various Statutory bodies namely Syndicate, Academic Council and Finance Committee. The Statutory bodies like Faculties, Board of Studies and Department Council are constituted wholly by the faculty. Informal meetings of the faculty members are convened periodically by the Vice-Chancellor to discuss the matters of importance for improving the quality of teaching and learning. The members of the statutory bodies take active part in the meetings and contribute through discussions and arrive at consensus from the view point of making the academic activities, teaching-learning and governance effective. In such meetings, members of the faculty contribute to the decisions for ensuring academic excellence and social justice. In the deliberations of Statutory bodies, it is seen that members belonging to various Faculties take active part. The involvement and participation of faculty members at different levels and in various statutory bodies amply reflect the efforts of the University authorities to develop and inculcate culture of participative management in the governance.

**6.1.7. Give details of the academic and administrative leadership provided by the university to its affiliated colleges and the support and encouragement given to them to become autonomous.**

One of the major objectives of the UG education is to meet the needs of the students and other stakeholders like parents, society at large and managers and promoters of the institution. The members of 'Local Inquiry Committee' (LIC) of the University visit the new colleges and existing colleges and take all explicit measures



to check and monitor the quality which is of utmost importance. While giving affiliation to the new colleges and while continuing affiliation to the existing colleges, the LIC examines all the measures taken by the college and its Internal Quality Assurance Cell (IQAC). It carefully observes, monitors and directs the IQAC of every college to enforce the directions of the University relating to (i) teaching (ii) academic programmes (iii) research (iv) scholarships (v) infrastructure (vi) faculties (vii) equipments (viii) library (ix) hostels (x) health services (xi) student grievance-redressal cell (xii) sports facilities.

For promoting quality in higher education, the University through College Development Council (CDC) issues guidelines at the time of inspection. The University renews the affiliation given to the colleges only when the colleges fulfill the requirements in respect of physical facilities, academic infrastructure, staffing, equipments, library and other facilities.

The University conducts the meetings of Principals of the Colleges under the Chairpersonship of the Vice-Chancellor. The Registrar, Registrar (Evaluation) and the Director of CDC address and sensitize the Principals about the existing higher education policies of the regulatory bodies and the Governments. This endeavour reflects the administrative leadership assumed by the University for the development of the affiliated colleges. The University encourages the deserving colleges to strive to achieve the status of 'Colleges with Potential for Excellence'.

The Vice-Chancellor nominates four principals to the Syndicate, ten principals of affiliated colleges to the Academic Council, as per the provisions made in the Karnataka State Universities Act 2000. As per the statute, three senior faculty members in each subject from the affiliated colleges are nominated as members of Board of Studies (Under-Graduate) and two teachers teaching under-graduate subjects are nominated by the Vice-Chancellor as members of Board of Appointment of Examiners (BOAE) to provide adequate representation to the affiliated colleges in all these decision making bodies. The representation of affiliated colleges in the statutory bodies enables the University to understand the needs of under-graduate education, which in turn helps the University to design appropriate mechanisms to address effectively the administrative problems of the affiliated colleges.

The University has in-built mechanisms to provide academic leadership to the affiliated colleges. All academic matters such as introduction of new courses and revision of the curriculum of UG courses are initiated in the Board of Studies (BOS-UG) of the respective discipline. The chairperson of the PG department is the ex-officio Chairperson of the BOS. The Chairperson of BOS collects the opinion of its members while introducing new courses and designing/redesigning the curriculum. In this context, the Chairperson of the PG department in the University provides academic leadership at the level of each discipline. Subsequently, these matters are placed in the respective Faculties, and the concerned Dean of the Faculty provides academic leadership to take decision at the level of Faculty. Finally, it has to be approved by the higher level bodies like Academic Council and Syndicate of the University. Thus, the Vice-Chancellor provides the overall academic leadership in all these matters.

The regulations of the University and its common system, governing all colleges alike, irrespective of their characteristic strengths, weaknesses and locations, have affected the academic development of individual colleges. The colleges do not have the freedom to modernize their curricula or make them locally relevant. Colleges

that have the potential for offering programmes of a higher standard do not have the freedom to offer them. In this context the UGC document on the XI Plan directions are taken into consideration. The university has been taking all steps to bring about awareness about the advantages of autonomy among the affiliated colleges. An autonomous college is given freedom in the following matters:

1. Preparation and implementation of calendar of events for the academic year according to the local needs and situations without any difficulty and delay.
2. Designing a vibrant and acceptable rules and procedures for giving admission to the students as per the roster and guidelines of the Government.
3. Evolving an effective mechanism to maintain quality in teaching-learning and evaluation.

#### **6.1.8. Have any provisions been incorporated / introduced in the University Act and Statutes to provide for conferment of degrees by autonomous colleges?**

According to section 64 of the Karnataka State Universities Act 2000 and the UGC guidelines, the University grants autonomous status to affiliated colleges with prior concurrence of State Government. The University also has a Statute Governing Conferment of Autonomy to the affiliated colleges. Under 8.2 of the Statute, the University reserves the right to award Degrees and Diplomas to the students evaluated and recommended by autonomous colleges. The University devises the format for the Degree and Diploma certificates. The name of the autonomous college is indicated in the Degree and Diploma certificates.

#### **6.1.9. How does the University groom leadership at various levels? Give details.**

As per the Karnataka State Universities Act 2000 the University believes in grooming leadership at various levels. The Vice-Chancellor is the Principal Executive and Academic Officer of the University. The Registrar of the University is the Executive Officer of the University. At the highest level, the Vice-Chancellor provides academic and administrative leadership to the University. The Registrar, the Registrar (Evaluation) and Finance Officer are statutory officers. At the level of Faculty, it is the Dean who is the executive officer. The Director, Student Welfare, Librarian, Director of College Development Council and the Director of Physical Education are Statutory Officers of the University. The Chairpersons of the departments and respective Boards of Studies provide leadership at the department level. The primary purpose of such provisions of University statutes and Karnataka State Universities Act 2000 is to train the faculty members and provide academic and administrative leadership at various levels. The provisions of Karnataka State Universities Act and the University Statutes also provide scope and opportunity to the faculty members for holding various positions when statutory officers are on leave. This facilitates to orient and train such faculties during the time when they hold charge of the statutory positions.

The faculty members are expected to assume important responsibilities at various levels through rotation based on seniority system. This enables the faculty members to get practical training for developing leadership and to accept responsibilities.

The rotation of Chairpersonship of departments, membership of the Faculties, membership of Academic Council and the Syndicate based on seniority is a very significant aspect of the Karnataka State Universities Act 2000. The faculty members get an opportunity to work as member of the respective Faculties, membership of

Academic Council and Syndicate based on seniority at the University level as per the Karnatak State Universities Act, 2000. The faculty members also work as members of various committees like Malpractice Committee, Local Inquiry Committee, Advisory Committees etc, under the Chairpersonship of Deans and Syndicate members constituted by the University from time to time. This enables the faculty members to work in various capacities and gain experience which in turn help them to develop academic leadership qualities.

**6.1.10. Has the university evolved a knowledge management strategy? If yes, give details.**

Research output of the University is an indicator of the contribution of faculty to the creation of knowledge. Participation of faculty in the national and international conferences, organizing the seminars, workshops and conferences by the departments, arranging special lectures, endowment lectures, foundation lectures, and public lecture series by national/internationally reputed scholars determine the extent of contribution of the University to research in terms of creating new knowledge. The policy of the University has been to encourage and facilitate all these academic activities by providing financial support and deputation. The University guidelines for Research and Development grants have simplified the procedure of using funds. This has been encouraging the faculty members to undertake quality research work. The 'Prasaranga', which is the publication wing of the University, undertakes extension activities and publishes peer-reviewed journals as well as a number of works done by the faculty including deserving Ph.D. theses. This is also a part of knowledge management strategy of the University.

**6.1.11. How are the following values reflected the functioning of the University?**

**Contributing to National Development**

A major challenge in India is the expansion of higher education with quality and equity. India has taken a number of initiatives in this regard. One of the goals of the higher education is not only to promote pursuit of knowledge but also to develop right attitudes, professionalism, leadership and social responsibilities. The governance of Karnatak University formulates its policies keeping in mind these considerations. To fall in line with the country's higher education policy, expansion of higher education in North Karnataka has remained one of the important priorities of the University. With the coming up of Rani Channamma University during 2010-11 with three districts namely Belgaum, Bijapur and Bagalkot under its jurisdiction, many affiliated colleges that were nurtured earlier by the University are attached to this new University.

Presently the University, with its jurisdiction of four districts namely, Dharwad, Haveri, Gadag and Karwar, has 260 affiliated colleges. The student strength in the last five years has increased from 14,240 to 21,919. Thus, the University in the last five years has increased the inclusive access to higher education by encouraging not only the establishment of more number of colleges in rural areas, but also by introducing as many as 22 PG programmes in 71 affiliated colleges, 2 new PG Courses in PG Centres and 9 PG programmes in constituent colleges. In addition, the University has enhanced the intake of students in PG departments on the main campus as well as in its constituent colleges. Thus the University has left no stone unturned in contributing to the increase of general enrollment ratio in PG and UG education in its jurisdiction.

The University follows strictly the rules and regulations of roster system for admission to PG Courses, Hostel facilities, scholarships and other facilities. The University has established separate cells for the benefit of the students belonging to SC/ST, Cat-I and Minorities and OBC. In order to encourage “Earn While You Learn” attitude, the University has provided part-time job opportunities for students. Apart from UGC, CSIR, ICMR, ICAR research fellowships, provisions for fairly good number of Research Studentships to those who are without such fellowships are made. In this way, the University has taken care for the expansion of higher education based on equity and social justice.

The overall performance of the University with regard to its quality of teaching and learning is evaluated annually by conducting Academic and Administrative Audit (AAA). Local Inquiry Committee for affiliation inspect teaching, infrastructure and students progression in the college. The students of our University are finding placements in different spheres like research laboratory and institutions, industries, MNCs, Universities and colleges. Thus, Karnatak University has a role in producing able human resources.

The contribution of faculties to national development is visible in patents registered and quality publications in the areas of Biochemistry, Reproductive Biology, Fluid Mechanics, Medicinal Plants, Environment, Defence related areas, Physics, Archaeology and others. These research activities are also contributing to the building of knowledge society.

The University has made significant contribution to national integration and social harmony. The PG courses, PG Diploma and Certificate courses in languages and Social Sciences have added value inculcation. In a globalized world, sustainable development is the *mantra* for National Development. Higher Education plays a crucial role in sustainable development from the viewpoint of preserving natural resources through extension activities. In this regard, teachers and students form the backbone of promoting environmental awareness by their participation in the extension activities. The curricula of UG and PG courses of the University include environment and development issues. At UG level, there is a compulsory paper on environmental studies. Thus, the problems relating to environment are taught from Social Science as well as Science perspectives focusing on sustainable development. All these measures bear testimony to the University’s efforts to produce relevant and valid knowledge for promoting national development.

### **Fostering Global Competencies among Students**

Even before the wave of globalization and liberalization swept across all disciplines of higher education, the University had on its roll some faculty members with international research. In the new millennium, the University established the ‘Wrangler Dr. D.C. Pavate Foundation’ which has become instrumental in establishing academic links with Cambridge University in the areas of international relations and many other Science disciplines. Adapting itself to the changing trends, the University has provided opportunity for developing global competencies among students.

**i) Encouraging Departments with Global Perspective:**

The Karnatak University has visiting faculty in the departments of foreign languages viz. French, Russian and German departments. This programme encouraged students and faculty members to fruitfully interact with their counterparts. Secondly, University has established the department of Reproductive Health in collaboration with the University of Groningen, The Netherlands. The training imparted in this area is of internationally acceptable standards and this has been going since on 2000.

**ii) Exposing its post-graduate students to Industrial training/ Summer internships:**

The Choice-Based Credit System (CBCS) introduced in 2008 required project work from the post-graduate students. The students from the departments of Management Studies, Social Work, Chemistry use this opportunity to work in industries, multinational companies in different parts of the country. The students also avail the opportunity to work as Summer Fellows selected by INSA, JNCASR etc. On an average, every year 2/3 students work as summer research fellows in the department of Chemistry. The department of Social Work which had an intake of 25 students in 2008 has now 48 students on its roll and all of them undergo in-plant training/field-work in their fourth semester. The Students undergo field training in various organizations and industries like Kirloskar Electric Co. Pvt Ltd-Mysore, Canara Bank Relief and Welfare Society, Bangalore, Women and Child Development Office, Bagalkot, Gluco Factory, Gokak etc.

In the Kousali Institute of Management Studies, MBA students undergo a compulsory training in the fields of HRD, Finance, Marketing, IPR, etc. of medium/large scale industries in Karnataka and outside Karnataka. The training is in two phases. During the short term 8-week summer internship, students go to medium/large scale industries in Karnataka and outside Karnataka. During the 4<sup>th</sup> semester, students focus on industrial belt in the nearby Hubli-Dharwad area. In the department of Commerce, the M.Com. students carry out their project work in various companies located in the Hubli-Dharwad and Dharwad-Belgaum industrial areas.

**iii) Encouraging research scholars to participate in International conferences:**

The University has been encouraging its research scholars to present their work at international conferences. In this context, it is pertinent to mention a few specific cases:

- a) Miss Shraddha V. Raikar (Gold Medalist, Department of Chemistry) was selected for interaction with Nobel Laureate at IIT-Allahabad in December 2008.
- b) Miss Reshma J. Naik (Ph.D-Inspire Fellow) was selected to present her work at the 4<sup>th</sup> HOPE meeting in Japan (Tokyo) and Interact with Nobel Laureates in March 2012
- c) Mr. Prasad Deshpande from Department of Zoology presented his work in the 7<sup>th</sup> European Zebra Fish meeting at Edinburgh (UK) in July, 2011.
- d) Commonwealth split-site fellowships was awarded to Miss Anita Savanur (Ph.D. student in the department of Chemistry) who worked at University of Durham in 2011.



**iv) Exposing Post-graduate students to the speakers/researchers of International repute:**

Every department organizes special lectures for the benefit of Post-Graduate students and a few of them are speakers from Abroad, who would expose our students to the frontiers of science and state-of-the-art technology in their fields. The department of Chemistry had ten speakers during the last five years from countries like Korea, UK, South Africa. In a specific instance, Dr. Igor Scherbekov, Federal University of Rostov, Russia visited the department for two weeks which has resulted in a collaborative research activity. The department of Library and Information Science (LIS) recently organized the 58<sup>th</sup> International ILA conference (February 2013) in which our students had an opportunity to interact with Dr. Ismail Abdullah of the North Carolina Central University, USA. During their “Meet the Executive” programme in July 2013, the MBA students had a unique opportunity to interact with Mr. Dilip Kumar, the Project Manager of SONY-ERICSSON of Sweden. Dr. Balagangadhar of Ghent University, Belgium gave a special lecture in the department of Political Science.

**v) Ongoing efforts of the University to establish academic links with other universities:**

a) Realizing the fast growth and importance of Nanoscience, University has been making efforts to establish links with the University of Missouri Texas-USA. A team of scientists under the leadership of Prof. K.V.Katti visited the University and two rounds of discussions have taken place in the year 2008-2010 for establishing a Diploma course in Nanoscience and Technology with the participation of the departments of Physics, Zoology, Chemistry and Biochemistry.

**vi) Producing Scientific Manpower of International Standards:**

A testimony for the high quality research work that is going on in the laboratories of University is the number of Post-doctoral fellowships that our students are offered after the completion of their Ph.D.s. Our students are excellent performers in countries like Japan, Spain, Taiwan, Korea .

**vii) Recent innovations by University:**

- a) In collaboration with Govt. of Karnataka, the University has established a course in M.Sc. in Industrial Chemistry since 2007 at the Government College-Karwar. In this course designed by the University, every year 20 students undergo Industrial training for 3 to 4 months in Pharmaceutical, fine chemical industries in Goa, Karwar, Belgaum and Mangalore.
- b) In the year 2012, the University established two institutes of potential global impact which have been named after its Chief Architect, Wrangler Dr. D.C.Pavate.
  - i. Dr. D.C. Pavate Institute of Art and Archeology
  - ii. Dr. D.C. Pavate Institute of Mathematical Sciences

**Inculcating a Sound Value System among Students**

The greatest challenge is to create and teach an appropriate cultural, ethical and civic ethos that emphasize and promote sustained participation and engagement in the harmonious progress of our society. The University as an epitome of higher learning has an inalienable responsibility of inculcating and imbibing values which



enable the stakeholders to rise from mere materialism to superior planes of intellectual and spiritual consciousness. This is reflected in the vision statement of the University.

The University has a unique advantage in the matter of inculcation of socially desirable values among the students, as it is established in a place known for its rich cultural tradition and heritage of literary scholarship and Hindustani music. As a 64 years old University, it has not only succeeded in keeping the flag of this rich culture flying high through its scholars and artists of national and international repute, but also act as a torch bearer to transmit these values to the contemporary generation.

True to Rig Vedic citation “आ नो भद्रा ऋतहं निश्चितः (Let noble thoughts come to us from all directions), attempts are made to provide appropriate insights to prepare students with virtues of emotional/spiritual/intellectual maturity. The foundation lectures, special lectures, cultural activities and get-together are organized to enlighten the stakeholders. On auspicious occasions such as Annual Convocation of the University, the enlightening hymns form “tairiyopanishad”, an praise of universal values of honesty, non-violence, non-stealing, reverence for elders, etc., are recited. These citations constitute a part of the oath administered to the graduates.

Besides, many Chairs, (*Peethas*) centres and departments established in the name of great saints, religious and social reformers have emerged as value inculcation centres through their numerous activities. These have helped the student community not only to understand the cultural plurality and diversity of this country, but also contributed to their personality development and leadership qualities. The programmes such as inter-religious prayer meetings and the discourses on communal harmony, conducted by the department of Gandhian Studies, the Ambedkar Studies, Basava Studies and Jainology have been promoting values of tolerance, respect for humanity and brotherhood. The courses offered are virtually ‘man-making’ and ‘character building’ in spirit and objectives. Swami Vivekananda Centre and University Employment Information and Guidance Bureau are especially striving in this direction to inculcate right virtues and values among the students through their personality development courses/training/workshops.

The University fully endorses Swami Vivekananda’s statement that ‘we need muscles of iron and nerves of steel for building a new India’ The Physical Education and Sports section is geared up for building the strong and healthy human body through its well-maintained gymnasium, in-door and out-door sports grounds and coaches for training.

The time and the context demand allegiance and a sense of belongingness, the efforts are made to build through induction programmes for the new students, organizing alumni associations, parent-teacher meetings, etc. Besides, developing appreciation and pride toward the infrastructure, the surroundings, sign-boards, placards, notices, inculcating civic sense and civic values have been posted in strategic places on the campus. The values of social inclusion and equity in higher education are upheld by establishing Equal Opportunities Cell, Minorities and Other Backward Communities Cell, etc. Separate cells have been constituted for prevention of sexual harassment of women in work-place; to redress the grievances of students, to prevent ragging on the campus and hostels.

### **Promoting Use of Technology**

The available information and communication technologies are having utilized to better the pedagogical methods and make the teaching-learning process more

productive, creative, collaborative and learner centric. The LCD projectors and network based smart classes have made greater impact on students community in imparting the instruction. All the communications related to academic events, examination related functions, calendar of events etc are being channelised through University website. Recently a new website called Academic website has been added to post lecture notes of faculties. In addition to the teaching activities, the authorities have made an elaborate arrangement to establish technology based Library and Information resource centre with ICT application. The campus network has Optical Fiber Cable (OFC) backbone through which all the departments can access the databases available in the library as well as UGC-INFONET, e-Journals and other open access information resources.

Besides new technology is being adopted and used effectively in teaching and learning process, the University is making efforts to adopt this technology in the administration, finance section, and DPAR. Installation of surveillance camera in different sections of the University, University Library, Examination branch has been done as a security measure. In order to upgrade the existing machines at University printing press, latest technology-based high-speed printing machines have been added.

### **Quest for Excellence**

The university has set sound and excellent traditions and at the same time being open for new and emerging challenges. The CBCS pattern of education at the under-graduate and post-graduate level acquaints the students with the inter-disciplinary orientation. M.Phil. and Ph.D. programmes expose them to advanced theories and methodologies. The PG departments have been provided with independent and spacious buildings and infrastructure, like class rooms, laboratories and seminar halls. The faculty take keen interest in employment-counselling for the students. The quality of education offered by the University has been attracting students from various countries like UAE, Nigeria, South Africa, Bangladesh and Iran. There is an exclusive officer serving as the International students' adviser to assist foreign students.

The University has liberal teacher-friendly research and development guidelines. The faculty are encouraged to avail the opportunities for 'in-service' training and faculty improvement programmes offered by the UGC. The faculty and researchers regularly participate in national and international symposia, workshops, conferences, congresses, visit libraries in and outside India to consult documentation centres, electronic journals and archives. The University has always considered it significant to relate itself to the advanced national institutions in India and abroad. The Scientists working in the research institution such as IISc, BARC, Physical and Chemical laboratory, NIO, Jawaharlal Nehru Centre for Advanced Scientific Research, ISEC, CIIL and CCMB have been recognized as research guides /co-guides and collaborators. This has facilitated mutual interaction and increased productivity. A significant research output in the last five years with as many as 1648 articles and 15421 citations with h-index of 46 bears testimony to this fact.

The excellent track record of University's research and its endeavours to sustain this momentum has been richly rewarded through the research grants of Rs. 68.95 crores from such schemes as UPE, CPEPA, DBT-IPLS, SAIF, UGC-SAP-DRS, UGC-CAS, DST-PURSE, DNA Diagnostic and Research Centre. The stakeholders and civil society hold the University in high esteem. This is visible in the

establishment of Wrangler Dr. D.C. Pavate foundation which has forged academic link with Cambridge University by instituting fellowships for outstanding researchers in the fields of International Relations, Economics, Management, Mathematics and Physics.

IQAC is promptly monitoring and maintaining the academic excellence. Annual Administrative Audit Reports provide a thorough review of the functioning, performance and infrastructure requirements of all the academic and administrative sections. IQAC is responsible for conducting students' evaluation of teachers performance and the feedback collected from the students are analyzed and the report is submitted to Vice-Chancellor to take further action. Periodical assessment of self appraisal reports submitted by the teachers and the objective comments communicated to the teachers by the Vice-Chancellor have brought considerable transformation in the performance of teachers. The results of academic excellence have won visiting professorship and high-end collaborations involving participation of noble laureates and eminent academics. Many teachers are being associated with international fellowships and associateships such as AS-ICTP, Fulbright, Commonwealth, Alexander von Humboldt, DAAD, TWAS-UNESCO, WHO, British Council, Okazaki University (Japan) visiting fellowships. This reflects the successful efforts of the faculty members in the pursuit of excellence. The University feels elated as some of its faculty are recipients of academic honours like FASc., FNA, Lifetime Achievement Awards, Sir. C.V. Raman young scientist award, patents and other outstanding recognitions. The Former Vice-Chancellor Dr. S.K. Saidapur is the recipient of Shanti Swarup Bhatnagar prize.

## **6.2 STRATEGY DEVELOPMENT AND DEPLOYMENT**

### **6.2.1 Does the university have a perspective plan for development? If yes, what aspects are considered in the development of policies and strategies?**

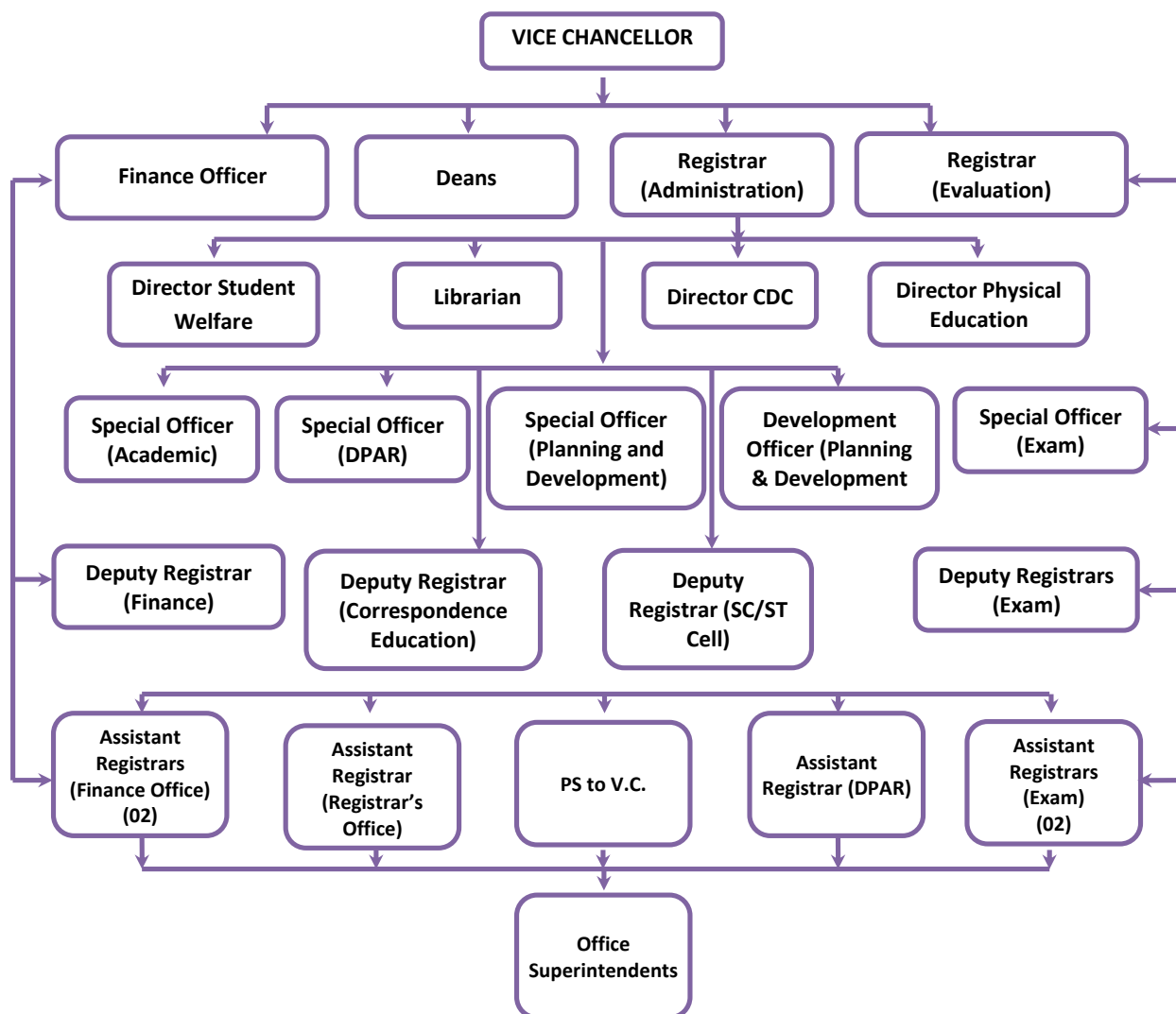
The University has a perspective plan for development in conformity with its Vision and Mission as well as with the priorities of UGC. As a part of this plan, emphasis is laid on the Gross Enrollment Ratio (GER) of students to PG Courses. The School of Correspondence Education has been strengthened in the last five years and this has helped to increase the inclusive access to higher education. For the perspective plan, following aspects are given importance in the development of policies and strategies of the University:

1. Greater access to higher education (increasing GER) by encouraging the managements/ societies to establish more affiliated colleges.
2. Further efforts to provide facilities for SC, ST, OBC, Minorities and Women students for ensuring equity.
3. Increase the number of PG courses in PG Centres, Constituent and Affiliated colleges.
4. Introduction of Skill Oriented Programmes as a part of vocationalization of higher education both at UG and PG levels and strengthening University-industry interaction.
5. Provisions for imparting practical knowledge by adding relevant components in the syllabus.
6. Enrich further the ICT based teaching and learning
7. Reviewing the comprehensive research policy in tune with the current development.

8. Further the Tie-ups with International Universities/Institutes of repute for instituting university fellowships for the mobility of faculty and students.
9. Explore the public-private partnership for providing basic amenities.
10. Make special efforts for granting autonomous status to the affiliated colleges.
11. Strengthen IQAC in affiliated colleges through CDC in order to enhance the quality of undergraduate education.
12. Encourage colleges to share the infrastructure and to create of cluster of resources.
13. To increase the extension activities to create public awareness

**6.2.2 Describe the university's internal organizational structure and decision making processes and their effectiveness.**

**ORGANIZATIONAL STRUCTURE OF THE UNIVERSITY**



As per the Sections 11 to 26 of the Karnataka State Universities Act 2000, the Statutory bodies (Authorities) of the University are as follows;

1. The Syndicate
2. The Academic Council
3. The Finance Committee
4. The Board of Studies
5. The Faculties

**Table- 6.1: The details of the meetings of Syndicate held during 2008-2013**

2008	2009	2010	2011	2012	2013
5-2-2008	2-1-2009	9-1-2010	31-1-2011	3-1-2012	11-1-2013
8-3-2008	9-2-2009	25-1-2010	14-3-2011	24-1-2012	7-2-2013
26-3-2008	9-3-2009	20-2-2010	28-3-2011	3-2-2012	16-3-2013
10-5-2008	25-3-2009	10-3-2010	23-4-2011	19-3-2012	30-3-2013
21-6-2008	9-5-2009	29-3-2010	18-5-2011	31-3-2012	10-5-2013
14-8-2008	23-6-2009	27-5-2010	25-6-2011	14-5-2012	3-7-2013
11-10-2008	8-8-2009	20-7-2010	26-7-2011	30-5-2012	27-8-2013
10-12-2008	31-8-2009	28-8-2010	15-9-2011	23-6-2012	
	8-10-2009	22-9-2010	8-10-2011	7-7-2012	
	21-11-2009	23-10-2010	2-11-2012	16-8-2012	
		15-12-2010	27-12-2011	1-10-2012	
				17-11-2012	
<b>08</b>	<b>10</b>	<b>11</b>	<b>11</b>	<b>12</b>	<b>07</b>

**Table-6.2: Details of meeting of Academic Council held during 2008-2013**

2008	2009	2010	2011	2012	2013
31-1-2008	2-1-2009	25-1-2010	31-1-2011	3-1-2012	7-2-2013
20-3-2008	18-3-2009	20-3-2010	22-3-2011	3-2-2012	25-3-2013
7-6-2008	17-6-2009	19-6-2010	24-6-2011	10-3-2012	15-6-2013
26-9-2008	29-9-2009	9-9-2010	24-9-2011	26-3-2012	
6-12-2008	19-12-2009	24-12-2010	23-12-2011	12-5-2012	
				18-6-2012	
				25-9-2012	
				15-12-2012	
<b>05</b>	<b>05</b>	<b>05</b>	<b>05</b>	<b>08</b>	<b>03</b>

The details of the meetings of the Finance Committee held during 2008-2013 are as follows:

**Table-6.3: Number of Meetings of Finance Committee held during 2008-2013**

2008	2009	2010	2011	2012	2013
7-1-2008	18-2-2009	2-3-2010	1-3-2011	3-2-2012	10-5-2013
3-6-2008	13-6-2009	5-6-2010	4-7-2011	5-3-2012	2-3-2013
26-8-2008	30-9-2009	20-9-2010	30-8-2011	12-5-2012	
26-11-2008	7-12-2009	4-12-2010	30-11-2011	14-5-2012	
				15-12-2012	
<b>04</b>	<b>04</b>	<b>04</b>	<b>04</b>	<b>05</b>	<b>02</b>

### The Decision Making Process

The following statutory bodies are involved in the decision-making process as per the Karnataka State Universities Act, 2000 and statutes of the University.

1. Department Council
2. Board of Studies
3. Faculty
4. Academic Council
5. Syndicate

The academic matters are initiated in the Department Council and on approval of the Board of Studies of the respective discipline, they are sent to the University by the Chairperson of the respective department. The Academic Section places such items for the approval of the Faculty and after the approval of the concerned Faculty the same is placed before the Academic Council for its approval. These items are transmitted to the Syndicate for final approval. However, some items that need approval of the government are sent to the Government. After receiving the approval from Government, the University implements the decisions.

The financial matters are placed in the Finance Committee and then sent to the Academic Council for approval. Further it is tabled in the Syndicate for its final approval. Subsequently the University implements these decisions. Any financial matter involving the expenditure of more than one lakh needs the approval of the Syndicate. The grants received from UGC, DST and other funding agencies under various projects/schemes/provisions will be utilized after taking the approval of the University authority. In this regard, procedures to be followed for utilization of grant are defined in the Guidelines for Operation of Research and Development Grants, Delegation of Administrative and Financial Powers and concerned statutes. The Planning and Development Section monitors the operations of these financial guidelines and their compliance.

With regard to administrative matters the initiative is taken by the administrative sections. The concerned PG departments accordingly prepare the agenda of the meeting of the statutory bodies by taking the approval of the Registrar. After obtaining approval of the Academic Council and Syndicate, some items which need the approval of the Government are sent to the government. Finally, the Registrar of the University implements the decisions.

The officers of the University and members of the statutory bodies play active role in the decision-making processes of statutory bodies by keeping in view the following concerns:

1. Objectivity in understanding the matter.
2. The long-term concern
3. The short-term concern
4. Implications of the matter for quality of teaching, learning and research.

Consensus is reached after intensive and extensive discussions on several matters from various perspectives at different levels of decision-making process in the statutory bodies in the governance of the University. The active participation of the members and representation at different levels in the deliberations of the statutory bodies democratizes the decision making process. On the whole, the decision-making processes are effective and democratic in terms of serving the purpose for which deliberations take place.

### **6.2.3 Does the university have a formal policy to ensure quality? How is it designed, driven, deployed and reviewed?**

The *Vision* and *Mission* of the University are the guiding principles. The quality of Teaching and learning is periodically reviewed in the meetings conducted by Chairpersons of PG departments. At the end of academic year, students' feedback is taken at the level of the department to review the performance of teaching. Measuring the quality of teaching is based on four point scale. The rating of every teacher is informed after analysis of the students' feedback. As per the guidelines of



the University, this information is placed in the Department Council for a constructive discussion. The initiatives to be taken for further improvement of teaching in the department are chalked out. The action taken report is submitted to the University authorities. Periodical review meetings at different levels in planning and implementation add drive to the quality awareness in the system.

The Academic and Administrative Audit (AAA) is regularly conducted in order to evaluate the overall performance of the University. The AAA Committee makes it a point to look into the performance of teaching, research and governance. The said Committee makes observations and recommendations for improvement in all these matters and submits its report. This report is uploaded on the University website to facilitate administrative sections and PG departments to take further action and submit the action taken report about the implementation of recommendations of the AAA Committee at the time of the visit of next AAA Committee. This exercise conducted systematically every year.

The Self-Appraisal Reports submitted by the individual teachers along with the chairperson's remarks facilitate to monitor and evaluate the Faculties' performance in teaching and research. The self-appraisal reports are reviewed by the Vice-Chancellor. While extraordinary work in teaching and research is appreciated by the Vice-Chancellor, appropriate remarks and suggestions are made in cases where improvements are warranted. These evaluative mechanisms have been contributing to the formal policy of the University directed towards reviewing the quality in teaching, learning and governance.

#### **6.2.4 Does the university encourage its academic departments to function independently and autonomously and how does it ensure accountability?**

The University encourages and facilitates its academic departments to function independently within the framework of Karnatak State Universities Act 2000, guided by regulations governing the Academic Programmes and Statutes. The Department Council, the Board of Studies and Doctoral Committee of each department provide considerable autonomy and independence in the functioning of the departments. The regulations governing admissions to PG courses, M.Phil. and Doctoral programmes, as well as circulars issued by the University from time to time ensures accountability in the functioning of the department.

#### **6.2.5 During the last four years, have there been any instances of court cases filed by and against the institute? What were the critical issues and verdicts of the courts on these issues?**

During the last 4 years, the following legal cases were filed before the Subordinate Judiciary within the jurisdiction of Karnatak University and also before the Karnataka High Court Circuit Bench, Dharwad. Apart from this, the cases under RTI Act not exceeding 12 matters were filed before the Karnataka Information Commission, Bangalore.

##### **1. Matters before the Subordinate Judiciary**

The cases include property related matters filed by the third party against the University alleging trespass or manipulation of revenue records. As of now three cases are pending before the said court.

**Table-6.4: Cases before Subordinate Judiciary**

Year	No. of cases Registered	No. of cases Disposed	Pending / Status
2009-2010	02	Nil	02
2011-2012	01	Nil	01

## 2. Matters before the High Court, Dharwad

Most of the cases filed under Article 226 of Constitution relate to service matters viz, regularization of services of Guest Faculty/Teaching Assistants, service benefits and the claims relating to monetary benefits by the retired employees. These matters include (i) Writ petitions under Article 226 of Constitution. (ii) Appeals before the Division Bench of High Court; and (iii) Appeals from the Lower Courts to the High Court.

**Table-6.5: Cases before the High Court**

Year	No. of cases Registered	No. of cases Disposed	Pending
2008-2009	12	-	12
2009-2010	08	-	08
2010-2011	09	-	09
2011-2012	12	-	12
2012-2013	09	03	06

## 3. Matters before the State Information Commission

The University is overburdened with the applications filed under RTI Act. In a span of 4 years a number of applications have been filed by the citizens seeking information from the University exceeding the limitations under the Act. When this was informed, the parties have approached the information Commission.

**Table-6.6: Cases before State Information Commission**

Year	No. of cases (Registered)	No. of Cases Disposed	Pending/Status
2012-2013	04	02	02

## 4. Critical Issues

In respect to some matters, on account of laxity or a tiny lapse on the part of concerned sections/ officers, the parties have approached the Law courts.

**Table-6.7: Other Cases before Law Courts**

Year	No. of cases (Registered)	No. of Cases Disposed	Pending/Status
2012-2013	02	-	02

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

The examination related grievances are addressed by the 'Grievance Redressal Cell' of the examination section and students' related problems are managed by the Grievance Redressal Cell of the office of Director, Student Welfare. There are hardly any serious cases where the total system is hampered.

**6.2.7 Does the university have a mechanism for analyzing student feedback on institutional performance? If yes, what was the institutional response?**

The students' feedback is looked upon as an important parameter not only on performance of the faculty but also on the other facilities available on the campus like library, computer room, sports facilities, hostels, food, canteen, etc. During the visits of the AAA Committee, the Members personally interact with the students in various departments and hostels to obtain their views which in turn are incorporated in their report while submitting their observations to the University for action. The IQAC conducts, collects and analyses the students' feedback on teaching and learning from each department and bring the same to the notice of the University authorities for further action. It is the responsibility of the IQAC to monitor the compliance on the part of the departments periodically. The governance of the University constantly depends on the feedback.

**6.2.8 Does the university conduct performance- audit of the various departments?**

The University conducts the performance-audit of the faculty based on the self-appraisal reports and annual reports of the departments. In addition, the University conducts Academic and Administrative Audit to evaluate the overall performance of the departments.

**6.2.9. What mechanisms have been evolved by the university to identify the developmental needs of its affiliated institutions?**

In order to identify and scrutinize the developmental needs of the affiliated institutions, the University constitutes a Local Inquiry Committee (LIC) consisting of Deans/senior professors/members of the Academic Council. This committee visits the colleges and inspects the potential of the management to meet the developmental needs to start the new college. The Local Inquiry Committee carefully looks into the availability of the infrastructure resources in all respects as per the provisions of the Act, statutes and UGC guidelines. If these facilities are not there, the committee makes suggestions to the management and the principal of the College to ensure all these facilities in order to get affiliation or to continue with the affiliation. It also insists on the management to fulfill all the suggestions made by the earlier LIC. The visit of the committee is also meant to assess the claims made by the institution and feasibility of running the course/college. During its visits, the LIC makes it a point to enlighten the management of the college, the principal and faculty members about the current developments such as e-governance, computerization, regular usage of the University/UGC web sites, etc. This endeavour of LIC is to help the institution to use the resources optimally so as to ensure quality education and competitiveness at the regional as well as the global level. At the time of every visit, the LIC carefully considers the reports of earlier LICs in order to find consistency with succeeding reports. The LIC takes care to keep the college authorities and teaching faculty

informed about new initiatives taken by the University and the UGC. The LIC prepares the report and submits to the University. The Academic Council, after considering the findings of the committee, records its opinion and transmits it to the Syndicate. The Syndicate after thorough discussion takes the decision. The procedure for continuation/extension of affiliation is almost similar as described above. While giving affiliation to the existing college that desires to introduce PG courses and some selected UG courses, the University makes the pre-qualification inspection before following the above procedure. Thus, the University has well established and effective mechanism put in place for identifying the developmental needs of affiliated colleges to safe guard the quality of higher education.

**6.2.10. Does the university have a vibrant College Development Council (CDC)/Board of College and University Development (BCUD)? If yes, detail its structure, functions and achievements.**

The University has a vibrant College Development Council (CDC) established in the year 1983 with the assistance of the UGC. The CDC is headed by a full-time Director appointed by the Syndicate. The CDC plays a key role in the establishment and development of Constituent and affiliated Colleges of the University. It functions under the joint guidance of University authorities, UGC and the State Government. It acts as a link between the UGC and State Government on the one hand and University and Colleges on the other. At present, the CDC is looking after the development of all 260 affiliated Colleges coming under the jurisdiction of Karnatak University. It also deals with running of 22 PG programmes in 65 constituent and affiliated colleges.

Under the 'Faculty Development Programme' (FDP) of the UGC, large numbers of teachers have completed their M.Phil. and Ph.D. degrees. Many teachers have completed major and minor research projects using grants sanctioned by the UGC and other funding agencies at State and Central levels. The CDC is responsible for getting these grants for the teachers of the colleges. Then, CDC is constantly engages in the developmental activities of higher education.

**Functions of the CDC:**

The College Development Council performs the following functions:

1. Functions as intermediary between colleges and University, UGC and State Government.
2. Conducts district-wise surveys of all affiliated colleges, with a view to prepare and maintain an up-to-date profile of each college, indentifying the requirements and gaps that need to be filled for their development and make relevant information available to the UGC and other regulatory bodies.
3. Prepares a perspective plan for the development and establishment of new colleges, to enable the University and State Education Authorities to take decisions on the planning and development of affiliated colleges.
4. Assists the University in rationalizing and implementing the University policy on higher education.
5. Identifies strategies for specific development of some colleges to overcome the problem of regional imbalances.
6. Guides and motivates affiliated colleges to become autonomous.
7. Facilitates inclusion of Colleges under section 2(f) and 12(B) of the UGC Act 1956.

8. Assists the affiliated colleges by giving information about schemes available from UGC and other funding agencies and monitors proper utilization of funds.
9. Assesses the impact of UGC grants utilized by the colleges for the implementation of various development projects.
10. Encourages the College teachers to pursue research under Faculty Development Programme and to undertake research projects from UGC and other funding agencies.
11. Guides and motivates Colleges to make use of funds from the UGC for sports and other extracurricular activities.

**Achievements:**

1. During the last five years, forty six faculty members from 33 affiliated colleges availed fellowship under FDP for doing M.Phil./Ph.D. Out of forty six faculty members thirty one teachers have been awarded Ph.D. degree.
2. In the last five years, due to the efforts of CDC, 177 teachers from 122 affiliated colleges have undertaken major and minor research projects from the UGC and other funding agencies. In this connection total amount sanctioned for 36 major research projects is Rs. 2,33,34,702/- and for 103 minor projects, Rs.,24,48,000/-.
3. During the last five years, under XI five year plan period of the UGC, the CDC has consolidated the efforts of the colleges in getting an amount of Rs.68.52crores for construction of ladies hostel, lecture-halls, library-halls, conference/seminar-halls, administrative office building, etc.
4. The CDC has played a significant role in mobilizing funds in the form of affiliation fees and affiliation deposits.
5. The efforts of CDC are towards making affiliating system more effective for improving overall performance of affiliated colleges.
6. The CDC has been successful in implementing MoU signed with Infosys BPO Ltd. Bangalore with regards to training programmes for development of soft skills. Under the MoU, CDC has designed and started Career Oriented programmes (COP) such as certificate course in soft skills, Diploma course and Advanced Diploma course in many colleges. Totally 1971 students have been benefited from this programme.
7. The University has got approved the rules and regulations relating to in-plant training under the MoU for the students studying in their final year UG courses. Totally 167 students have availed this benefit.
8. The special concern of the CDC is to ensure quality in under-graduate education by getting affiliated colleges accredited and reaccredited by the NAAC.
9. To train resource persons to handle various soft-skill courses, CDC has made an effort to arrange training programmes to the college teachers at various campuses like Infosys BPO Ltd.
10. The CDC has prepared and published two booklets entitled R and D Guidelines to implement major and minor research projects in constituent colleges.

### 6.3. FACULTY EMPOWERMENT STRATEGIES

#### 6.3.1 What efforts have been made to enhance the professional development of teaching and non-teaching staff?

Following are some programmes undertaken for enhancing professional development:

- The University sponsors the faculty members to participate in the orientation programmes, refresher courses, special training programmes like e-journal access training,, use of software, capacity building programmes, workshops, seminars, conferences, symposia, etc.
- Young and aspirant teachers are provided with study leave to complete Ph.D.
- Teachers are encouraged to avail study leave and sabbatical leave for advanced research and for creative writing programmes.
- Teachers are motivated to seek funding for research projects from various funding agencies.
- The training programmes are organized periodically for the non-teaching staff to expose them to develop their administrative skills, Computer operation etc.
- Regular workshops on ‘Academic Writing’ and ‘Administrative Skills’ for the faculty and Chairpersons of Post Graduate department are conducted through Academic Staff College.

#### 6.3.2 What is the outcome of the review of various appraisal methods used by the University? List the important decisions.

The submission of annual self-appraisal report by the faculty is a regular practice in the University. It leads to introspection of the concerned teacher about the progress and thereby act for improving the teaching and research performance. The Vice-Chancellor’s remarks on the performance appraisal act as a motivating factor.

The Academic and Administrative Audit (AAA) identifies the strengths and weaknesses of the faculty and the department. The recommendations made by AAA committee contribute to overcome the weaknesses of the faculty and the department to a considerable extent. In this regard, the Chairpersons of the departments submit the compliance reports at the time of the subsequent visit of the AAA committee.

1. According to the recommendations of the AAA Committee 2009-10, it is decided to provide separate office for the Deans of various Faculties.
2. In accordance with the recommendations of the AAA committee 2009-10 and 2011-12, the University has taken steps to appoint the faculty against the vacant backlog positions considerable progress has been made in this regard.
3. As per the recommendations of AAA Committee 2010-11 Information Cell has been established.
4. The University has undertaken renovation of the hostels based on the recommendations of AAA Committee 2010-11.
5. The University has decided to implement the recommendations of AAA Committee 2010-11 for providing various services under the Right to Services Act, 2011 (SAKAAL)
6. Initiative has been taken to introduce e-governance in some sections as per the recommendations of the AAA committee 2011-12
7. The recommendation of AAA Committee has made the departments and faculty members to apply and submit for SAP and other research proposals.



8. The performance appraisal of the non-teaching staff obtained through confidential reports from the section-heads has made the authorities to consider planning the training programmes for the non-teaching staff.
9. The various steps taken by the authorities have contributed to the enhancement of the overall performance of the University.

**6.3.3. What are the welfare schemes for teaching and non-teaching staff? What percentage of staff have benefitted from these schemes in the last four years? Give details.**

The following table presents the details of Welfare Schemes and their beneficiaries:

**Table-6.8:Details of Welfare Schemes Benefitted for Teaching and Non-teaching staff**

Sl.No.	Facilities Extended	No. of employees benefitted				
		2008-09	2009-10	2010-11	2011-12	2012-13
1	Home Travel Concession	16	09	17	04	18
2	Leave Travel Concession	23	--	11	--	74
3	Medical Advance	19	22	21	17	24
4	Medical Re-imburement	323	320	248	228	223
5	Computer Loan	--	--	--	02	--
6	Maternity Leave	--	--	--	02	01
7	Paternity Leave	01	03	01	03	03
8	Sterilisation Increment	--	--	06	--	--
9	Stagnation Increment	04	04	--	04	12
10	Physically Handicapped Spl. Pay	01	01	06	--	--
11	Compassionate ground appointment	03	07	--	09	15
12	Leave Salary encashment	27	07	08	18	84
13	Time bound, Sr. Scale and 20, 25 and 30 years additional increment	13	14	12	03	50
14	Advance Increment	05	08	12	10	02

**6.3.4. What are the measures taken by the university for attracting and retaining eminent faculty?**

The programmes like UPE, Promotion of University Research and Scientific Excellence (PURSE), Sophisticated Analytical Instrumentation Facility (SAIF), Centre with Potential for Excellence in Particular Area (CPEPA), Departmental Special Assistance (DSA) Special Assistance Programme (SAP), Centre of Advanced Study (CAS), etc., have been attracting and retaining eminent faculties in the University. Retired teachers of high academic distinction and professional attainments are appointed as visiting professors under section 53 (10) of Karnataka State Universities Act 2000 timely promotions in the career advancement scheme of the UGC has considerably enabled the University to retain eminent faculty.

Distinguished Schollars are retained with the University even after their superannuation through many recognitions/appointments as Emeritus Professor, Adjunct Professor, Visiting Professor, etc., in addition to the Emeritus Professor appointed by UGC. In addition, the University encourages the eminent scholars recognized by National and International academic bodies like Indian National Science Academy (INSA), Indian Academy of Sciences(IASc), National Academy of Sciences (FNASc) by providing necessary facilities. Presently, there are three fellows from these academies.

**6.3.5. Has the university conducted a gender audit during the last four years? If Yes, mention a few salient findings.**

The University has conducted gender audit at both staff and student levels.

**Salient Features:**

- The general enrollment ratio of female students in Post Graduate Courses is more than 50 percent and is moving with linear upward trend. This analysis has indicated the need for establishing more facilities for female students in the University like providing hostels and rest-rooms.
- Visible upward trend of female students in securing ranks and distinctions in all the exams.
- Representation of women in the domains of teaching and administration has substantially improved.
- Basic Facilities for women has considerably increased
- Active participation of women in sports and cultural activities is visible in all events.

**6.3.6 Does the university conduct any Gender Sensitization programmes for its faculty?**

The University has established the Research Centre for Women's Studies for promoting and strengthening women's studies through teaching, research, dissemination of knowledge and field action. It offers PG Diploma in Women's studies. The students and faculty organize various extension activities, particularly in rural areas on gender sensitization and awareness programmes on health, training programmes on leadership skills, legal awareness programmes, workshop for self-reliance, capacity building etc. The studies and research projects of this centre has enabled the University to understand the problems faced by women in the work place and formulate a policy to resolve them.

**Table-6.9: Programmes Organised by the Centre for Women's Studies**

Sl. No.	Programmes	Beneficiaries	Date
1.	Women and Anemia	Women of Mansur Village	27-01-2009
2.	Women and mental Health	Working Women's Hostel, KUD	29-01-2009
3.	Nutrition and Health	Working Women's Hostel, KUD	11-02-2009
4.	Counselling and Women Development	Working Women's Hostel, KUD	16-03-2009
5.	Gender Sensitization	Kittel Arts College, Dharwad	13-02-2009
6.	Women and Health	Working Women's Hostel, KUD	11-11-2009
7.	Women and Law	Rani Chennamma Ladies Hostel. KUD	13-11-2009
8.	Awareness Programme on HIV/AIDS	Women of Mansur Village	18-01-2010
9.	Workshop for Girl Students Towards Self Reliance	Students of KUD and other colleges in Dharwad	08-03-2010
10.	Women and Reproductive Health	Rani Chennamma Ladies Hostel	18-03-2010
11.	Women and Leadership Skills	Working Women's Hostel, KUD	22-03-2010
12.	Women and Mental Health	Saraswati Ladies Hostel, KUD	23-03-2010
13.	Women and Mental Health: Developing Psycho-Social Competency	Rural Home Science College, UAS, Dharwad	20-11-2010
14.	Women and Health	Women of Mansur Village	24-01-2011
15.	Women and Development (International Women's Day Celebration)	University Girl Students	8-03-2011

16.	Gender Sensitization	Jigalur Women College, Dharwad	17-01-2012
17.	Leadership Skills for Girl Students	Girl Students of R.S. Shetty Commerce College, Dharwad	16-02-2012
18.	Equipping Women to Achieve	Girls Students of KUD and Colleges of Hubli- Dharwad	13-03-2012
19.	Laws for Protection of Women	Girl Students of K.U. Dharwad	1-03-2013
20.	Violence Against Women and Protection	Girl Students of K.U. Dharwad	2-03-2013
21.	Women and Development	Girl Students of K.U. Dharwad	08-03-2013
22.	Gender Equity and Empowerment	Girl Students of K.U. Dharwad	22-03-2013

### 6.3.7 What is the impact of University's ASC programmes in enhancing the competencies of the University faculty?

The Academic Staff College (ASC) organizes number of programmes for enhancing the competencies of the faculty of the PG departments as well as of the under-graduate colleges. The details of the programmes are as follows:

**Table-6.10: Number of Programmes Conducted by ASC**

Programmes	Year					
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Orientation Programme	2	4	5	5	2	1
Refresher Course	8	4	7	5	5	3

- The ASC organized 51 programmes during the five years period and a total of 166 faculties from 32 post-graduate departments of our University were benefitted by these programmes.
- Awareness about different sources of data required for teaching as well as for research.
- The faculty members are trained in academic writing for improving the quality of research publications
- The faculty members are benefitted in terms of improving the performance of teaching and learning.
- The programmes inspire the faculty members to undertake more research work and enhance the quality of teaching.

A workshop was conducted for the Chairpersons and Senior faculty of the PG departments for upgrading their administrative skills.

## 6.4. FINANCIAL MANAGEMENT AND RESOURCE MOBILIZATION

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

The Annual Financial Statement of the Estimated Receipts and Expenditure of the University is prepared based on the principles outlined in the Karnataka Budget Manual 1975.

There are five columns in Budget Estimates:

1. The first column pertains to the actuals of the previous year.

2. The second column pertains to the Budget Estimates for the current financial year.
3. The third column pertains to the actual expenditure for the 9 months during the current financial year.
4. The fourth column pertains to Revised Estimates for the current financial year.
5. The fifth column pertains to the Budget Estimates for the next financial year.

The main source of income (Receipt) is from the State Government in the form of Block Maintenance Grant which is utilized towards the salary of the staff of the University. The State Government also releases grant for development works of the University under the 'Plan Head'. The other sources of income include fees from the students including examination fees, which form the internal income of the University.

The Budget estimate of the University is divided into five parts.

1. General Fund (Non-Plan)
2. Development Works (Plan)
3. UGC and other special funds
4. Endowment and Donations
5. Pension

The major part of the expenditure in the Budget Estimates is towards salary and the related payments, which is met out of the Block Maintenance Grant. The expenditure towards maintenance of the University and its activities is met out of the internal income of the University. The deficit in the Budget is met out by increasing the internal resources to the possible extent and by imposing minimum percentage cut on the estimated budget amount.

Both the Budget Estimates and Annual Accounts prepared by the Financial Section are placed before the Finance committee, Syndicate and Academic Council as per the provisions of the Karnataka State Universities Act, 2000. The Annual Accounts thus approved by the three bodies is then sent to the State Government. Framing the proposal for different funding schemes, allocation of available funds to different heads of expenditure are planned by Planning and Development section of the University in consultation with the Vice-Chancellor, Registrar and the Finance Committee.

The Finance Officer deputed from State Audit Department of Government of Karnataka along with other team of accountants and other office staff looks after the financial management of the University. The expenditures are audited on a regular basis by the internal auditors as well as auditors from State Audit Department having a permanent office in the campus. This will be audited again by the team from the office of the Auditor General.

**6.4.2. Does the University have a mechanism for internal and external audit?  
Give details**

As per the rules, the University conducts both internal and external audit. The internal audit is conducted by the University accounts section. The external audit is conducted annually by the team from State Audit Department stationed on the campus. This will be audited again by the team from the Auditor General's office once in five years.

**6.4.3. Have the accounts been audited regularly? What were the audit objections if any, and how were they complied with.**

The accounts have been audited regularly by the auditors from the department of State Accounts functioning on the campus. The major objections were the irregular/wrong fixation of increments to the University employees. In such cases, the sanctions were either corrected or withdrawn and the excess payments made (if any) were recovered. The objections regarding lapse of procedural aspects have been brought to the notice of the concerned and directions have been issued not to repeat the mistakes. Other objections were regarding non-settlement of advances made to departments or employees. Most of the outstanding advances have been recovered.

**6.4.4. Provide the audited income and expenditure statement of academic and administrative activities of the last four years.**

**Table-6.11: Audited Income and Expenditure statement for the last four years**

Year	Receipts including Government Grant	Expenditure including Salary Pension
2008-09	76,33,54,569.00	73,53,28,732.00
2009-10	87,76,69,870.18	80,51,00,271.00
2010-11	92,19,68,863.15	99,46,83,191.00
2011-12	1,04,53,34,559.07	1,09,23,92,215.23

**6.4.5. Narrate the efforts taken by the university for resource mobilization.**

The University is putting its best efforts to mobilize more resources for defraying the expenditure and to meet the expansion projects. Following are a few efforts put in for resource mobilization;

- Admissions under enhanced fee structure
- Admissions under Self-finance Schemes
- Resources from School of Correspondence Education
- Service Charges
- Donations towards Scholarships
- Rent and License fees of commercial complexes
- Sale of application forms, Books and Booklets.
- Undertaking of Job-works by University Printing Press.
- UGC funding under both development and merged schemes
- Research funds from UGC, DST, DBT, BRNS, DRDO, CSIR, ICSSR, ICHR, ICAR, ICMR and WHO.
- Grants for infrastructure through DST-FIST, UGC-SAP, DSA, CAS, PURSE, SAIF, UPE, IPLS, CPEPA and other schemes of UGC and DST
- Affiliation fees
- Penalties
- International Research Funding like Indo-Russian, UKIERI

**6.4.6. Is there any provision for the University to create corpus fund? If yes give details**

A provision is made to create the corpus fund and at present it is to the tune of Rs.4.12 crores.

## 6.5. INTERNAL QUALITY ASSURANCE SYSTEM

### 6.5. 1. Does the University conduct an academic audit of its departments? If yes give details

The University conducts Academic and Administrative Audit (AAA) of its departments regularly. The AAA committee is constituted consisting of eight external members and four internal members as per the guidelines of the University. Normally, a former Vice-Chancellor is nominated as the Chairperson and senior faculty members from Universities within and outside the state are nominated by the Vice-Chancellor as the members of AAA committee. The Deans or senior Faculty members of the University are nominated by the Vice-Chancellor as internal members and the Director of the IQAC is ex-officio Member-Secretary. The report submitted by the AAA committee is placed before the Syndicate for information. Subsequently, the report is posted on the website and copies are submitted to the NAAC, State Government and the UGC. Appropriate actions are taken as per the observations and recommendations of AAA Committee. Compliance reports are submitted by the administrative sections and PG departments at the time of subsequent visit of the AAA committee.

### 6.5.2. Based on the recommendations of the Academic Audit what specific measures have been taken by the university to improve teaching, learning, and evaluation.

The University authorities take in to consideration the recommendations of the AAA Committee and identify the measures to be taken for implementation of the recommendations.

1. As per the recommendations of the AAA committees, the University has appointed faculty against the vacant backlog positions.
2. The University has taken initiative for providing smart boards for the class-rooms in order to improve the teaching and learning process.
3. As a part of improving the quality of teaching and learning, abstracts of lectures are being uploaded in the academic website. For this purpose the University has provided Laptops to each faculty.
4. Initiative has been taken by the University for SAKAAL service under the Right to Services Act 2011. This enables the students and the public to get the services from the examination section as per the recommendation of the AAA committee 2010-11.
5. As part of compliance many departments and faculty members have submitted SAP and other research proposals.
6. The recommendations of the AAA committee have resulted in the considerable increase in number and quality of publications
7. As a part of introduction of e-governance, university has taken the initiative for further strengthening of computerization.
8. Some departments have taken steps to guide and motivate the students for the NET/SLET, as per the recommendations of the AAA committee.
9. The University has encouraged the departments to organize national and international seminars/conference according to the recommendations of the AAA committee
10. According to the recommendations of the AAA committee, the University has provided a separate room for lady students in USIC.



11. The University has taken steps to strengthen infrastructure of the laboratories to meet the increased requirements based on the recommendations of the AAA committee

On the whole, the above measures have contributed to the enhancement of the quality of teaching and learning.

**6.5.3. Is there a central body within the University to continuously review the teaching/learning process? Give details of its structure, methodologies of operations and outcome.**

The University has the Internal Quality Assurance Cell (IQAC) for evaluation of overall performance including Teaching and Learning. The IQAC has an advisory committee under the Chairpersonship of Vice-Chancellor consisting of two external experts and internal members. An Academic and Administrative Auditing committee (AAA) is constituted by the University for conducting annual review of performance of the University as a whole. The IQAC conducts and analyzes the feed-back of students on the performance of teaching. One of the major objectives of these exercises is to evaluate and improve the performance of teaching and learning process.

The University constitutes a committee consisting of faculty members of various PG departments of the University to take feedback of students on the performance of teaching at the end of even-semester examinations. After collecting and analyzing the feedback on the performance of teaching, the rating of each teacher is informed to concerned faculty through a letter of the Vice-Chancellor. The report on the performance of teaching based on the students' feedback is to be placed in the Department Council. In this regard, the review report of the Department Council needs to be submitted to the Vice-Chancellor. The reports on the rating of teaching performance are given to the AAA committee to enable to interact with the faculty of the departments.

**6.5.4 How has IQAC contributed to institutionalizing quality assurance strategies and processes?**

Regular review of the performance of the University ensures the institutionalization of the quality assurance strategies in the governance. The IQAC, by regularly conducting Academic and Administrative Audit (AAA), evaluating the performance of the teaching-learning based on feedback of the students' and preparing the Annual Quality Assurance Report (AQAR) on the basis of AQAR of all departments, has contributed to the institutionalization of the quality assurance strategies and process. As a result of this, the overall performance of the University has considerably improved.

**6.5.5. How many decisions of IQAC have been placed before the statutory authorities of the University for Implementation?**

The IQAC in consultation with the Vice-Chancellor decides to conduct Academic and Administrative Auditing (AAA) every year. The AAA committee report is submitted to the University authorities and is placed in the statutory bodies for implementation of its recommendations. After approval of the University authorities, the IQAC collects the students' feed-back on teaching performance.

The IQAC takes initiative about the process of accreditation and re-accreditation in consultation with the Vice-Chancellor. In the entire process of accreditation and reaccreditation, the IQAC plays a nodal role. The IQAC is

responsible for collating, consolidating and preparing the Self-Study Report for submitting it to the NAAC. Further, the IQAC constantly monitors the incremental developments and report to the University authorities.

**6.5.6. Does the IQAC have external members on its committees? If so mention any significant contribution made by such members?**

The IQAC has two external members on its advisory committee.

As the external members are eminent in their own field with rich experience, they play active role in the deliberations of the IQAC Advisory Committee. They have substantially contributed to the effective functioning of IQAC. Following are the few specific contributions made by them:

- To improve the infrastructure facilities in teaching, research and governance.
- Sharing their experience has helped to take concrete steps for assessment and third cycle accreditation of the University.
- One of the members of Advisory committee of IQAC delivered a Special Lecture on *Contemporary Challenges of Higher Education* which inspired faculty members to think about how quality of teaching and learning needs to be improved.

**6.5.7. Has the IQAC conducted any study on the incremental academic growth of students from disadvantaged section of society?**

The IQAC is collecting, organizing and consolidating the information from the departments, administrative sections, central support services and other units of the University for the purpose of preparing the AQAR to submit to the NAAC every year. In the process of preparation of the AQAR, the IQAC is listing out those areas where University has to pay specific attention to the students of the disadvantaged group. It may be in terms of teaching, learning, student amenities, research facilities, library and other communication facilities. All these aspects are consolidated separately and informed to the concerned section in the University to take care of the requirement. The IQAC is also responsible for conducting the annual Academic and Administrative Auditing. The report of the Committee of the AAA is submitted to the University with a request to give attention to the commendations and recommendations made specially with regard to the students of the disadvantaged group. A follow-up action by way of discussion with the authorities and apprising them the developments in this regard is also attempted by the IQAC from time to time.

**6.5.8. What policies are in place for the periodic review of administrative and academic departments, subject areas, research centers, etc.**

Taking self-appraisal report from every faculty member, getting information about the faculty and departments for Annual Report, conducting academic and administrative audit and collecting the information for AQAR from every department constitute a significant part of the University policy in order to review the administrative, academic and research activities.



## **CRITERION - 7** **INNOVATIONS AND BEST PRACTICES**

### **7.1 ENVIRONMENT CONSCIOUSNESS**

#### **7.1.1 Does the University conduct a Green Audit of its campus?**

Over the years, the University has been investing sizable funds with minimum of manpower to build a green campus. There is an independent Department of Garden headed by an officer. The campus is spread over 750 acres of land. Due to the dedicated services rendering the workers of Department of Garden, a good number of gardens, flower and fruit plantations are being successfully maintained. In recent years, the University has conducted the Green Auditing of its entire campus. The report of the audit covering last five years is ready for reference.

#### **7.1.2 What are the initiatives taken by the university to make the campus Eco-friendly?**

The initiatives taken by the University to make the campus eco-friendly are as follows:

##### **❖ Energy Conservation and Renewable Energy**

- 1) The University has installed long-lasting, low-power consuming street lights in strategic places. Plan is foot to fix the LED lighting system covering the University departments and buildings under the **UPE-Campus improvement programme**.
- 2) Solar water heaters: There are eleven student hostels on the campus (6-Boys and 5-Girls). They have been equipped with Solar Heating Facility which has considerably reduced the electricity consumption. The University guest house has also adopted the solar water heating system. The solar water heaters are maintained and monitored regularly.
- 3) On-Campus Solar Lighting: The Solar street lamps (130) have been deployed at many strategic points.

##### **❖ Water Harvesting**

Rainwater harvesting on a small scale is implemented in the 40 acre Botanical Garden and in the department of Botany. The existing ponds meet the needs of the plants and maintain the local flora and fauna. The University has selected the following slope areas for water harvesting:

- a) Beside the “Kousali Institute of Management Studies” (KIMS).
- b) Distant corner of the vacant site in front of KIMS.
- c) Near the vicinity of E-quarters at the back side of the department of Geology.

The desilting work at these places has already been completed and these big ponds are ready to store the Rain water.

##### **❖ Roof Water Harvesting:**

Attempts are made to conserve water flowing from the building roofs by digging pits at carrier points. This is facilitating the seepage of water and helping to recharge the ground water levels on the campus.

##### **❖ Check Dam Construction:**

In the southwest direction, near Shalmala hostel and across the valley a check dam of the dimensions 2.5 mtrs x 50 mtrs x 1.5 mtrs is being planned. The survey

work of the proposed check dam has been completed in December 2011. This work has been handed over to the Minor Irrigation Department of Government of Karnataka. **An amount of Rs. 50 lakhs has been earmarked for this under the UPE-programme.**

❖ **Efforts for Carbon neutrality and Plantation:**

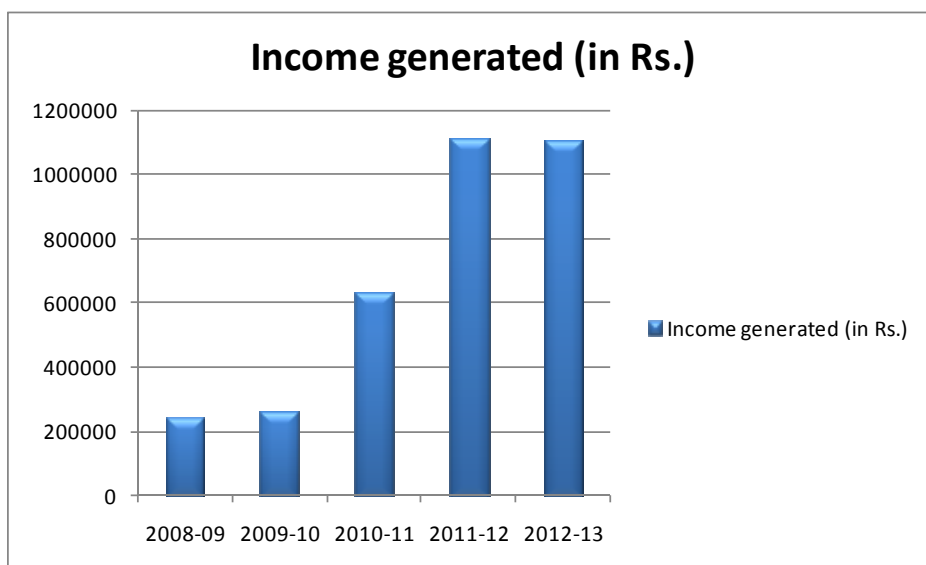
The University Department of Garden has been adopting effective methods in maintaining the carbon neutrality and plantation of the 750 acres of campus area out of which approximately 170 acres is covered by the forest which includes 40 acres of Botanical garden. In addition, there are gardens having guava, mango and coconut trees spread over different parts of the campus. Every year the Department of Garden carries out over 2000 plantations and maintains about 5000 plants in its nursery. The University participates in the garden competitions organized by the Hubli Dharwad Municipal Corporation every year. It has been a regular feature that the University gardens located in front of important buildings have won prizes. The NSS wing of the University is continuously involved in the programme of plantation and the year-wise breakup of such activities are given in the following table.

**Table -7.1: Plantation on the Campus during last five years**

Source	2008-09	2009-10	2010-11	2011-12	2012-13
Department of Horticulture	1865	2550	1120	1040	1500
PG NSS	840	1000	680	650	560

**Table- 7.2 Income generated from different sources like Flower pots, Fruits, and Wood during the period 2008- 2013:**

Year	2008-09	2009-10	2010-11	2011-12	2012-13
Income generated (in Rs.)	2,42,481=00	2,59,938=00	6,31,840=00	11,06,500=00	11,00,830=00



**Figure 7.1. : Income generated from the different sources during the period 2008-13**

## **Prevention of Air pollution Due to Vehicles**

The Karnatak University has about 250 cars belonging to its employees which are Bharath-II/EURO-III compliant and fall under the least pollution causing models. The University has 10 vehicles which undergo regular emission tests according to the Motor Vehicles Act of Government of Karnataka. The total number of buses coming to the campus per day is 127 (95 KSRTC+ 32 PRIVATE). These buses have been cleared by an authorized testing centre located in Dharwad city. The two wheelers which are maximum in number (around 1000) have been cleared for their gaseous emissions by the local testing centers. The University has large number of Eucalyptus trees (25000) and this green periphery absorbs the unavoidable emissions released by the automobiles and thereby contribute to clean environment on the campus. In comparison to Dharwad city, the environment on the campus is much cleaner and exhilarating. In every respect the campus is true to its earlier name “**Chota-Mahabaleshwar.**”

### **❖ Hazardous Waste Management**

#### **1) Disposal of Chemicals:**

At present, the waste chemicals are first separated into solids and solvents. The solid wastes are buried in a large pit, size: 6x6, far away from the department and well covered with soil cement concrete, Charcoal and Cow-dung. Liquid wastes are burnt at a remote place in the campus away from bore well and residential area.

#### **2) Control of Pollution:**

The laboratories in all the departments of Faculty of Science and Technology have Exhaust Fans, and Hoods. The outgoing fumes and gases are let off in a controlled manner.

#### **3) Bio-waste Management:**

The bio-wastes mainly from the departments of Zoology, Biochemistry, Microbiology and Biotechnology are periodically collected and completely burnt in open space away from the building complex.

#### **4) Hospital Waste Management:**

The biomedical waste generated at the health centre is collected by an agency which carries the same to Bio-Medical Waste (BMW) common treatment facility located in the Tarihal industrial area of Hubli thrice a week. The waste is bifurcated according to prescribed categories at the Health Centre and is handed over to the agency, which is recognized by the **Karnataka State Pollution Control Board.**

#### **5) Hostel Waste Management :**

In view of the large student population in the hostels, big-size high density, plastic bins with removable polythene bags have been placed in all the hostels and are disposed off regularly.

#### **6) Paper Waste Management:**

The waste paper accumulated in the University is classified in to six types: i) Answer scripts ii) Record files iii) News paper iv) Question paper v) Oil papers (from Printing press) vi) Khaki covers. The waste answer sheets are sent for

recycling to the Dandeli Paper mills and the brown paper-waste is sent to Sivakashi (Tamilnadu) for cracker industries. The remaining waste paper from different sections is disposed off following the Tender process of Karnatak Government annually or once in two years. The income earned from this during the last five years is as follows:

**Table-7.3: Income Generated from Paper Waste Management**

Year	2008-09	2009-10	2010-11	2011-12	2012-13
<b>Income generated (Rs)</b>	9. 16, 785=00	Work not executed	Work not executed	3,08,439=00	Work in progress

❖ **e-Waste management**

The outdated computers and related accessories are kept separately in each department and then sent to the Engineering section for their proper disposal. These are auctioned by the Engineering section and the revenue generated is credited to the University general fund account. The details are as follows:

Year	Revenue generated (Rs.)
2008-09	work not executed
2009-10	3.00 lakhs
2010-11	work not executed
2011-12	70, 000 (seventy thousand)
2012-13	96, 000 (ninety six thousand)

❖ **Battery Waste management**

Every year sizable number of expired batteries get accumulated in different departments of the University. Under the buyback scheme, a contractor takes away all such batteries. The revenue generated is credited to the University General fund account.

**Table-7.4: Income Generated out of Waste Battery Disposal**

Year	2008-09	2009-10	2010-11	2011-12	2012-13
<b>Income generated</b>	25, 168 =00	27, 486 = 00	31, 500 =00	35, 900 = 00	Work in progress

❖ **Any other**

**Supply of Safe Drinking Water:**

The success story of supplying safe-drinking water in Gadag District motivated Karnatak University to take up the project on purification of the Municipal Corporation water on large scale in collaboration with with NGO “SWARAKSHA SHIKSHANA SAMSTHE’ Hubli. The unit is located near the University Post-office. The purified water which is potable is supplied in the University at a nominal rate of Rs.2 per 10 Litres.

The University has set up another large water supply unit through the **Water-Care** Engineers Organization –Hubli in the boys hostel. This unit uses the bore well water and siphons off potable water at a rate of 200 litres per hour.



Kent water purification units are installed in most of the departments on the University campus.

### **Green Open Libraries on the Campus:**

The genuine concern of the University for providing better environment is best reflected in developing Shelters inside the Garden and around the main library. These are suitable for discussions and study as well.

### **New methods for waste management, which are being planned and executed:**

- 1) Use of an incinerator which is essentially an electric oven for the electrical burning of all the bio wastes, which converts them into ashes.
- 2) Construction of a permanent three/ four compartment shed for bifurcation of wastes into: **a) Glass b) Metal scrap c) Plastic and paper d) wood waste e) e-waste f) Bio-waste.**
- 3) For a Greener campus: **(a) Construction of a big lake (b) Gardening in the front portion of every department. (c) Waste water recycling.**

## **7.2 INNOVATIONS**

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

With a strong intention to achieve higher realms of progress in all fronts, the University has attempted innovations at various levels which have greatly contributed to its multi faceted growth. A brief account of these innovations is presented in two parts as follows:

#### **I. Innovative Approaches in the Field of Research:**

##### **a) Multi-Departmental Research Programmes:**

The University has set up a healthy intellectual interaction between various departments, the basis for which was the successful proposals submitted to various National funding agencies. Firstly the department of Botany, Biotechnology, and Biochemistry are able to get innovative **DBT-project** for the improvement of the research and infrastructure in Biological Sciences (2011) in the Interdisciplinary Programme for Life Sciences (IPLS). The University Grants Commission (UGC) has approved a joint proposal entitled “Advanced **materials for therapeutic, diagnostic, industrial and Agricultural applications**” comprising of the departments of Physics, Biochemistry and Chemistry leading to a five-year project under the scheme of Centres with Potential for Excellence in a Particular Area (**CPEPA**) started in 2012. The University acquired the status of University with Potential Excellence (**UPE**) in 2012. The thrust area of **UPE** research is another example of successful innovative idea. The UPE thrust area is **Anti-tumour activity- An integrated approach**. The Research groups from the departments of Zoology, Chemistry, Biochemistry, Biotechnology and Botany are actively involved. In the faculty of Social Sciences, departments of Commerce, Economics, Sociology, Political Science and Social Work have a common research programme on “**Water Resource Management in North Karnataka Region**” under the UPE scheme.

The UPE status has created enthusiasm amongst all the faculty members in the University to evolve joint research programmes and interdepartmental collaborative research. As a proof of this impact, it is pertinent to mention that **eleven** research

publications in peer reviewed journals have already been published during the last five years.

#### **b) Establishment of DNA Research Centre:**

The department of Applied Genetics has been in research activities related to genetic disorders since the year 2000 which involved DNA testing from blood, tissues, hair, saliva and was collaborating with CCMB-Hyderabad for the DNA fingerprinting. The progress achieved by this department attracted the attention of the Government of Karnataka which resulted in establishing the DNA centre on the University campus in the year 2009-10. The centre is conducting high quality research on genetic disorders like Hemophilis, Thalassemia, Parkinson's disease, Hypercholesterol and different types of blood cancers at DNA and Chromosome levels. The centre is providing diagnostic services to patients with Dow's syndrome, Klinefelter syndrome and Turner syndrome. During the years 2009-12 the centre has 12 publications in peer reviewed journals of national and international repute.

As an extension activity, the centre collaborates with engineering colleges in the state which specialize in Biotechnology for B.Tech./ M.Tech. project work. On an average 8-12 students work during an academic year. Similarly, Project work for the Master's programme in medical colleges is also assisted by the centre and on an average 2 students carryout their work in this programme. The centre undertakes the analysis of the samples from the following medical organizations:

1. KCTRI-Navanagar (Hubli)
2. KIMS-Hubli
- 3.SDM- Medical and Dental Colleges-Dharwad
4. KLES Hospital Belgaum- the centre has turned out to be a service organization providing medical diagnosis at the molecular level and engaged in research activity also, befitting its stature in a University set-up. This establishment is the first of its kind in the whole of Karnataka state.

#### **c) Generation of Cooking Gas from Hostel Waste:**

Innovative steps of far reaching results especially in the area of waste management have been undertaken by Karnatak University in collaboration with the Regional Science Centre, Dharwad. A bio-gas plant functioning with a storage capacity of 750 liters has been setup and at generates the cooking gas. The functioning of this pilot plant is subjected to observations and similar installations are going to be setup in other hostels, which would bring down the use of expensive commercial cooking gas.

#### **d) Open Green Libraries:**

The Vice-Chancellor has brought a new shape to this idea by constructing open green libraries on the campus with the following objectives:

- i) To provide comfortable sitting and green environment for study
- ii) To encourage the students to utilize their leisure time effectively
- iii) To provide 24-hour e-learning and reading facilities

Acquiring knowledge under such an ambience is expected to greatly reduce the stress associated with the hot environment and cement built class rooms. Their sprawling disposition makes them suitable for group discussions. It is hoped to induce constructive activity among the student community on the campus and is likely to serve as model for up-coming institutions

### e) **Introduction of the Centralized Admission- Counselling Cell for all PG-Courses**

The main purpose of introducing this method is to avoid applying to multiple departments for seeking admission by the students. The centralized admission and counselling process is working on the lines of CET Counselling. These centres are well equipped with computer infrastructure and the suitable software to work out the seat matrix. LCD projections are used in all the places to display the seat matrix based on the merit and roster system. The system maintains transparency and provides scope for counselling and interaction to candidates to select the seats in the chosen departments. This is becoming more students friendly and provides ample opportunities for the students to choose their course. With the introduction of this method there is a considerable reduction in the complaints about admission process and this has also enhanced the efficiency in the minimization of time and smooth functioning of the admission process.

### **7.3 BEST PRACTICES**

#### **7.3.1. Give details of any two best practices which have contributed to better academic and administrative functioning of the university.**

##### **Preamble/ Introduction**

Being a second premier institution of higher education in the rural backward region of north Karnataka, the University has been a role model for recently established, young universities in the state, a healthy competitor at its own level and finally a sincere learner from the best organizations in the country. The student supportive practices like providing scholarships, employment–guidance cell, conducting campus interviews, arranging knowledge enrichment programmes, holding remedial classes, and conducting NET coaching, are all part of most of the departments on the campus. The following two activities are chosen as its **unique best practices**:

1. Awarding Dr. D. C Pavate Memorial Fellowships for a short-term study in Cambridge.
2. Creating awareness about social issues and developing scientific temper.

##### **BEST PRACTICE- I**

###### **1. Title of the Practice:**

Dr. D.C. Pavate Memorial Fellowships in Cambridge

###### **2. Objectives of the Practice**

- a) To provide a wider exposure for scholars of Indian origin below the age of 40 in the field of **International relations, Business studies and Science disciplines** at Cambridge University, UK by offering financial assistance.
- b) Extension of this opportunity to other disciplines
- c) To focus on providing opportunities for the teachers and research scholars working in Karnataka State.

### 3. Context:

Dr. D.C. Pavate was the Vice-Chancellor for 14 years (1953-67) and is undisputedly acclaimed as the chief architect of Karnatak University. A former “Wrangler” from Cambridge University, he went on to become the Governor of Punjab and was a Padmabhushan awardee in 1967. Golden Jubilee year of Karnatak University (1999-2000) coincided with the Birth Centenary of Dr. Pavate, and the **Pavate Foundation** was created. An MoU was signed between Karnatak University, Dharwad and Sidney Sussex College (Cambridge Univ.) London in the year 2000 and has been revised in 2007. The Pavate Foundation is supported by a group of well-wishers and the Government of Karnataka which provided a fund of Rs. 3.0 crores in 2007. The advisory committees comprised of the Vice-Chancellor, Registrar and Finance Officer of Karnatak University, Principal Secretaries of Education and Finance departments of Karnataka State Government and Dr. Anil Gokak (Retd. IAS) and Shri. S.S. Javali, Advocate, Supreme Court as other members. This foundation has a well laid out annual practice of sending three Indian scholars to Cambridge for a period of 4 months and the beneficiaries are designated as **Pavate Fellows**.

### 4. The Practice

The available fellowships provided by the **Pavate foundation**, are as follows:

- 1) Centre of International Studies, Cambridge (One fellowship on All-India basis)
- 2) Judge Business School, Cambridge (One fellowship restricted to Karnataka State)
- 3) The third fellowship covers applied Mathematics/Theoretical Physics/ Material Science/ Metallurgy/ Chemistry/Zoology and is restricted to Karnataka state.

The selection and award is subject to the department concerned identifying a host research group accepting the successful candidate. The actual process of selection is according to the Karnatak GO no. AD2 UKV-2007 dated 23-03-2007. The Registrar of Karnatak University calls applications for fellowships in the month of May, every year. All the applications of the candidates are sent to Cambridge (Sidney Sussex College) for the opinion of experts coordinated by Prof. James Mayall. The applications and the opinion of the experts from Cambridge will be scrutinized by a short listing committee.

In the second stage the short listed candidates are called for a personal interaction with the final selection committee. The results are intimated well in advance to the awardees.

Some of the earlier members who have been associated with the selection process are: **1.**V. K. Aatre-Advisor DRDO **2.** Dr. Ved Prakash–Chairperson UGC **3.** Prof. N. Mukund- IISc Bangalore **4.** Dr. R. S. Deshpande- Director ISEC-Bangalore **5.** Dr. Gautam Desiraju- IISc. Bangalore. **6.** Prof. James Mayall Former Director, Centre of International Studies, Cambridge.

### 5. Evidence of Success

Since its inception **twelve fellows** have visited the Centre of International Studies at Cambridge from various parts of India who have been benefited by this programme. The JUDGE business has trained **five fellows** in the area of management studies. In the field of science and technology, **five fellows** working in different universities, remotely located government colleges have got the opportunity of getting trained in the frontier areas in Cambridge University laboratories. Talented persons

from rural areas and people from all over India had a rare opportunity of interacting with the best intelligentsia at Cambridge. This has been made possible only through the Pavate foundation of the Karnatak University. One of the Past Pavate fellows Mr. Arnab Goswami, is presently: Editor-in-Chief of “**Times Now**”

Research reports of the **Pavate fellows** have been published and details of some of them are:

1. 2002 “ Combating Terrorism” By Arnab Goswami Haar-Anand Publishers New Delhi
2. 2003 “Terrorism and the Market by Ali Raza Moosvi, Cambridge University Press
3. Sudha Shenoy *et. al* Physical review A 83, 2011 022-109
4. Sudha Shenoy *et. al* Chin. Physics. Lett. 2011, 020-305

#### **6. Problems encountered:**

The whole process has been running smoothly since its inception without any problems.

#### **7. Notes:**

A. Awardees from 2008 to 2013 at Centre of International Studies, University of Cambridge.

<b>Name</b>	<b>Year</b>
<b>1. Miss. Jayna Kothari,</b> Advocate, Bangalore	2007-08
<b>2. Mr. Roopakjyoti Borah,</b> Jawaharlal Nehru University, New Delhi	2008-09
<b>3. Dr. Arpita Basu Roy,</b> Maulana Abdul Kalam Azad Institute of Asian studies, Kolkata.	2009-10
<b>4. Dr Vishwath M,</b> Asst.Professor, University College of Law, Karnatak University Dharwad.	2010-11
<b>5. Mr.Sanjaya Pulipata,</b> Maulana Abdul kalam Azad Institute of Asian studies, Kolkata	2011-12
<b>6. Miss.Rityusha Mani Tiwari,</b> School of International Studies, JNU. New Delhi.	2012-13

B. Awardees from 2008 to 2013 at Judge Business School, University of Cambridge.

<b>1. Ms Anita Basalingappa,</b> Asst.Professor, Mudra institute of Communications Ahmadabad.	2007-08
<b>2. Miss Shubha Patvardhan,</b> Bangalore.	2008-09
<b>3. Mr. Suren Sista</b> IIM, Bangalore	2009-10
<b>4. Dr. Basvaraj Nagur,</b> Dept of Economics, KUD.	2011-12
<b>5. Mr. Anil Kumar S. Narayanaswamy,</b> BE, MBA Asst Professor, Sir M. V. Institute of Technology, Bangalore.	2012-13

### C. Awardees from 2008 to 2013 at Faculty of Science

- |  |         |
|--|---------|
| <b>1. Dr. Ramesh Kudenatti</b> , Lecturer,<br>Dept. of Mathematics,<br>Bangalore University, Bangalore.                      | 2007-08 |
| <b>2. Ms. Azad Sarita</b> , Research Associate,<br>Jawaharlal Nehru centre for Scientific Research, Bangalore.               | 2008-09 |
| <b>3. Dr. Sudha Shenoy</b> , Lecturer,<br>Dept of Physics, Kuvempu University, Shimoga                                       | 2009-10 |
| <b>4. Dr. Kalasad. M.N.</b><br>Research Scholar, department of Physics<br>Karnatak University, Dharwad                       | 2010-11 |
| <b>5. Dr. Basappa. S</b><br>Department of Chemistry<br>Bangalore University, Bangalore                                       | 2011-12 |
| <b>6. Dr. Mallappa D. Kamatagi</b><br>Asst Professor in Physics,<br>S.S.Govt. First Grade College, Nargund (Karnataka state) | 2012-13 |

### Best Practice-II

#### 1. Title of the Practice:

Creating awareness about social issues and developing scientific temper

**Preamble:** The University is considered to be a seat of intellectual activity in any society. Graduates flock this arena in search of matured views, solutions for various problems, visions about the future and thought provoking ideas. The University has institutionalized this responsibility by organizing the following three programmes: (a) Foundation lectures (Introduced since 1981-82 by its then Vice-Chancellor Late Dr. D. M. Nanjundappa) (b) Establishment of Dharwad Regional Science Centre since 2012. (c) Karnatak University Meritorious Scholarship for Basic Sciences (KUMSBS) since 2011-12. A harmonious blend of the three independently functioning, yet complementing each other is its second best practice termed as “**Creating Awareness about social issues and developing scientific temper**”.

#### 1. Title of the Practice:

Creating awareness about social issues and developing scientific temper

#### 2. Objectives of the Practice are to:

- i) Create awareness about current, social, national and regional issues through **Foundation- Lectures** by eminent educationists, scholars, administrators, poets etc.
- ii) Kindle scientific curiosity and develop scientific temper among the younger generation and general public.
- iii) Enhance the interaction of University with Society at large.
- iv) Support the development of Basic Sciences in Karnataka by providing financial assistance.
- v) Expose the B.Sc. students to lectures by University teachers and Scientists from IITs, and IISc-Bangalore and encourage them to take up pure science as their career.



### **Context:**

The University needed a forum for a healthy interaction with the outside world especially during its earlier years of growth. This University found a way out to quench its intellectual thirst by establishing a unique concept of **Foundation Lectures**, which are organized by the Registrar and the Vice-Chancellor of the University itself.

Secondly, Karnatak University addressed the issue of falling standards of school and college education in its own inimitable way. Sustained efforts of the University with Central Government agencies like DST and NCSM-New Delhi during the period of 2008-12 resulted in establishment of the **Dharwad Regional Science Centre** on its campus. The centre has started functioning since 2012. The University played an important role in this by providing 12 acres of land and services of some of its faculty in the initial stages. In recent years, faculty members act as resource persons for the programmes organized by the science centre.

The attractive education scenario for students after passing PUC-II<sup>nd</sup> year in the fields of Engineering, Medicine, Pharmacy, Nursing and technical Diploma courses resulted in decreased enrollment for basic science (B.Sc) courses. There was hardly any remedy for this *impasse*, though, media emphasized the need to provide some new life to these courses. The administration and faculty of Karnatak University under the leadership of Professor H.B.Walikar (VC) in the year 2011 took up this issue and decided to implement this unique practice.

**The practice:** The actual practice is presented in two parts A and B.

### **PART-A (Dealing with Foundation lectures)**

- Speakers for the foundation lecture series are selected by a committee headed by the Vice-Chancellor. The lectures are arranged in the spacious Senate hall in which students and teachers from all the faculties participate and interact with the speakers.
- Every year, the University conducts nine (09) foundation lectures on Occasions like
  - Educationist's day: Aug.-2: Dr. D. C Pavate memorial Lecture
  - Teacher's day: Sept.-5: Dr. S. Radhakrishnan memorial lecture
  - National Science day: Feb.-28 Dr. C. V. Raman memorial lecture.Information about other lectures are presented separately.

- Some of the speakers who have delivered foundation lectures in the recent past are as follows: Dr. K. V. Katti, Univ. of Missouri, USA, Prof. James, Mayall, Cambridge, UK, Dr. V. S. Arunachalam, DRDO, New Delhi, Prof. P. Balaram, Director, IISc, and Dr. Girish Karnad, A detailed list of foundation lectures delivered during 2008-12 is also enclosed.

With a view to fulfill its second Objective, Karnatak University has actively involved in the programmes of the Dharwad Regional Science Centre which has started functioning since Feb 2012.

- Dharwad Regional Science Centre organizes programmes for:
  - School Science teachers from different districts.
  - Popular lecture series
  - Computer awareness programmes
  - Student workshops and competitions

**Programmes organized by the Centre and the role of the University:** The University faculty members act as resource persons and deliver lectures in the Centre. One of the faculty members from the department of Physics is the present Director. Some of the Professors who have involved in the activities of the centre are:

Prof. J. Tonannavar,	Dept of Physics
Prof. S. T. Nandibewoor,	Dept. of Chemistry
Prof. B. B. Kaliwal,	Dept. of Biotechnology and Microbiology
Prof. S. A. Patil,	Dept. of Chemistry
Dr. T. Taranath,	Department of Botany
Dr. M. David,	Department of Zoology

### **PART-B (Dealing with Karnatak University Meritorious Fellowships for Basic Sciences) (KUMSBS)**

This practice is related to the objectives (iv) and (v), the context of which has been discussed elsewhere.

- The actual practice involves inviting applications from B.Sc.-I students of the constituent and affiliated colleges and preparing a merit – cum reservation list in a committee headed by the Registrar.
- Announcement of Scholarship to 100 students in various colleges. (Rs. 1000/student/p.m)
- Conducting a two/three week training programme to the students on the University Campus in all the Science subjects involving 12-lectures in each subject by University teachers, faculty from IITs, IISc-Bangalore and other Universities within and outside Karnataka State.

### **5. Evidence of Success: Part-A**

As a sign of the impact of these intellectual interactions in the foundation lectures, most of the Science departments successfully obtained the financial assistance for their thrust areas of research under the UGC-SAP programmes. In recent years many Arts and Social Science departments have also been recognized by UGC for this type of financial assistance A glowing testimony to this fact reflected in the Top grade that the University has acquired in the NAAC accreditations since 2001(Five star and A grade).

### **Impact of the Dharwad Regional Science Centre at the Karnatak University on the society:**

School /College children from nearby districts and taluka places visit this centre. In a span of one year, the total visitors for this centre is 74,104 which includes 10,645 students, 32,706, general public and 30,753 students and teachers from organized educational tours. This has gone a long way in kindling scientific thinking and appreciate science and its benefits to humanity.

### **Part-B:**

In 2012 (May) 100 students of B.Sc.-I participated in the programme. In the subsequent year 2013 (May-June) 100 students of B.Sc.-I and 100 students of B.Sc.-II (total 200 students) participated in this programme.

At this stage of the programme, the evidence of success is in terms of the increased number of applications for B.Sc. courses in the current year and such career supportive programme is certainly going to attract better students for basic sciences. This training programme has the highest potential to contribute to the growth and

quality of higher education in science which is worthy of emulation by educational and scientific organizations in India.

**6. Problems Encountered and Resources Required: (PART-B only)**

From the next year onwards, the University will have an additional financial burden of Rs. 30.00 lakhs per year for the disbursement of scholarship and Rs. 4.00 lakhs for conducting a two week training programme. An additional budget head for this purpose needs to be created.

**Notes:** On the model of Karnatak University, **foundation lectures** should be a part of other universities with suitable modifications relevant to its vision, local themes and national issues. Secondly the idea of establishing **Dharwad Regional Science Centre** should be practiced by all the universities which are located at district places in Karnataka state. This will help in kindling curiosity in a large number of school children and general public also.

