TUNGA VIDYAVARDHAKA SANGHA

Tunga Mahavidyalaya

Thirthahalli - 577 432

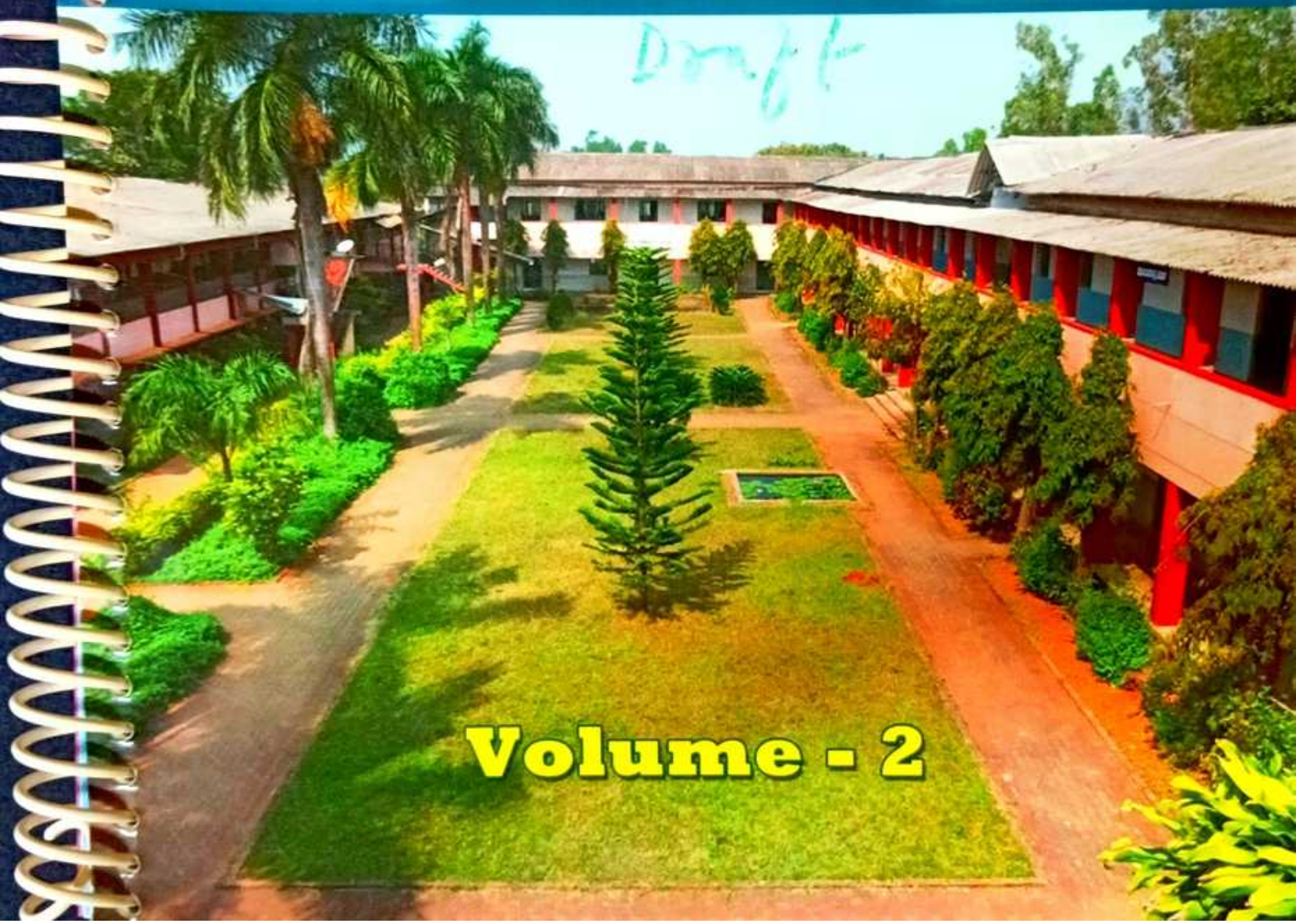


Self - Study Report

(For Re-accreditation)

Submitted to :
National Assessment and Accreditation Council, Bangalore.





Volume - 2

Test

TUNGA MAHAVIDYALAYA,

THIRTHAHALLI-577432, SHIMOGA (D)

Self-Study Report

(For Reaccreditation)

Submitted to

National Assessment

&

Accreditation Council

Self Study Report

(For Reaccreditation)

Volume – II

Table of Contents Page No.

Self-Study Report-Part 2

a) Executive Summary 02 - 06

b) Criterion-wise Evaluative Report 07 - 91

Declaration 92

Photo Gallery

Test

Executive Summary

Curricular Aspects:

The mission statement of the institution mentions career orientation as an important objective. Ours is an affiliated college and there is little freedom regarding curriculum design and development. Yet we have tried to bring some uniqueness to the degree programs offered by the university. The B.A. course with computer application as a core option along with Economics and Sociology is one such attempt. Our college is the only one in the university to try this combination that can be called inter-disciplinary. It is well received by students. Spoken English is offered as an additional course for our BBM and B.Com students with the intention of improving their communicative skills.

The BBM program was commenced after the first accreditation and most of the BBM students progress to either PG courses or take up jobs. The B.Com students have the option of studying E-commerce for two years. So career orientation has been achieved in some measure.

Many senior faculty members are on the Boards of Studies of various subjects. They discuss curriculum issues in the BOS meetings and play a part in the framing of university syllabus. The feedback obtained by students is taken up for discussion in these meetings. Many teachers have helped the university in preparing textbooks.

Teaching, Learning and Evaluation:

The college follows the rules and regulations laid down by the government and the university in letter and spirit. Admission is given to all the eligible candidates and the admission process is simple and transparent. We have kept the costs to the minimum and it is possible even for very poor students to get admission. Ours is a multi faculty college offering UG programs in Humanities, Science, Computer Applications, Commerce and Management Studies. This variety of program options suits all categories of students. The spoken English course given as an extra option helps students acquire communicative skills. The overall atmosphere in the college is conducive to learning and the learning resources are updated

regularly. The students have opportunities for all round development, with good facilities for co-curricular and extracurricular activities. Underachievers are encouraged to do well through mentoring and remedial classes while advanced learners are motivated in many ways. Student-friendly measures are practised in classrooms and students are actively involved in the teaching-learning process. Our students have made us proud by bagging ranks consecutively at the university level. On the suggestion of NAAC peer committee we have made arrangements for using ICT in teaching. Teachers are encouraged to update their knowledge and skills through faculty improvement programs and research activities. The faculty is well equipped to handle the academic programs and the support programs. Internal assessment tests and semester exams help students in tracking their academic performance. Evaluation at college level is quick and reliable. Performance assessment of teaching and non-teaching staff is done methodically by the Internal Quality Audit committee of the college. We have introduced new courses, in spite of financial constraints, to meet the aspirations of our students.

Research, Consultancy and Extension:

Seven of the faculty members have doctorate degrees, and three more are working for Ph.D. Four teachers are recognized research guides. Two persons have got doctorate degrees under the guidance of Dr. L.C.Sumithra, She has also authored many books and published numerous articles, and she has won many awards for her books. Three of our teachers have worked as associates in the Indian Institute of Advanced studies, Shimla. The college encourages faculty and students to undertake minor research projects and college projects. One minor project is nearing completion and we have submitted proposals for more. The management has sanctioned seed money for student projects.

On the consultancy front also the faculty members have done some work. Their services are solicited by autonomous institutions, many organizations, rural cooperative societies etc. Our Sanskrit teacher is an honorary consultant for the translation website www.freetranslationblog.blogspot.com. The faculty are invited by colleges and other organizations to deliver lectures.

The NSS unit of the college is very active. It has won the best unit prize at the Kuvempu University level and the NSS program officer, Prof. K.T.Ramesh was declared the best officer for the year 2009-10. The college also conducts extension activities through other clubs like Nisarga Sanga, Career Creation Forum, Sky watchers' Club, etc. We are trying to have a collaboration with the government Horticulture Research Institute established recently.

Infrastructure and Learning resources:

The institution has sufficient infrastructural facilities to run the academic and the co-curricular activities. We have spacious, well-ventilated classrooms, allocated faculty wise. There is a large amphitheatre type auditorium with a seating capacity of 500 for large gatherings. Other facilities for students include good labs, large reading room and issue counter in the library, indoor and outdoor stadia for sports, multi-gym and Table-Tennis room, rest room with attached toilets for girls. The newly built Seminar hall facilitates multi-media classes and CAL. The management has continuously improved the facilities and kept infrastructure on par with the demand. Maintenance of the existing facilities is done methodically and repairs, renovations are taken up as and when there is a need. The management has spent Rs. 41, 13,128 on infrastructure development in the past three years. About Rs.75000 is kept aside in the budget for annual maintenance. The optimal usage of the infrastructural facilities is obtained by running the Tunga Pre-university College in the campus.

Our library is housed in a spacious building and it has about 47,500 books along with periodicals and journals. The reading room and reference section is well-lit and furnished. The students have access to internet in the library. The college has subscribed to N-LIST under the INFLIBNET facility. The computer lab has 30 working computers, which is adequate for the present strength. The sports facilities are put to good use by holding college level competitions regularly and university level events occasionally.

Student Support and Progression:

The students who enter the college leave it with a sense of satisfaction. Admission is given to almost all those who apply, except for the commerce faculty where the number of applications is usually more than the available seats. There is choice of

academic programs as we offer BA, B.Sc., B.com, BBM and BCA courses. Apart from these main programs, students can also enrol for the Spoken English course at a nominal extra fee. The computer lab and the library are well-equipped to cater to the diverse needs of our students. Our students enjoy the stay in the campus owing to the overall serene atmosphere and the facilities. They have been getting ranks in the university exams and winning prizes in sports and cultural competitions. Every year about 10% of our students go for employment and about 40% go for higher education.

The support services for students include free mid-day meal (for about125 selected students), free-ships and scholarships, student aid fund and so on.

The students have other support services like career guidance, campus selection (Cambridge Solutions, a BPO, and Ability Point, a recruiting agency, visit our college), counselling and grievance redressal. There are forums in all the different faculties like Science Club, Commerce Club, and Career Creation Forum. They form these clubs in the beginning of the year and conduct activities with guidance from teacher- advisors. The students are involved in framing the policies and programs of the institution by having them on committees, including the IQAC.

Governance and Leadership:

The vision and mission statement reflects the goal of the institution, namely, providing relevant, quality education for all the aspiring rural youth of this region. Our institution has kept this goal in mind throughout its journey of 43 years, and has kept the door open for all. The management has tried its best to include students from very backward sections and empower them. We try to ensure that the administrative and academic units function in a free and fair manner by conducting quality audits. The philosophy of the institution has been to decentralize governance and include all the stakeholders, especially students and teachers in policy making. All the important committees make room for student members and the feedback from them is given due consideration. The welfare of our students is our top priority and the institution has put in place many schemes for this purpose. The system of having committees at the management level, college level (with student-members) helps the college in better co-ordination and communication. Resource mobilization has become crucial as the government has stopped filling up

vacancies or sanctioning new posts. In the last three years, the college has spent nearly ten million rupees on salary for management staff and infrastructure development. All this has come from various grants and donations other than direct government grant for salary of permanent staff. The institution has been following good financial practices and budget allocations are made for all the necessary sectors. The income-expenditure account is audited both internally and externally. The management and the staff enjoy mutual trust and confidence. Grievances are heard and sorted through discussion. The grievance redressal cell is accessible to all staff members, permanent and temporary.

Innovative Practices:

The IQAC of the college was formed soon after the first assessment as required by the statutes of NAAC. We have members from different sections of the stakeholders, viz. teachers, students, parents, management members and eminent citizens. The IQAC has been trying to create an atmosphere of quality consciousness in the institution. Apart from the statutory body, we have a separate committee for Internal Quality which has many student members. This committee has prepared guidelines and parameters for quality checks and audit. The inputs obtained by student-assessment and self-assessment of teachers are used for the audit. Staff members, both teaching and non-teaching, are enlightened about this audit and their performance is evaluated by the IQ audit committee. The parent-teacher association also helps with the feedback about performance improvement. The committee for parent –teacher interaction arranges meetings where problems are openly discussed. The involvement of parents and alumni in the programs and activities of the institution is proving useful. The college has been able to garner support of our old students through the alumni association. The various programs organized in the college are attended by parents and old students as well. Conducting co-curricular and extra-curricular activities all round the year has become an established practice in the institution.

Criterion-wise Evaluative Report

Criterion I: Curricular Aspects

1.1Curriculum Design and Development

1.1.1 State the vision and mission of the institution, and how it is communicated to the students, teachers, staff and stakeholders.

Vision

To march towards becoming an Institution of excellence providing Higher-Education programs for the students of the rural Malnad region based on the needs, values and career demands of a globalised world.

Mission

- To create opportunities for pursuing various programs by introducing new courses /upgrading existing courses
- To nurture a spirit of cooperation and competition among students while focusing on their academic, social and spiritual development
- To create confident, aspiring individuals who are aware of the wealth of tradition
- To initiate improvements in infrastructure facilities and learning resources needed for imparting quality education
- To develop research culture among faculty members/ students, keeping in mind the local needs and exigencies
- To keep abreast of the developments in different areas of knowledge through faculty development and training programs
- To progressively evolve systems of interaction among all stake-holders
- To make the educational programs affordable and accessible by charging only the minimum required fees

OBJECTIVES

1. To impart knowledge &competency required for various programs through effective and innovative teaching, learning and evaluation methods
2. To inculcate the spirit of competition through a system of recognition and rewards
3. To make existing programs career oriented
4. To encourage entrepreneurship, and to train students for self-employment
5. To transform our students into enlightened, informed youth who can be of value to the community and the nation.

The Vision and Mission Statement is boldly displayed in prominent places in the campus viz. the principal's chamber, staff room, library and the general notice board. It is also printed in the prospectus and supplied to the students and parents along with the application forms for admission. The college magazine also carries a copy of the vision-mission statement.

1.1.2 How does the mission statement reflect the institution's distinctive characteristics in terms of addressing the needs of the society, the students it seeks to serve, institution's traditions and value orientation?

The statement specifies the institutional objectives with special reference to the local/region specific needs of the students, places stress on addressing their educational aspirations in this backward Malnad region, at the same time, keeping in mind, the changing global scenario. It emphasises the value orientation of the institution that aims at preserving the richness of local culture and tradition while opening up to the opportunities created by globalisation.

1.1. 3 Are the academic programmes in line with the institution's goals and objectives? If yes, give details on how the curricula developed/ adopted, address the needs of the society and have relevance to the regional/ national and global trends and developmental needs?

Yes. Though the institution has to follow the curriculum designed and prescribed by the university, the teachers of this institution play a prominent role in curriculum design. The institution also adopts programmes in line with its goals and objectives.

The aspects like access to Disadvantaged and Equity are taken up in the section on student support.

** The introduction of 'Indian Constitution' and 'Environmental Science' as compulsory subjects for all undergraduate courses may be mentioned in this regard. The former subject aims at promoting the awareness constitutional obligations and inculcating the values enshrined in the constitution like Equity and ensures the societal need of developing enlightened citizens. Environmental Science is taught compulsorily to all the students with a view of developing a sense of Ecology and environment among them. Aspects like Self- development, community and national development, and value orientation are kept in mind while evolving the syllabus across various disciplines. Moreover, the institution holds special lectures, seminars and workshops periodically to ensure the march in this direction. We might make a special mention of the annual endowment lecture on legal/ human rights issues.*

**Courses like B.Com, B.B.M and B.C.A. are semi- professional and rich in employment potential. The institution aims at making the students not only employable but also enable them to generate employment by inculcating in them entrepreneurial spirit. Even the students doing B. A. can take up Computer Applications as one of the core subjects- an innovative measure taken up first by our college- to enable them to find competitive space in the job market. The students doing B. Sc and B.A with other combinations have openings in areas like education, civil service and administration. The college supplements the academic activity with training for employment.*

** Introduction of ICT is elaborated under the next item.*

1.1.4. How does the curriculum cater to inclusion/ integration of Information and Communication Technology (ICT) in the curriculum, for equipping the students to compete in the global employment markets?

The institution was the first among the colleges of Kuvempu university to foresee the importance of ICT and started a diploma course in Computer Applications, in collaboration with NIIT for the students and public as early as 1999- 2000. A course like Computer for All was introduced a few years ago for giving every student in the college an exposure to ICT.

The teachers of this institution are instrumental in introducing computer science as a subject for various courses. While B. C. A course has mainly to do with Computer Applications, other courses also have ICT in their curriculum as one of the main subjects.

As already stated, our college was the first to introduce Computer Applications as a core subject for B.A students. B.Com students study Computer Applications- I and II as a compulsory subject in III and IV semesters respectively. During the V and VI semesters they have E-commerce-I and II, respectively, as optional subjects. Students doing B.B.M study Computer Application in Business in III and IV semesters.

The institution provides opportunities for learning Computers to every student desirous of doing the same. It also ensures exposure of the students to ICT through internet and other means.

1.1.5 Specify the initiatives and contributions of the institution in the curriculum design and development process. (Need assessment, development of information database, feedback from faculty, students, alumni, employees and academic peers, and communicating the information and feedback for appropriate inclusion and decisions in statutory academic bodies, Membership of BOS and by sending agenda items etc.)

The members of the faculty across various disciplines namely, Arts, Science, Commerce, Management, Computer Science and Languages have actively participated in curriculum design by being members of the Board of Studies in various subjects. They have actively contributed to the curriculum design and development so as to make it suitable to the changing global trends, at the same time not ignoring the local needs. This is borne out by the records annexed to this report. The introduction of the Work-Book as a part of the English language course may be mentioned here as an instance. The idea was to improve the communicative competence of the students in accordance with the changing needs. The overhauling of the syllabi for B.Com and B.B.M students during the present academic year is one more instance of the same. Similar changes in the Syllabi are done periodically in other subjects also.

1.2 Academic Flexibility

1.2.1 What are the range of programme options available to learners in terms of Degrees, Certificates and Diplomas?

The college offers five degree courses namely, B.A., B.Sc., B.Com, B.B.M. and B.C.A. Thus the students have a variety of options to choose from Humanities, Science, Commerce, Management and Computer Studies.

Sensing the need for Commerce Postgraduates in industry and the field of education the institution is trying to obtain affiliation for M.Com.

1.2.2 Give details on the following provisions with reference to academic flexibility, value addition and course enrichment.

a) *Core options: Students pursuing the B.A course have the following core options.*

i) *History, Economics and Political Science*

ii) *History, Economics and Sociology*

iii) *History, Economics and English Literature*

iv) *History, Economics and Kannada Literature*

v) *Sociology, Economics and Computer Applications*

b) *Elective Options: B.Com Students have Elective options namely E-Commerce and Marketing Management.*

c) *Add-on courses: The college offers 'Spoken English' as an add- on course and it is mandatory for all B.Com and B. B. M. students. The course aims at improving their communicative competence as they are to be equipped for the globalized world. Students from other faculties also have the option of taking Spoken English as an add-on course.*

The college has got a sanction from the UGC to start a course on Tourism and awaiting grants.

Besides these, the college conducts workshops on personality development, career orientation and on art appreciation.

1.2.3 Give details of the programmes and other facilities available for international students.

As the institution is located in the interior Malnad region of Karnataka, the college does not expect international students to join its rolls. There are no such facilities specially designed for them.

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

B.B.M and B.C.A are self-financing courses. These programs were commenced in the recent past to usher in greater career orientation. B.B.M. attracts an average of 30 students, while B.C.A is losing ground because of recent global developments. Generally, the students who seek admission to these courses do not find it difficult to get seats. However, the students are advised about the merits of the course in informal counselling sessions. As the institution is located in a rural area, the students can be charged only a minimal fees and it is usually difficult to make the courses cost effective. Hence, the teachers teaching these courses can only be offered a consolidated salary.

1.3 Feedback on Curriculum

1.3.1 How does the college obtain feedback on curriculum from a) Students b) Alumni c) Parents d) Employers/ Industries e) Academic peers f) Community?

Traditionally, such feedback was obtained informally in the meetings of Parents association and Alumni association and through such other means. Of late, following NAAC guidelines, an attempt has been made to obtain a formal feedback in a format that is enclosed with this report.(annexure-A- 01-) Such feedback is discussed at the Board of Studies meetings at the university level and inclusions or modifications in the syllabi are done after evolving a consensus.

1.4. Curriculum Update

1.4.1 What is the frequency and the basis for syllabus revision and what are the major revisions made during the last two years?

The frequency of Syllabus revision varies from three years for language subjects to five years for core subjects across various disciplines. During the last two years, major changes have been made in the syllabus of many subjects. Instances may be given of first and second semester B.Com course, fourth Semester B.A, and for language and optional Kannada and English courses.

1.4.2. How does the institution ensure that the curriculum bears a thrust on core values adopted by NAAC?

As already stated, the institution follows, by and large, the curriculum developed by the University, which ensures that the core values adopted by NAAC, viz. contributing to national development, fostering global competencies among students and inculcating value systems among them are kept in mind while designing and adopting the syllabus of various subjects. The inclusion of Indian Constitution and Environmental Science as compulsory subjects has provided us an opportunity to draw the attention of our students to relevant contemporary issues. The college places emphasis on quest for excellence and has taken measures to incorporate technology in pedagogical practices.

1.4.3 Does the institution use the guidelines of statutory bodies (UGC/ AICTE/ State Councils of HE and other bodies) for developing and/or restructuring the curricula?

Yes. The college follows the guidelines of UGC, and other bodies of Higher education. For instance, the two subjects Indian Constitution and Environmental Science are taught to students across all the disciplines following UGC guidelines. Curriculum updating is the prerogative of the university, and the college receives directions from the university regarding this.

1.4.4 How are the existing courses modified to meet the emerging/ changing national and global trends?

While taking part in the proceedings of the Board of Studies, the members of the faculty of this institution make attempts to incorporate the emerging national and global trends in the curriculum. As stated earlier, ours was the first college to make the B.A. program unique by making it interdisciplinary with the introduction of Computer Application as a core subject along with Economics and Sociology. We have also tried to make B.Com. more contemporary by offering e-commerce, and marketing management as elective options. The recent revamping of the syllabus of the B.Sc. course is aimed at making the study of science subjects challenging.

1.5Best Practices in Curricular Aspects

What are the quality sustenance and quality enhancement measures undertaken by the institution during the last five years in curricular aspects?

Considering the need and scope for management graduates the institution started B.B.M course in the year 2006, that is, after the last NAAC accreditation. The institution has encouraged more and more students to take up Spoken English course.

The introduction of skill development as an essential component of the curriculum for all the core subjects in B.Com and BBM has been a highly promising aspect of quality enhancement. Similarly, Workbooks have been introduced for English language courses with a view to enhancing the communicative competence of the students, keeping in mind the needs of the globalized world. Case studies for BBM students help them in acquiring practical marketing skills.

The introduction of Environmental Science and Indian Constitution as a compulsory subject for all undergraduates across different disciplines is a very significant quality enhancement measure as the step is expected to promote a sense of duties, values and environmental awareness among the students.

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

Exposing our students to newer areas of study with the help of seminars and special lectures is our aim. The seminars conducted by the departments of Chemistry, Kannada and Sociology focused on recent trends and developments.

The institution is planning to start the post-Graduate Department of Commerce and to offer M.Com. course for students with a B.Com degree. The institution has obtained sanction for a Diploma Course in Tourism from the UGC and awaiting the release of grants.

Additional Information for Re-accreditation:

1. What were the evaluative observations made under Curricular Aspects in the previous assessment report and how they have been acted upon?

The previous assessment report had mentioned the absence of a formal feedback mechanism. An attempt is made to set right the lacuna by collecting feedback from the stake holders in a prescribed format.

It was suggested in the previous report that attempts be made to start PG courses in subjects like Physics, Chemistry, History and Kannada. The suggestions could not be materialised owing to financial and logistic problems. The institution has to pay a prohibitive fee to the University for starting a post Graduate courses in any subject. Moreover, there are no feeding undergraduate colleges around this place to make a post-graduate course in Physics and Chemistry feasible. The students in this region have easy access to the PG departments at the university centre and hence commencing such courses was considered unnecessary. The suggestion to open a Research and Development centre on areca cultivation was given serious consideration. But such a research centre has already been established by the Govt. of Karnataka at Tirthahalli. Our institution has forged a liaison with the centre.

In addition, the Chemistry department has taken up a minor research project on medicinal plants.

Here, it may be mentioned that a serious attempt is being made to start a post-graduate course in Commerce, namely M. Com, as there is a demand for the same and there are several feeding colleges in the vicinity offering B.Com courses.

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

As already stated, the B. B. M. course was started in 2006 after the last accreditation. Indian Constitution and Environmental Science are taught to all undergraduates with a view to inculcate constitutional and environmental awareness among all the students. The syllabus of various subjects has been updated keeping in mind the changing global scenario. As the subjects included are numerous, detailed information regarding syllabus updating is supplied in the annexure.(annexure-B-01)

2. Teaching-Learning and Evaluation

2.1 Admission process and student profile.

2.1.1 How does the institution ensure wide publicity to the admission process?

It is done through advertisements in local and state level papers, and in-house campaign in the surrounding pre-university colleges. Brochures and pamphlets with necessary details are distributed and photos of rank holders in colourful Flex banners are displayed in the town.

The college prospectus supplied with the application form contains the required information regarding admission.

2.1.2 How are students selected for admission to the following courses? Give the cut-off percentage for admission.

Applications are sorted and a merit list is prepared on the basis of PU exam marks, according to the govt. norms for reservation. For BA/BSc there is no cut-off mark as all those who apply are given admission. For B.com the cut-off was 45% last year(for GM students). For B.B.M., which is a professional course, the cut-off was 50% last year. Reservation policy of the govt. is followed while processing applications.

2.1.3 How does the institution ensure transparency in the admission process?

The admission committee of the college consisting of senior teachers from all the faculties (Arts, Science, Commerce and Mgmt. Studies) oversees the process. Students and their parents are briefed about the rules and the policies. A list of selected students is announced after scrutiny of the applications. Except for the B. Com. program where the number of aspirants is usually more than the sanctioned strength, students get admission for the program and subjects of their choice.

2.1.4 How do you promote access to equity?

A good number of students belonging to backward communities join the college each year(32 SC/ST and 286 OBC students in 2009-10): the number of girls is equal to the number boys in the campus (327 boys: 326 girls in 2009-10) and a majority of them are from the backward communities : scholarships and incentives like free mid-day meals are provided to students from economically weaker sections. Apart from individual donations made by teachers, we have also started a fund for those students who can't afford to pay the fees. Incentives are also extended to students who excel in sports.

2.2 Catering to Diverse needs

2.2.1 Is there a provision for assessing the students' knowledge and skills before the commencement of the program?

Yes. All departments conduct tests for new entrants in the beginning of the year. Their performance in these tests indicates their ability and aptitude in the concerned subjects. Then, bridge courses are conducted for the benefit of students who are new to those streams. These special classes are held in the first two weeks of the first semester, before the commencement of the regular classes.

2.2.2 How does the institution identify slow and advanced learners? Give details on the strategies adopted for facilitating them.

Admitted students write a skill/ability test in their chosen subjects in the very beginning of the academic year; the score in this test serves as an indicator of their proficiency levels. Students are informed about their scores; their needs are identified and understood. Remedial classes are conducted for the needy ones: those who are good are given necessary encouragement and facilities like extra books and scholarships, so that they excel in studies.

After the first internals also, students are advised about their performance levels. They are given extra help in the form of special classes. The English dept. conducts preparatory exam for optional English students.

2.2.3. Does the institution have a provision for tutorials for the students?

Yes. Week-end classes are held for the benefit of slow-learners by some departments. The remedial classes held after tests and before semester exams are functionally tutorial classes.

2.2.4. Does the institution have a provision for mentoring of the students? Give details.

Yes. About 20 students are assigned to each teacher and he/she is in-charge of that batch. The mentors monitor their progress, listen to their problems if any, offer advice/help and act as personal counsellors.(annexure B-02)

2.2.5 How does the institution cater to the needs of differently-abled?

There are no such students studying in the college.

2.3 teaching-learning process

2.3.1 How does the institution plan and organize the teaching-learning and evaluation schedules?

An academic calendar (annexure B-03) is prepared at the beginning of the year and departments are told to prepare teaching schedules according to the syllabus. Dates for student seminars, special lectures are finalized and communicated to students. Dates for IA tests are announced well in advance and tests are held as per schedule. Students are briefed about evaluation methods and scoring patterns.

2.3.2 What are various teaching-learning methods used by the teachers? Give details.

Though the lecture method is largely employed by the teachers in the class rooms, ample scope is given to student-friendly measures like interactive sessions, quizzing sessions, group-discussion, project-work, etc. Students are encouraged to write short essays on the topics of discussion, to make short presentations, to undertake field-work, and to prepare study materials.

Skill development projects are part of the curriculum for B.Com, B.B.M. and B.A.(Economics) students. This activity promotes experiential learning and prepares students for self-learning.

2.3.3. How is learning made student-centric? What are the institutional strategies which contribute to acquisition of life skills, knowledge management skills and lifelong learning?

Students are made to participate in the learning process in various ways—by assigning tasks (library reference, using internet, preparing bibliographies, model-making, demonstrations, seminars and so on). The college conducts counselling camps every year for groups of enrolled students. Legal literacy programs are routinely held; talks by eminent personalities are arranged; there is a women empowerment committee to support and motivate girl-students. Students form clubs in the beginning of each academic year and many programs and events are conducted by these clubs. These clubs (Science club, Commerce club, Literary club, Humanities club, Career Creation Forum) are managed entirely by students.

B.A. students have additional forums like Yojana Vedike, Ithihasa Mantapa and Sociology Forum through which academic activities get enhanced. Special lectures and seminars are held by these associations.

Our students bring out a monthly literary magazine called ***Sanabhi,*** *which carries articles on writers and works of literature. The Art and Culture committee encourages students to take up different activities like stage shows, art and music appreciation, debates and group discussion. The free-speech forum called Mathina Mantapa gives our boys and girls a chance to express their views on issues of their choice.*

The college also makes room for value-orientation by conducting PD seminars, lectures and annual camps for NSS volunteers and NCC cadets. National festivals are celebrated by holding competitions which help in cultivating national values.

2.3.4 How does the institution ensure that students have effective learning experiences?

Attempts are being made to break free from traditional teaching methods. The college has LCD projectors to facilitate the use of ICT in classrooms. The newly built seminar hall is the present venue for CAL and multimedia sessions. We have been using the TV and slide-projector to supplement classroom teaching. Scientific models and modern equipment in the labs enhance learning resources while the use of internet keeps our students abreast of the new trends and developments. The subscription for N-LIST is another important addition to our armoury of resources.

2.3.5 How do the students and faculty members keep pace with the recent developments in the various subjects?

UGC sponsored seminars, university-level workshops in different subjects are conducted in the college: teachers are sent on deputation to do research, to attend seminars and workshops held in other colleges: many of our faculty members have worked with the Institute of Advanced Studies, Shimla as research associates. Four teachers are authorized Research Guides(Kannada University- Hampi, Dravida university-Kuppam, and Kuvempu University) for guiding Ph.D. and M.Phil. scholars. For students, seminars and special lectures provide opportunities for discovering newer areas of interest. Students are also encouraged to participate in curricular and co- curricular activities held in other institutions. They are sent as delegates to seminars and conferences held in other institutions. Study tours and site-visits help them to have first hand knowledge. Our literature students participated in the vidyarthi sahitya sammelan held in November 2010 at Shimoga.

2.3.6 Are there departmental libraries for the use of faculty and students? If yes, how effectively are they used for the enhancement of teaching and learning?

Yes. Each dept. has a small departmental library of useful books, mainly reference books. Students have easy access to these books in addition to the books they borrow from the main library. They also avail the book-bank facility provided by the college library. Students are encouraged to prepare their own notes using these books.

2.3.7 Has the institution introduced evaluation of teachers by students? If yes, how is the feedback analyzed and implemented to improve teaching?

Yes. Every year students are asked to assess and evaluate their teachers. It is done with the help of a standard format prepared for this purpose. The data is pooled and processed by the TLE committee, which forwards its report to the management body. The body awards grades to teachers on the basis of a set of parameters and measured on a 100 point scale, which is prepared by the Internal Quality committee. (annexure-A-02)

2.4 Teacher Quality

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

Permanent teachers are selected by a panel of experts set up by the government. Temporary teachers are selected through interviews and demonstration lectures. At present there are sufficient teachers to handle all the courses.

2.4.2 How does the college appoint additional faculty to teach new programs/modern areas of study? How many such appointments were made during the last three years?

New appointments are made as and when new courses are commenced. The management acts quickly and advertises the vacancies. Recruitments are made immediately through selection committees consisting of governing council members and subject experts. Ten such appointments were made in the last three years.

2.4.3 What efforts were made by the management for professional development of the faculty? How many faculty have availed these facilities during the last three years?

Teachers are encouraged by the management to take part in conferences/seminars: they are given leave to attend refresher courses, contact classes of distance education programs (M.Phil.). Three UGC seminars were organized by us in the last two years. Training programs are conducted for teachers in the use of modern teaching aids. Three teachers were given leave to work as associates in IIAS, Shimla and many teachers have participated in seminars and workshops held in the university centre and other institutions. The FIP scheme of the UGC has also been availed by three faculty members during the last five years.

2.4.4 Give details on the awards/recognitions received by the faculty during the last five years.

Five teachers were awarded Ph.D.

Dr. L.C.Sumithra of Kannada dept. got the Mathoshri Ratnamma Heggade memorial Prize for her book Nirukta in 2006---- H.V.Savithramma Endowment Prize and Karnataka Sangha Award for her book Pinjar in 2007.

2.4.5 How does the college organize training programs for the faculty in the use of computers, internet, AV aids, material development for CAL, multimedia etc?

The teachers in the Computer Science department conduct training sessions for faculty members. Some of the faculty members who have expertise offer guidance and help to other teachers. Experts from outside are also invited to give training.

2.5 Evaluation Process and Reforms

2.5.1 How are the evaluation methods communicated to the students and other institutional members?

Question papers of previous exams are used to familiarize the students with the pattern and model. Model answers are discussed and they are briefed about evaluation methods.

The college examination committee conducts internal assessment tests and arranges evaluation of test papers. The department heads discuss model answers and the scheme of valuation with their colleagues before evaluation. Students are given a chance to see the valued papers and verify the answers.

2.5.2 How does the institution monitor the progress of the students and communicate it to students and their parents?

Soon after the internal assessment tests, students are told about their performance and their grievances about evaluation are heard by the examination committee and/or the mentors of concerned students. Each dept. prepares a list of high scorers and under-achievers to identify candidates for remedial and special classes.

Parents of underachievers are informed about this and the PTA (annexureB-04) also provides an opportunity for discussing their problems.

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

The exam committee acts as the redressal agency and refers problem cases to the concerned teachers. Discrepancies or mistakes pointed out by students, if any, are rectified immediately. Students may also write the improvement test, if they so wish, which would give them a chance for improving their IA scores.

2.5.4 What are the major evaluation reforms initiated by the institution/affiliating university? How does the institution ensure effective implementation of these reforms?

The introduction of the semester system has brought about great changes in the evaluation process. Apart from the two half-yearly exams, the students are required to write two monthly tests for internal assessment. So there is continuous evaluation and scope for improvement.

The university has made it mandatory to send internal assessment marks in the e-format. The details are put in a CD-Rom and sent to the university. A hard copy of the same is published on the college notice board. Discrepancies, if any, are sorted out before it is sent to the university. Students can ask for revaluation of their semester exam papers if they are not satisfied; and the teachers advise the students about the revaluation process and their chances of success. The internal assessment procedure is very transparent and there have been no complaints so far in this regard.

2.6 Best practices in Teaching-Learning Process

2.6.1 Detail any significant innovations in TLE introduced by the institution.

The sub-committee for TLE prepared a list of suggestions for improvement in this area. It was circulated among all the teachers and a report on action taken was sought. Some of the important measures suggested:

- **Using student friendly methods in the classrooms and keeping the lecture sessions to the minimum*
- **Encouraging students to make more and more presentations*
- ** Announcing incentives and prizes for toppers in previous exams*
- **Motivating students to participate in seminars and workshops held in other institutions*

These suggestions were well received and put into practice. The commerce and management faculty students do case studies and practical work as part of their project work. This helps in developing the necessary aptitude in them. Our science students have been regularly participating in scientific model-making competitions and they have won prizes. This has helped the students in developing a keen interest in the scientific concepts and techniques. The students of humanities are encouraged to do field work thereby engaging them in elementary research practices.

Teachers reward achievers with incentives and prizes: Physics, Chemistry and English and Kannada department teachers to quote a few instances.

Additional information for Reaccreditation:

1. What were the evaluative observations made under Teaching-Learning and Evaluation in the previous assessment and how they have been acted upon?

   The peer committee had remarked the college does not have resources for the introduction of ICT in teaching-learning and there was no provision for testing the skills of students immediately after admission. A new seminar hall was built and it was equipped with an LCD projector, speakers and accessories for conducting multi-media classes. Steps were taken to conduct ability/skill tests for new entrants.

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

Introducing learner-centered teaching methods was one of the many suggestions made by the previous peer committee and we have been seriously following it. Students are involved in various stages of planning and policy making through their presence in different committees (Research committee-Women Empowerment committee-Art and Culture committee, to name a

few).The inclusion of students in these committees has been a good step forward and students have found it quite exciting. Evaluation of teachers by students and using the feedback from students to improve teaching methods is another important strategy employed after the first accreditation.

The internal quality audit committee formed to monitor the progress of the staff also evaluates the performance of the teaching and non-teaching staff. The management interacts with the teachers regarding their performance evaluation and offers suggestions for betterment.

3. Research, consultancy and extension

3.1Promotion of Research

3.1.1 Is there a Research Committee to facilitate and monitor research activity? If yes, give details on its activities, major decisions taken (during last year) and composition of the Committee.

Yes. There is a separate committee to facilitate and monitor research activities in our college. This committee consists of an Executive Officer, an Asst. Executive Officer, an alumnus and a parent as members of the EC. Twenty eight students of various faculties are co-opted as members to do actual research work (annexure-A-03).

One of the objectives of the committee is motivating faculty members to undertake minor research projects and trying to develop research orientation among our teachers and students. The committee arranged a special lecture by Dr.Vaidya of Kuvempu university regarding research methodology and funding agencies on 26.09.2009. Consequently, Dr.B.T.Ramappa from the dept .of Economics prepared and submitted a proposal to the UGC regarding a minor research project.

Last year it was decided to study the problems of the nomadic tribes camping in the vicinity by doing a field survey. This year the committee wants to study the environmental impact of the proposed mini hydel projects in the taluk.

3.1.2 How does the institution promote faculty participation in research? (providing seed money, research grants, leave, other facilities)

Many of our teachers have done Ph.D. through the FIP scheme. In the past five years three members have availed this facility with the support of the management.

The institution aims to promote research culture among faculty members by arranging special lectures on research methodology and research funding agencies. The college management has offered to provide seed-money to teachers for undertaking research. There is an ongoing minor research project which is funded by UGC. A proposal for minor research project has been submitted by the Economics dept. The institution sanctions leave to faculty members for doing research; three of our teachers have worked in IIAS, Shimla as associates.

3.1.3 Does the institutional budget have a provision for research and development? If yes, give details.

For the year 2009-10, the management released a sum of Rs.2000 as initial grants which was spent on communication, transportation, food and miscellaneous items. In 2010-11 the committee intends to carry on with the same projects as they are still relevant. A budget estimate for Rs.8000 has been sanctioned by the Management.

3.1.4 Does the institution promote participation of students in research activities? If yes, give details.

The committee motivated students of various faculties to get involved in research activities which would help them in their pursuit of higher studies. Preparing questionnaires, conducting field surveys and analysing the data—such tasks were given to students in order to train them.

Accordingly, the students of Humanities faculty conducted a survey of the nomadic tribes/workers camping on the bank of the Tunga River. The survey was based on an extensive questionnaire prepared in advance by the research committee. Our science students visited several villages and organized programs to create awareness and also study the prevailing conditions which spread epidemic diseases like H1N1 and Chikungunya. Our B.B.M. students also did a sample survey of the relationship between income levels and occupations.

3.1.5 What are the major research facilities developed on the campus?

We have yet to develop research facilities on the campus. The college wants to have a liaison with the government horticulture research institute to carry out small research projects in collaboration. A separate laboratory /room has been provided to facilitate project related research work.

3.1.6 Give details of the initiatives taken by the institution for collaborative research (with national/ foreign Universities/ Research/Scientific organizations / Industries / NGOs)

In September and October 2008, an academic collaboration was established with Toronto University, Canada. A young research scholar by name Mr.Simon Shilvers (faculty of History) stayed in the college campus used our library facilities to do research on problems of agriculture. He also delivered two lectures on academic facilities available in Canada.

3.2 Research and Publication Output

3.2.1. Give details of the research guides and research students of the institution (Number of students registered for Ph.D. and M. Phil., fellowship/scholarship, funding agency, Ph.D.s and M. phil. s awarded during the last five years, major achievements, etc.,)

Five faculty members have been awarded doctorate degrees during the last five years. They are

Dr. K.Anjanappa, dept. of Kannada,

Dr.B.Ganapathi,dept. of Kannada,

Dr.H.Rajashekhar, dept .of Cchemistry,

Dr.B.T.Ramappa, dept. of Economics,

Dr. M.S.Manjunath, dept. of Economics

Three teachers have got associate-ships from the IIAS, Shimla.

Four of our faculty members have registered for Ph.D. and, six for M.Phil.

3.2.2 Give details of the following:

a) Departments recognized as research centers *-nil-*
b) Faculty recognized as research guides

Four teachers—Dr. S.T.Naidu, dept. Of History, Dr. L.C. Sumithra, dept. Of Kannada, Dr. K. Anjanappa, dept. Of Kannada and Dr. Manjunatha, dept. Of Economics—are working as research guides.

c) Priority areas for research

Medicinal plants and the Ecology of the region(the topic for Ph.D. thesis and minor project done by Dr.Rajashekhar),

Flora of the Malnad region(Dr.Sumithra's area of interest), Cooperatives, Areca Nut farmer's problems (Dr. Ramappa's research area)

The problem of untouchability (Dr.Anjanappa's Ph.D. work and also the topic of his minor research project)

Cultural Study of Ancient prose works(Dr. B.Ganapathy's research work)

Negotiating Modernity in modern Kannada fiction(Prof.U.H. Ganesha's Ph.D. thesis, submitted to Mangalore University)

d) Ongoing Faculty Research Projects (minor and major projects ,funding from the Government, UGC, DST, CSIR, AICTE, Industry, NGO or International agencies)

Dr. H. Rajashekhar, Dept. of Chemistry has undertaken a project entitled "Investigation of medicinal plants of Tirthahalli taluk for various dermatological disorders". It is a UGC funded project estimated at Rs.1, 15000.

3.2.3 What are the major achievements of the research activities of the institution (findings contributed to subject knowledge, to the Industry needs, community development, patents etc.)?

Dr. Rajashekhar has been working on medicinal plants, esp. the endemic varieties, and their curative effects on dermatological disorders.
Dr.B.Ganapathi has published his research thesis "A cultural Study of two ancient Kannada prose works"
Dr.B.T.Ramappa has made a study of the impact of globalization on small scale industries.
Dr.Anjanappa's study focused on the negotiation of untouchability in the light of Ambedkar's ideology.
The study about Dombaru(name of the nomadic tribe), undertaken by students revealed that they are exposed civilization, they use things like TV, mobile phones and transistors, in spite of their nomadic lifestyle. Some of the children also go to schools but the drop-out rate is high. All of them are below the poverty line and yet they do not go for permanent jobs.

3.2.4 Are there research papers published in refereed journals by the faculty? If yes, give details for the last five years including citation index and impact factor.

Yes. The total number of papers published in research journals in the last five years is nine. These articles have been published in reputed journals like Yojana, SEDME journal, Hampi University Journal, Indian Journal of Heterocyclic Chemistry, (Vol. 12 &16), International Journal of Green Pharmacy and so on.

3.2.5 Give list of publications of the faculty.

a.	Books	*Ten*
Name of the Teacher		*Title of the book authored*
Dr. L.C.Sumithra		*1) Nirukta-Anthology of critical essays*
	"	*2) Bakulada Ddariyalli- poetry collection*
	"	*3) Pinjar-Translation of Amrita Pritam's Novel*
	"	*4) Gubbihallada Sakshiyalli-Short story collection*
Prof.D.S.Somashekhar		*5) Spectrum—Collection of essays*
Prof.B.Prakash Rao		*6) Management Information System and Computer Application in Business*
Dr.B.Ganapathy		*7) Prachina Gadya kruthigalu-Ph.D. work*
		8) Jathre- A Folk study
Dr.K.Anjanappa		*9)Swatantryottara Kadambarigalalli Asprushyateya Parikalpane*
		10) Vanijya Kannada-Text book (Edited)
b.	Articles	*About fifty(Details given separately in annexure B-05)*
c.	Conference	*Sixteen(Details given separately in annexure B-06)*

3.3 Consultancy

3.3.1 List the broad areas of consultancy services provided by the institution during the last five years. Who are the beneficiaries of such consultancy?

The institution has been offering consultancy services, mostly free of cost, to many institutions and organizations.

Prof. Prakash Rao B., head of the dept. of commerce is the secretary of the college cooperative society. He maintains the accounts, conducts transactions and holds meetings using his expertise as a commerce teacher. The society pays him a nominal honorarium for his services. He has also written a book entitled "Management Information System And Computer Application in Business"

for the distance education wing of Kuvempu University. He has also taken interest in educating members of the rural cooperative societies in the nearby villages regarding maintenance of accounts in coop. societies.

Our commerce teachers also help the staff members in computing taxes and filing tax returns.

Many of our staff members are working as members of BOS&BOE for autonomous colleges-- L.B. College, Sagar and Sahyadri College, Shimoga.

Our teachers are invited by other colleges to deliver special lectures and to moderate discussions in seminars.

Prof. B.C.Ramesh of the Sanskrit dept. is an honorary consultant for a translation website located at www.freetranslationblog @ blogspot.com.

Dr. L.C.Sumithra is on the editorial committee of a UGC project undertaken by Kuvempu University.

Some teachers from the faculty of Kannada and English have served as resource persons in the workshops organized by NINASAM, Heggodu at various places in Karnataka.

3.3.2 How does the institution publicize the expertise available for consultancy services?

There is no conscious effort on the part of the institution to publicize the expertise; it is known through peer recommendations and public impression.

3.3.3 How does the institution reward the staff for the consultation provided?

Mention of such services is made in meetings and other special occasions.

3.3.4 How does the institution utilize the revenue generated through consultancy services?

No income is generated through these services.

3.4 Extension Activities

3.4.1 How does the institution promote the participation of teachers and students in extension activities (NCC, NSS, and NGOs)?

The college has very active NSS and NCC units. Students are motivated to join these organizations by the teachers in charge and also the principal. Many of our NCC cadets in the past have taken part in the Republic Day parade at New Delhi and that inspires our boys and girls to join NCC. The NSS units also attract a good number of students by their work and commitment. One NSS volunteer represented our college at the republic Day parade at New Delhi in 2008 and one volunteer represented the state RD parade in 2007. Three NSS volunteers from our college took part in the Inter-state NSS camp at Kozhikode, Kerala. One girl student from our college participated in the National Integration Camp held at Konandur, Shimoga district in 2008 and in 2010 National Integration Camp held at JnanaBharathi campus in Bangalore.

The NSS officer of our college was adjudged the best NSS officer at the university level and was awarded a trophy for the same.

Some teachers from the English and Kannada departments are invited as resource persons for the literary workshops organized by Ninasam, a premier NGO working in the field of theatre and art appreciation.

The college also encourages faculty members to undertake extension services by providing facilities, leave and expenses. Our teachers have conducted yoga classes, Ikebana classes for the public. Many teachers have made a mark as good orators and they are invited by organizations to deliver speeches on various occasions.

3.4.2 What are the outreach programs organized by the institution? How are they integrated with the academic curricula?

Along with the regular extension wings like NCC and NSS, we have associations that reach out to the people. For example, ***Nisarga Sanga****(The name of our eco club) has arranged many useful and educative programs . The Sky Watchers' club has done many weekly sessions in and around the town, shedding light on the heavenly bodies. The Human Rights club also conducts awareness programs for the benefit of the public. It has been conducting legal literacy seminars, talks on human rights in the college, and a large number of people from outside attend these programs. These lectures and seminars blend well with the subjects like Indian Constitution and Environmental Science, two subjects studied by all the students of the college.*

3.4.3 How does the institution promote college-neighbourhood network in which students acquire attitude for service and training contributive to community development?

It is done through extension activities such as NCC, NSS and other student clubs, like Nisarga Sanga. The NSS unit adopted two villages and held awareness camps and did Shramadan. These activities and also the field work done while collecting data help students develop service attitudes.

3.4.4 How has the local community been benefited by the institution(through various extension activities)?

The blood donation camps, awareness programs, programs on legal literacy and human rights have helped the local community. The annual camps and special camps held by the NSS are great opportunities for institution-community interaction.

3.4.5 How has the institution involved the community in its extension activities(community participation in institutional development, college-community networking etc) ?

Whenever the college wants to hold camps and other activities the local bodies like the village panchayat, the youth associations, women's self help groups of the area are involved in organizing them. Rotary club, Lions club, Doctor's Association also join hands with us in holding some programs.

3.4.6 Any awards, recognitions received by the faculty/students for the extension activities?

Our college NSS unit was adjudged the best unit at the university level for the year 2009-10. The NSS Program Officer, Prof. K.T.Ramesh, was declared the best NSS officer for the same period. He has attended a 10-day NSS training and orientation camp at Mysore organized by the state-level NSS training centre.

Many of our NCC cadets in the past have taken part in the Republic Day parade at New Delhi and that inspires our boys and girls to join NCC. The NSS units also attract a good number of students by their work and commitment. One NSS volunteer represented our college at the republic Day parade at New Delhi in 2008 and one volunteer represented the state RD parade in 2007. Three NSS volunteers from our college took part in the Inter-state NSS camp at Kozhikode, Kerala. One girl student from our college participated in the National Integration Camp held at Konandur, Shimoga district in 2008 and in 2010 National Integration Camp held at JnanaBharathi campus in Bangalore. Many of our NSS volunteers have attended various District and University special camps held every year.

3.5 Collaborations

3.5.1Give details of the collaborative activities of the institution with the following organizations:

Local bodies/community:

As mentioned above, the college collaborates with village panchayaths, youth organizations and NGOs like Rotary Club, Jaycees and Lions Club, for holding NSS camps. Some faculty members are actively involved in rural cooperative initiatives.

State/National/international:

The Karnataka State Aids Prevention Society and NSS units of our college have jointly started the Red Ribbon Club in the college. The main objective of the club is to create awareness in the rural community regarding AIDS. The college hopes to work in collaboration with the state unit in the coming years.

Industry/Service sector:

As of now, we have limited opportunities to collaborate with industry/service sector. Cambridge Solutions, a BPO company, visits our college every year for campus recruitment.

Agriculture/Administrative sector:

Most of the farmers here use copper sulphate to protect areca trees from fungus attack during the rainy season. The chemistry department has helped some farmers in ascertaining the strength and quality of copper sulphate. It has also done soil testing for some of the farmers.

We work in collaboration with the local administration in organizing some events like Awareness Marches, participating in special occasions like Anti-terrorism rallies, observance of National festivals etc.

3.5.2 How has the institution benefited from the collaboration?

The consultancy and extension activities have helped our teachers and students in developing the right attitudes, especially with regard to rural development. The collaboration with Cambridge Solutions has helped us in getting employment for many of the students. The proposed MoU with the Horticulture Research centre would augment our research potential.

3.5.3 Does the institution have any MoU/MoC with other organizations?

We have not signed any official MoU with anybody, but as stated above, some companies are visiting our college regularly for recruiting candidates. The MoU with the research institute is likely to materialize shortly.

3.6 Best Practices in Research, Consultancy and Extension

3.6.1 What are the significant innovations/good practices in Research, Consultancy and Extension activities of the institution?

The faculty members of our college visit many institutions of the university and the autonomous colleges for delivering special lectures and for other academic tasks like curriculum design, question paper setting and evaluation. Thus they act like good ambassadors of our institution. They bring credit to the institution and it is duly acknowledged.

The Research Committee is able to motivate teachers and students to take up projects. Our students have shown keen interest in field work.

Another strong point of ours is the extension work, both by individual teachers and by the NSS wing. As stated earlier, our NSS unit was adjudged the best unit and Prof. K.T.Ramesh, the NSS Program Officer, the best officer at the university level.

Many faculty members are engaged in community oriented projects(the rural theatre cum library at Muktihariharapura village, for e.g.) and activities(educating the staff of rural cooperative societies, for instance).

Additional information for Reaccreditation:

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

The peer committee had expressed satisfaction about our extension activities. Regarding research, it had remarked that no research projects were undertaken and that the management does not provide seed money for the same. A separate committee for transacting with the UGC regarding funding was formed. Prof. K.C.Thimmappa Gowda is the convener of that committee. Because of his efforts we have been able to get funds for research projects, seminars and equipment grants from the UGC. Another noteworthy development is motivating students for doing small research oriented projects.

2. What are the other quality sustenance and enhancement measures undertaken since the previous assessment w.r.to Research, Consultancy and Extension?

The NSS unit was strengthened and expanded. Now we have two units in NSS and one NCC unit with 12 girl cadets. The NSS unit has won the best unit award at the university level. Many of our faculty members have registered for Ph.D. and M.Phil. after the first assessment.

The consultancy part is also given a boost by involving more teachers in this area. Our teachers have helped the university in preparing text books and workbooks and reference material.

4. Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 What are the infrastructure facilities available for

(a) Academic activities?
(b) Co-curricular activities?
(c) Extra –curricular activities and sports?

There are sufficient class rooms, allocated faculty wise, for all the classes. There is a separate seminar hall for conducting audio-visual sessions. The KSOU centre is also used for doing A/V sessions for small groups.

The silver-jubilee auditorium(equipped with advanced light and sound system) is available for holding large-scale events like orientation seminars/workshops, UGC seminars, induction programs and so on.

The auditorium is also the venue for cultural events, inaugural and valedictory functions of student clubs. We have spacious fields for group games and track and field events. The indoor stadium housing a volleyball/badminton court, table -tennis and the adjacent spectator's gallery are other facilities available. The multi-gym is used for training sportspersons in weight-lifting and body-building.

4.1.2 Enclose the Master Plan of the college campus indicating the existing physical infrastructure and the projected future expansions.

Plan enclosed.

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

Yes. On the basis of the peer committee report, to improve facilities for CAL and introduction of ICT, a new seminar hall was constructed last year. It has a TV, an LCD projector and a public address system. New, spacious, classrooms were built to accommodate BBM students. Chemistry and Physics labs have been moved to newly constructed, large halls with better facilities.

*The amount on infrastructure development in the last **three** years is as follows:*

2007-08	*Rs.443992*
2008-09	*Rs.2139564*
2009-10	*Rs.1529572*

4.1.4 Does the institution provide facilities like common room, separate rest rooms for women students and staff?

There is a common staff room and separate rooms for science teachers(attached to the labs). New staff rooms have been provided to the commerce and management faculty members. We have provided a restroom with attached baths for girl students.

4.1.5 How does the institution plan and ensure that the available infrastructure is optimally utilized?

Ours is a multi-faculty college and the infrastructure is developed to meet the requirements of the students and teachers of Arts, Science, Commerce and Management faculties. The computer lab, library, reading room and the sports facilities are available to everyone. Our management also runs a pre-university college and the infrastructure is shared by the PU students and teachers. The silver jubilee auditorium was equipped with advanced sound and light system with the help of grants from the Kannada & Culture dept. of Karnataka government. The auditorium has a seating capacity of six hundred and it is ideal for holding music concerts, dance recitals and theatrical performance besides the regular academic activities.

The seminar hall, constructed last year, is being utilized for conducting multi-media sessions and orientation workshops.

4.1.6 How does the institution ensure that the infrastructure facilities meet the requirements of the differently-abled students?
No differently abled students are studying here at present.

4.2 Maintenance of Infrastructure

4.2.1 What is the budget allocation for the maintenance of (last year's data)

a. Land	Rs.80000
b. Building	Rs.75000
c. Furniture	Rs.50000
d. Equipment	Rs.5000
e. Computers	Rs.75000
f. Vehicles	-------

4.2.2 How does the institution ensure optimal utilization of budget allocated for various activities?

The Management body, Tunga Vidyavardhaka Sangha, has a system of planning and monitoring annual expenditure, apart from planning long-term projects. There are separate committees in the management for carrying out construction projects, sports events, cultural events and academic activities. These committees meet and discuss the modalities of implementing these projects.

At the college level also various committees like Art and Culture committee, Sports committee, Library committee, NSS and NCC committee prepare annual budgets and blueprints for the year.

4.2.3 Does the institution appoint staff for maintenance and repair? If not, how are the infrastructure facilities, services and equipment maintained?

The management has employed adequate staff for the up-keep of the infrastructure. The support staffs, both permanent and temporary are entrusted with this responsibility. Annual or periodic repairs are done on piece-work basis. There is a paid estate manager to supervise maintenance and repair jobs.

The computers in the computer lab, office and library, and other related equipments in the labs are maintained through contracts.

4.3 Library as a Learning Resource

4.3.1 Does the library have a Library Advisory Committee? What are its major responsibilities?

Yes. The principal is the head of this committee and all the heads of the department are members of this advisory committee. This committee meets 3-4 times in a year and advises the librarian regarding budget allocation and the purchase of books and periodicals. The selection of books and journals to be procured for the library is made by this committee.

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

The librarian gets the list of books to be purchased from faculty members. Placing orders for new books and renewal/subscription of periodicals is done after this. Quotations are sought for procuring other things like almirahs, shelves and display boards. Circulation of books is done manually. We do not follow the open access system but issue and return of books is done strictly according to notified schedule.

4.3.3 What are the various support facilities available in the library? (computers, internet, band width, reprographic facilities etc.)

The library has three computers with internet facility. Reprographic facility is available at the office.

4.3.4 How does the library ensure purchase and use of current titles, important journals and other reading materials? Specify the amount spent on new books and journals during the last five years.

The library committee, consisting of faculty members, go through catalogues, search web pages before placing orders. The amount spent on books in the past five years is as follows:

Year	*Amount(Rs.)*	
05-06	*200354*	*For journals, the college spends*
06-07	*158896*	*Rs. 80000 per annum.*
07-08	*164345*	
08-09	*321964*	
09-10	*078492*	

4.3.5 Give details on the access of the on-line and Internet services in the library to the students and faculty? (hours, frequency of use , subscriptions, licensed software etc.,)

The library has two computers with internet facility. Students, esp. B.C.A and B.B.M and B.Com. students are using the internet facility in the library and the computer lab.

E-lib software is being used for accession and cataloguing. N-LIST subscription via INFLIBNET has been recently obtained and the access to faculty and students is on a pre-scheduled basis.

4.3.6 Are the library services computerized? If yes, to what extent?
Computerization of library services is in progress, and cataloguing, accession is done on computer.

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

Yes. This year we have subscribed to N-LIST via INFLIBNET, to access e-books and e-journals.

This facility is used by students and faculty members to read journals and books that are not available in the library. The facility is available to a group of teachers and students who are registered members of the E-Readers' Club (annexure-B-07).

4.3.8 What initiatives are taken by the library staff to enrich the staff and students with its latest acquisitions?

The arrival of new books is announced by displaying the books in the window meant for that purpose. There is a provision for the display of important titles available in the library. The librarian addresses students of each new batch of students to explain the facilities, method of operation and the regulations. New arrivals and new facilities are given wide publicity— through notices, group interactions and memos.

4.3.9 Does the library have interlibrary borrowing facility? If yes, give details of the facility.

No, we don't have such facility.

4.3.10 What are the special facilities offered by the library to the visually-and physically-challenged persons?

As there are no such students studying at present, the library has not made any arrangements for them.

4.3.11 List the infrastructural development of the library over the last two years.

The library was shifted to its present location in the year1996. It is spacious, well ventilated and well equipped. The building is sufficient to meet the requirements. As such there is no need for expansion in the near future. Items like furniture, book-racks and shelves have been added.

4.3.12 What other information services are provided by the library to its users?

Internet browsing and access to E-books, journals is one such service. The library also provides information on employment opportunities and progression to higher education. Notices, brochures are displayed in the library bill-board. The librarian enlightens students on the available resources related to competitive exams and career options.

4.4 ICT as Learning Resources

4.4.1 Does the Institution have up-to-date computer facility? If yes, give details on the available hardware and software (Number of computers, computer-students ratio, stand alone facility, LAN facility, configuration, licensed software etc.)

Number of working computers 25

Computer-student ratio 4:1

Stand alone facility –two in number- 3kv V tech UPS and 2kv V tech UPS

LAN facility—Netgear 24 port, 10/100 switch

Configuration details:~ 13 systems with Pentium 4 processors, 5 systems with Pentium dual core processors,

5systems with Pentium 3 processors and 2 systems with AMD Sempron processors

4.4.2 Is there a central computing facility? If yes, how is it utilized for staff and students?

YES. Of the 25 machines available, 15 are meant exclusively for the use of Comp. Sc. Students. The remaining machines are for the use of general students and faculty members.

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

As mentioned above the Computer dept. faculty and others who have the know-how provide guidance. Special training sessions are also held.

The teachers use the computers in the lab, internet in the library and the LCD projectors for making teaching-learning effective. Many teachers have their own lap-top computers.

4.4.4 Does the Institution have a website? How frequently is it updated? Give details.

Yes. The website is called tungacollege.com and it is updated every year in June-July. It is furnished with necessary information regarding results, faculty, courses, facilities and so on. The AQAR for 2008 and 2009 have been put on this website on the suggestion of NAAC.

4.4.5 How often does the institution plan and upgrade its computer systems? What is the provision made in the annual budget for update, deployment and maintenance of the computers in the institution?

It is done on an yearly basis, after assessing the requirements, considering the students' strength etc. About Rs 75000 is set aside in the budget for this.

4.4.6 How are the computers and their accessories maintained? (AMC etc.)

It is done through contracts and also by the efforts of the faculty members.

4.5 Other Facilities

4.5.1 Give details of the following facilities:

a) Capacity of the hostels (to be given separately for boys and Girls)
b) Occupancy
c) Rooms in the hostel (to be given separately for boys and Girls.
d) Recreational facilities
e) Sports and Games (Indoor and Outdoor) facilities
f) Health and Hygiene (Health Care centre, Ambulance, Nurse, Qualified Doctor) (full time/ part time etc.)

We don't have students' hostels. Most students commute from their homes and some students stay in government hostels.

We have a TV, DVD player and an LCD projector for viewing films and documentaries, a Table-Tennis board and carom-board in the rest room for students. Two large fields for holding group games and track and field events, attached with a spectator gallery is available. We also have an indoor stadium for volley-ball and badminton. A multi-gym housed in a separate room is also there. A proposal for ladies hostel is sent to the UGC. Medical facilities are available in the town and students are immediately taken to clinics/hospitals in case of emergencies.

4.5.2 How does the institution ensure participation of women in intra-and inter- institutional sports competitions and cultural activities?

The number of girls seeking admission in our college is usually more than the number of boys. And their participation in extracurricular activities is noteworthy. The college extends full support to the girl students in these pursuits. The sports committee and the cultural committee motivate and guide them in this regard. The women empowerment committee also provides the necessary help and encouragement. Varsity level Ladies games are frequently held in our college and it gives the girls good exposure and experience.

4.5.3. Give details of the common facilities available with the Institution (Staff room, day care centre, common room for students, rest rooms, health centre, vehicle parking, guest house, Canteen, telephone, internet cafe, transport, drinking water etc.)

All the necessary facilities are provided: there are spacious staff rooms(separate rooms for various faculties like Commerce, Humanities, Science and Management Studies), rest room for ladies, vehicle parking sheds, guest house, drinking water, telephone, etc. The college is situated very close to the highway and a good number of buses ply on this route. So there is no need for transport facility. In case of medical attention for students, staff members help in taking them to clinics or hospitals.

4.6 Best Practices in Infrastructure and Learning Resources

4.6.1 What innovations/best practices in 'Infrastructure and Learning Resources' are in vogue or adopted/adapted by the institution?

We have always tried to provide adequate facilities to our students and we have expanded the infrastructure in proportion with the intake of students and introduction of new courses. Our policy has been to keep pace with change and development and the management has strived to better infrastructural facilities regularly. The infrastructure committee of the management prepares a blueprint and action plan every year with regard to infrastructure improvement.

The college has one of the best libraries among the UG colleges in the Kuvempu university region, with nearly 50000 books and about 30 journals. Computerization of accession and issue is in progress. Our aim is to make it better by introducing the open access system and to make e-journals/e-books available. So the college has recently subscribed to N-LIST, a scheme sponsored by UGC.

Additional information for Re-accreditation:

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

The peer committee had observed that the infrastructural facilities were up to the mark. It had suggested that the college must have facilities for introducing ICT in the classrooms. As a first step, the college decided to have a separate seminar hall with a seating capacity of 150 for facilitating CAL/multi-media classes. The auditorium was also furnished with the latest sound and light equipment.

2. What are the other quality sustenance and enhancement measures undertaken since the previous assessment w.r.t. infrastructure and learning resources?

Expansion of infrastructure is an ongoing process in our institution

in spite of the financial constraints. A well-equipped seminar hall was built at a cost of Rs.1000000. The auditorium was refurbished and furnished. New light and sound system was installed at a cost of Rs.500000. New classrooms have been built; the physics and chemistry labs have been relocated to more spacious and convenient places. New staff rooms were provided for Commerce and Language faculty teachers. Sports facilities for students like multi-gym and the pavilion are new additions.

Internet facility for staff and students, with the subscription to N-LIST, has augmented our learning resources.

5 Student Support and progression

5.1 Student Progression

5.1.1 Socio economic profile of students for the last two batches:

	SC	*ST*	*OBC*	*GM*	*Girls*	*Boys*
2008-09	*26*	*13*	*553*	*182*	*400*	*374*
2009-10	*22*	*10*	*286*	*335*	*326*	*327*

5.1.2 What are the efforts made by the college to minimize the drop-out rate and facilitate the students to complete the course?

The drop-out rate is minimal and students leave the courses midway only under extraordinary circumstances. Many of them are contacted and persuaded to seek re-admission wherever possible.

5.1.3 What percent of students progress to further studies and for employment? Give details for the last two years.

On an average 35-40% of students progress to PG courses, B.Ed., C.A. etc. in each faculty, and about 10% go for employment.

Details of last two years not available.

5.1.4 What proportion of the graduating students has been employed?

The college has a full-fledged career guidance and placement cell for the benefit of outgoing students. This cell arranges campus interviews and also training programs. The average of employed graduates in the last five years is around 10%.

5.1.5 How does the college facilitate and support students for appearing and qualifying for competitive exams?

The placement cell has organized many training/orientation programs for aspiring job seekers. The orientation course for the entrance test for selection of Airmen in IAF was one such attempt. Career Creation Forum, managed by BBM students arranges many seminars and orientation programs regarding progression and employment.

The library has many journals and reference books which help students in preparing for competitive exams. The librarian gives information about careers and competitive exams to interested students. The Spoken English course has a component on soft skills.

5.1.6 Give a comparative analysis of the institutional academic performance with ref. to other colleges of the affiliating university and university average .

Table showing comparative result statement for the last five years:

YEAR	PASS % Tunga Mahavidyalaya					OVERALL % AT UNIVERSITY LEVEL		PASS % OF Neighbouring Colleges			
								Kodachadricollege Hosanagara		Sharavathi college Konandur	
	BA.	BSC	BCom	BBM	BCA	B.A	B.COM	BA.	BCOM	BA	BCOM
2004-05						74.8	79.08				
2005-06	96	86	81			71.59	81.29	93.27	85.51	95	88
2006-07	95	88	90			89.47	81.54	97.77	100	100	100
2007-08	87	96	70		61.	87.14	71.18	92.50	62.50	99	78
2008-09	86	72	66		77	84.95	58.95	93.50	74	98	78
2009-10										100	65

5.2Student support

5.2.1 Does the college publish its prospectus and other information material annually? If yes, what is the information disseminated to students through these?

Yes. We publish the prospectus and a brochure annually. They contain information about courses offered, facilities- sports, library, career-guidance, financial aid, mid-day meal and awards/prizes for achievers. Fee details, information about rules and regulations, NSS/NCC etc.

5.2.2 Does the institution provide financial aid to students? If yes, specify the type and no. of scholarships/free-ships given to students during the last academic year.

We have a poor-boys fund in the college out of which around 50 students are given monetary aid each year. Last year 44 students were given aid. The development fund is waived in the case of poor and meritorious students. Last year about 125 students were given fee exemption. Some teachers provide monetary aid to deserving students for paying fees and buying books.

5.2.3Give details of schemes for student welfare.

We have group insurance and free mid-day meal schemes, and the Student Welfare Officer is in charge of the grievance redressal cell.

This year (2010-11) about 125 deserving students are being given free lunch everyday. There are many free-ships and scholarships available for economically weaker students, apart from incentives for advanced learners. The students' aid fund (staff contributions) is another welfare measure. About 25-30 very poor students are given monetary help from this fund.

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

There are no overseas students in the college.

5.2.5 Give details of the placement and counselling services for students.

The career guidance cell of the college organizes campus selection every year. It also conducts training and orientation programs for the students of final year. Cambridge Solutions, a BPO company, visits the college for campus selection. Another recruiting agency called Ability Point also holds campus interviews in our college. Cambridge Solutions has been coming to our college for the last three years and 30candidates have been selected for appointment. Ability Point selected 5 candidates last year. The placement cell organized coaching classes for our students for the Airman Trainee exam in August, 2009. Please see annexure A-04 for more details.)

The women empowerment committee of the college organizes personal counselling camps especially for girls. These camps have two parts: one common session about general problems and individual counselling sessions addressing personal problems. These camps are conducted by experts who are trained in the field of counselling. Many boys have also benefited from these camps. (Pl. see annexure B-08).

5.2.6 How does the college encourage and develop entrepreneurial skills among the students?

The BBM wing of the college has a separate forum called Career Creation Forum under which students perform many activities related to advertisement and marketing. The commerce faculty assigns tasks to students for developing managerial skills. The various clubs formed faculty wise, are suitable platforms for our students to develop entrepreneurial skills. The programs, beginning with the inauguration, are entirely conceived and executed by the students.

5.2.7 Does the faculty participate in academic and personal counselling? If yes, give details on services provided during the last academic year.

Yes. The college has introduced Mentoring system. There is a separate committee to supervise the functioning of the system. The mentors not only keep track of the academic progress of their wards, but also guide them and offer help regarding personal problems. We invite experts in the counselling field, Prasanna Counselling centre, Bangalore to guide our students. Dr. Sumithra, HOD of Kannada has been coordinating the program for the last three years.

5.2.8 Is there a separate guidance and counselling centre for women students? If yes, enumerate the activities of the centre.

There is a committee called women empowerment committee and it looks after the issues related to guidance and counselling. Every year this committee organizes special counselling camps and the majority of the beneficiaries are girl students. Apart from these annual programs, the coordinator, Dr. L.C. Sumithra, does counselling for girl students. She has received basic training in this.

5.2.9. Is there a separate cell for prevention of sexual harassment of women students?

No. But the women empowerment committee and the grievance cell intervene in case of need. The campus has a free and congenial atmosphere and there have been no complaints of harassment.

5.2.10 Does the institution have a grievance redressal cell? If yes, what are its functions? Detail the major grievances redressed during the last two years.

Yes. The grievance redressal cell has been functioning well. The students welfare officer is the person in charge of this cell. The cell has senior teachers and student representatives as members. The cell meets 2-3 times a year to discuss general problems and special meetings are held in case of specific complaints. (For details of the composition and activities please see (annexure A-05)

5.2.11 Is there a provision for acquiring computer skills/literacy for all students, in the curriculum? Give details.

The university curriculum does not include computer skills as a mandatory subject. But nearly half of our students study computer skills as part of their curriculum. Even our B.A. students have an opportunity for studying Computer Applications as one of the core subjects. We made an attempt to teach basic skills to those who didn't have access, using the existing facilities. But we couldn't continue the scheme owing to logistic problems.

We have a plan to expand our computer lab with the help of UGC grants and provide basic computer education to the deprived.

5.2.12. What value-added courses are introduced by the institution to develop life skills; career training; community orientation; good citizenship and personality development?

There are no courses introduced by the college for this purpose. The programs and activities conducted by various clubs and associations are opportunities available for our students to develop these skills. For example, the Career Creation Forum (formed by BBM students) is a platform for developing career orientation and good personality traits. Special Lectures and seminars are organized by the placement cell in order to help our students with these skills.

The NSS unit has made personality development a regular feature in its annual camps.

5.2.13 How does the institution ensure safety and security of the students, faculty and the institutional assets?

The college is situated at the outskirts of the town on an area of 32 acres. It is fenced and protected from encroachments. The students have no safety or security problems in the campus. All the amenities like canteen, rest room for girls, sports facilities are located within this secure area. We have a night watchman for guarding the assets at night. The management has also appointed an estate manager to look after our assets.

5.3 Student Activities

5.3.1Does the institution have an Alumni Association? If yes,

i) List its current office bearers

ii) List its activities during the last two years

iii) Give details of the top ten alumni occupying prominent positions

iv) Give details of the contribution of alumni to the growth and development of the institution

List of Alumni Association office bearers:

President:	*Sri Patamakki Mahabalesh*
Vice Presidents:	*Sri Prabhakara Hegde*
	Sri Marthanda H.B.
Secretaries:	*Dr.B.Ganapathy*
	Sri B.R.Siddappa
Joint Secretaries:	*Sri Suleiman Saheb*
	Sri RavindraKamath
Treasurer:	*Sri B.K.Harsha*

Activities during the last two years:

2008-09 The three-day Kuvempu university inter-college Ladies games was sponsored and organized by the Alumni assn. The multi-gym of the college was installed with the help of donation by Mr. Madan, a prominent alumnus.

The university level inter-college Ball- Badminton games and the selection trials for the university were held with the active support of the alumni assn.

Top ten Alumni in prominent positions:

Dr. Ambalike Hiriyanna, Spl.Officer, Folklore University, Bangalore

Dr. Usha, Reader, Dept. of Physics, Bangalore University

Dr. Sudha, Lecturer, Dept. of Physics, Kuvempu University

Sri Sathyamurthy, IAS, Deputy Commissioner, Koppala

Dr. Sa. Chi. Ramesh, HOD of Folklore, Kannada University, Hampi

Sri Madan, Industrialist , Bangalore

Sri Nagaraj, Commercial Tax Officer, Bangalore

Sri R.M.Manjunatha Gowda, Chairman, Apex Bank, Bangalore

Sri Rahamath Ali, Principal, Anjuman Degree College, Mangalore

Dr. Muralidhara Pai, HOD, Gynaecology and Obstetrics, KMC, Manipal

Dr. Jagadish, Asst. Prof., NIMHANS, Bangalore

Contribution of Alumni to the growth of the institution:

The old students of our college have done their bit towards the development of the institution. They have donated money for building classrooms, instituted scholarships and sponsored events in the college.

In the year 2005-06, the association donated Rs.50000 for constructing a classroom. Sri. Nagaraj, Sales Tax Officer, Bangalore has donated Rs. 17200 for awarding special scholarship to commerce students. Dr. L.C.Sumithra, the head of the dept. of Kannada, is an alumna of the college. She has deposited Rs. 10000 for giving cash prizes to students who score the highest marks in Kannada and English. Sri K. Nagabhushan, lecturer in Mathematics, Govt. College, Hirekerur, donates money to the mid-day meal scheme every year. The alumni association has joined hands with us in organizing many sports and cultural events in the college.

The alumni have a good rapport with the institution ; many of our teaching and non-teaching staff were the students of this college. The president and the secretary of our management body are also our alumni. Thus the alumni association has an enduring relationship with the institution.

5.3.2 How does the institution encourage its students to participate in extra curricular activities including sports? Give details of the achievements of students during the last two years.

Our students have been winning laurels for the college in sports and cultural events for years, in varsity and inter-varsity events. Our athletes have done very well in group games and athletics. The students are motivated and trained by our Physical Director, Prof. K.S.Jagadeesh. He is supported by the Sports Committee and the principal, who is a great sport –lover himself. Apart from training camps and work-outs in the college, the athletes also attend coaching camps held in the university.

*The college organizes at least one inter-collegiate sports competition every year. Our sportsmen are motivated and inspired by these annual events, where they get to watch good athletes from other colleges. We have organized varsity level ladies' games many times here and that has helped in producing good women athletes. Sports Day is celebrated on a grand scale where outstanding sportspersons are felicitated and prizes given away for winners in various college level events. Mention of achievements is made in the college prospectus and the annual magazine. **The Hall of Fame** also motivates our students, to excel in academics, sports and cultural activities.*

The Art and culture committee is entrusted with the task of nurturing the artistic, creative talents of the students. Our students are winning prizes at the Sahyadri Utsava, the university level cultural festival organized by Kuvempu University every year.

Achievements in sports:

University level competitions:

No. Of events	First Place	Second Place	Third Place
2008-09	05	02	03
2009-10	05	05	02

Selected to University team:

Fifteen players were selected from our college to represent the Kuvempu university team in 2008-09 and **Ten** players were selected in 2009-10.

Details are given in the departmental profile of Physical Education.

Achievements in Cultural competitions:

Our students have done well in cultural competitions held by the university and other institutions.

In 2008-09 we got First Place in Classical dance and Ms.Jayasri Nayak was selected to represent the university in the South Zone varsity competitions.

We got one Second Place and Six Third Places in different events.

In 2009-10 the college bagged three First Prizes, and two Second Prizes in different events at the university level.

5.3.3 How does the college involve and encourage students to publish materials like catalogues, wall magazines, college magazine and other material?

List the major publications/materials brought out by students during the previous year.

*We bring out the college magazine **Tunga Taranga** annually. Most of the articles contained in it are written by students. The Cultural committee brings out a*

fortnightly wall magazine called ***Sanabhi*** *and it also publishes monthly special issues on famous Kannada writers. Our optional English students have published articles in the in-house magazine called Blossoms published by Kamala Nehru College, Shimoga.*

5.3.4 Does the institution have a Students Council or any similar body? Give details on constitution, activities and funding.

There is no students' council. Students form faculty –wise clubs and associations, like Science club, Commerce club, etc. These clubs are entirely managed by students of those faculties, and teachers act as advisors.

The office bearers for these clubs are elected, generally unanimously, and equal representation is given to girls. The principal is the ex-officio president of all these associations.

These clubs conduct seminars, cultural events and also help the college administration in organizing important functions. The office bearers of these clubs are consulted while chalking out college programs like Sports Day or Prathibha Puraskara.

5.3.5 Give details of the various academic and administrative bodies (and their activities) which have student representation.

Important academic and administrative bodies that have student representation are ---IQAC, Research committee, Cultural committee, Library committee, TLE committee, Sports committee, Women Empowerment committee, Grievance Redressal committee.

The IQAC has student members from all the faculties. They participate in the discussion and offer suggestions in the meetings.

The Research committee has done field work in some areas with the active involvement of the student members.

The TLE committee has met many times and invited suggestions from student-members regarding improvement in the quality of teaching and learning.

The Cultural committee has very active student members. They are responsible for motivating other students in the pursuit of art and culture. They are bringing out bi-monthly special issues on important Kannada writers.

There are other committees also which have student representation. Our aim is to involve all the students of the college in one or the other committee actively and tap their energy. Please see annexure A-06 for more details.

5.3.6 Does the institution have a mechanism to seek and use data and feedback from its graduates and employers, to improve the growth and development of the institution?

Attempts are being made to collect feedback from outgoing students regarding the development of the institution. We have prepared a questionnaire and we would use the feedback in a systematic way in future.

Best Practices in student support and progression

Give details on the best practices of the institution in student support and progression.

Creating strong and confident individuals by giving knowledge inputs and imparting necessary skills is our main objective. Our academic activities are supplemented by the co-curricular and extra- curricular activities, thus creating greater scope for student participation. Much of these activities are planned and executed with the active and wholehearted involvement of our students. This has been one of our strong points.

Many of our students come to the college from far-off places. They leave home early and return late in the evening. The college provides free mid-day meals to selected students from the weaker sections. Even for others the college canteen offers eatables at reasonable rates.

The student aid fund helps poor students with their college fees and exam fees. Meritorious students are encouraged by giving more books than usual and there are many incentives and prizes for achievers in studies and sports.

The placement cell is helping students in choosing careers by arranging campus interviews and training sessions.

Additional information for Re-accreditation:

1. What were the evaluative observations made under student support and progression in the previous assessment report and how have they been acted upon?

The observation of the previous peer committee was that we did not have a placement cell and no data was available about number of students who have appeared for competitive exams. The placement cell came into existence and started functioning one year after the assessment.

Prof. B. Prakash Rao, the head of the dept. of Commerce was entrusted with the task of arranging career guidance seminars and campus selections. We used to send our students to Shimoga for written tests and interviews conducted by recruiting companies. But now our students have the facility of campus selection here in the college. The placement cell also arranges coaching classes for some competitive exams. The Alumni Association has sponsored many sports and cultural events. It has also grown in strength since the first assessment.

2. What are the other quality sustenance and enhancement measures undertaken since the previous assessment w.r.to student support and progression?

The introduction of the Mentor system is one noteworthy student support measure. About twenty students are placed under the care of a teacher and he/she monitors the progress of the wards. The mentors act as personal counsellors and try to motivate the students for continuous improvement.
The inclusion of students in various college committees is another new development.

6. Governance and Leadership

6.1 Institutional Vision and Leadership

6.1.1 State the Vision and Mission statement of the institution and give details on how the institution-

a) Ensures that the vision and mission of the institution is in tune with the objectives of the Higher Education policies of the Nation?

b) Translates its vision statement into its activities?

Vision

To march towards becoming an Institution of excellence providing Higher-Education programs for the students of rural Malnad region based on the needs, values and career demands of a globalised world.

Mission

- To create opportunities for pursuing various programs by introducing new courses /upgrading existing courses
- To nurture a spirit of cooperation and competition among students while focusing on their academic, social and spiritual development
- To create confident, aspiring individuals who are aware of the wealth of tradition
- To initiate improvements in infrastructure facilities and learning resources needed in imparting quality education
- To develop research culture among faculty members/ students, keeping in mind the local needs and exigencies
- To keep abreast of the developments in different areas of knowledge through faculty development and continuing programs
- To progressively evolve systems of interaction among all stake-holders

Tunga Mahavidyalaya started functioning in 1967, with the vision 'Social Transformation through Higher Education'. That has been the motto and the driving principle of the institution so far. The college has trained thousands of young minds not only for careers, but also for meaningful social, political and cultural interactions with the world outside. The founding members were themselves exemplary people who strove to educate and motivate the youth of this region. We firmly believe that education is the greatest instrument of change and try to make our students realize this.

And it is also imperative to prepare our students for the tough challenges of a globalized world, to equip them with the necessary skills like communication skills, computer skills and interpersonal skills. So the college has responded quickly to the needs of students by commencing new courses, improving facilities and recruiting new faculty. For example, B.C.A and B.B.M programs were commenced when we felt that these programs prepared our students better for the new job market. The new vision-mission statement has taken note of the changing trends. The add-on course in Spoken English is one such step in that direction. Teaching computer skills to students pursuing courses like B.com and B.B.M. is another such attempt.

6.1.2 Enumerate the Management's commitment, leadership-role and involvement for effective and efficient transaction of the teaching-learning processes.

The management body of the college has been sensitive and responsive to the changes in the socio-economic climate of the region. The management, in consultation with the faculty and other stakeholders, has not only commenced new courses from time to time, but also done the necessary development in infrastructure and other facilities. As far as recruitments are concerned, the management has acted quickly to fill vacant positions. They have always been very keen on faculty improvement and have encouraged the faculty members to take part in seminars, workshops and research projects.

6.1.3 How does the management and the Head of the institution ensure that responsibilities are defined and communicated to the staff of the institution?

The management body of Tunga Mahavidyalaya believes in the doctrine of democracy and delegation of powers. The three-tier system of having committees at the management-level, staff-level and student-level is working well. Also, the different committees constituted for carrying out various tasks have accommodated all the stakeholders. So the policies and projects to be implemented are discussed and planned in the presence of the stakeholders and communication between the administration and faculty &students is seamless.

6.1.4 How does the Management/Head of the institution ensure that adequate information (from feedback and personal contacts etc.) is available for the management, to review the activities of the institution?

The principal convenes regular meetings of the faculty and non-teaching staff, the first one in the beginning of the academic year and at intervals of three to four months. The management also meets the faculty members, at least once year, to discuss activities, plan future actions and hear grievances. These meetings give the administration an opportunity to interact with the staff in a candid manner. Special meetings are held before all important functions/programs.

6.1.5 How does the management encourage and support involvement of the staff for improvement of the effectiveness and efficiency of the institutional processes?

Our management body consists of people from different walks of life. Most of them have experience in organizational matters. Some of the office-bearers are our alumni and they have a clear understanding of the workings of the institution. So there is good rapport between the management and the staff. The staff has easy access to information regarding policies and projects. The routine meetings provide opportunities for the management and the staff to interact freely.

6.1.6 Describe the leadership role of the Head of the institution, in governance and management of the institution.

The principal assigns duties to all the faculty members by forming committees for performing different functions like preparing the time-table, holding internal tests, corresponding with UGC and other bodies with respect to grants and schemes, etc. purchase committee, sports committee, discipline committee, The IQAC, consisting of senior staff members, also acts as a facilitator in matters of governance. Ample liberty and scope is given to all the departments for chalking out their own programs (seminars, special lectures, cultural activities). The principal meets the heads of department frequently to monitor the progress of these projects and the routine activities.

6.2 Organizational Arrangements

6.2.1 Give the organizational structure and details of the academic and administrative bodies of the institution. Give details of the meetings held, and the decisions taken by these bodies, regarding finance, infrastructure, faculty recruitment, performance evaluation of teaching and non-teaching staff, research and extension activities, linkages and examinations held during the last two years.

The Governing Council of Tunga Vidyavardhaka Sangha is the supreme administrative body and important decisions regarding development of academic and infrastructural facilities are taken there. The executive committee of Tunga Vidyavardhaka Sangha is another body that discusses developmental issues. The IQAC is the college level high committee which recommends necessary changes in the existing system and introduction of new policies or projects. The various committees formed to assist the principal also have a role to play (the Internal Quality Committee, for example, is entrusted with the task of performance evaluation). The examination committee is another important body which is responsible for holding internal assessment tests and the evaluation of test papers.

The Governing Council meets almost every month, while the executive committee of Tunga Vidyavardhaka Sangha meets 4-5 times in a year.
The last two meetings of the Governing Council were held on 14th October and 13th November, in 2010. The important resolutions passed in the October meeting were---releasing a press note congratulating the Rank Holders for this year—advertising for the post of guest lecturer in Physics—calling for tenders to run the canteen—urging the government to declare the post of Environmental Science lecturer as a permanent, sanctioned, post—conducting this year's quality audit.
In the November meeting it was decided to---have the college buildings painted/whitewashed—replace old, broken furniture items---buying new dust bins---expediting the NAAC process.
In the joint Staff-Management meetings held in April 2009 and January 2010, the agenda was—NAAC preparations—Review of academic progress---co-curricular activities for the coming year.

6.2.2 To what extent is the administration decentralized? How does the institution collaborate with different sections/departments and personnel of the institution to improve the quality of its educational provisions?

The administrative responsibilities are shared by many people. The librarian is totally in charge of the work connected with the library. He has a separate office and staff for that purpose. The physical education director also has his office and staff. The dept. of management education has a separate office and a coordinator. The placement officer (the head of the dept. of Commerce is the acting placement officer) looks after the career guidance and campus selection process. The office superintendent distributes and supervises the duties of the non-teaching staff. The Students Welfare Officer is in charge of the support services like scholarships, Mid-day meal scheme, campus facilities etc. As stated earlier, the departments have a free hand in arranging academic and co-academic activities pertaining to their subjects.
Thus our system is fairly decentralized and there is ample scope for discussion and course correction.

6.2.3 Does the institution have effective internal coordination and monitoring mechanisms? If yes, specify.

The IQAC of the college acts basically as a coordinating body, working in unison with the management and the administration. It meets at least twice a year, to plan activities for the year and to review the progress at the end of the year. The recommendations of the IQAC are taken up by the governing council and put into practice. The principal also convenes meetings to discuss and deliberate upon important issues.

6.2.4 Does the institution have a Grievance Redressal Cell for its employees? If yes, what are its functions? List the number of grievances redressed during the last two years.

We have a grievance Redressal cell and the president of the staff association is the person in charge. The main task of the cell is to act as mediator between employees and administration. It suggests and coordinates conciliatory/remedial measures appropriate to the situation. About 15 complaints and grievances were redressed during the last two years.

6.2.5 How many times does the management meet the staff in an academic year? What are the major issues discussed during the last meeting?

The staff members get an opportunity to meet the Governing Council at least once a year. Joint meetings (governing council and staff) are also held, if necessary, ahead of significant occasions like visits of dignitaries, NAAC accreditation and so on. In the joint Staff-Management meetings held in April 2009 and January 2010, the agenda was—NAAC preparations—Review of academic progress---co-curricular activities for the coming year.

6.2.6 Is there a Cell to prevent sexual harassment of women staff? How effective is the functioning of the Cell?

No, there is no separate cell for this purpose as we have not received any complaints so far from any one. However we do have a committee for women empowerment which is capable of handling such issues.

6.3 Strategy Development and Deployment

6.3.1 Describe the procedure of developing the perspective institutional plan. How are the Teachers, Students and Administrators involved in the planning process?

Acting on the suggestion of the peer committee, we tried to involve the main stakeholders in the policy making process. Accordingly, new committees were formed in which students, parents and reputed persons from the community were involved. The IQAC has members from outside who have made a mark in society. The various sub-committees discuss plans and activities and present their recommendations to the IQAC, which in turn forwards them to the governing council. So it is a bottom-up approach rather than a top-down one, thus eliminating resentment and resistance. The perspective plan is developed in a collaborative spirit by consensus.

6.3.2 How are the objectives communicated and deployed to all levels, to ensure individual employee's contribution for the institutional development?

The three-tier system involving management members, staff and students in policy making makes way for free and smooth communication among the important functionaries. So the institutional objectives, and the activities/ programs aimed at realizing them, have the support of all the stakeholders. All the employees- teachers, clerical staff and the support staff are on one committee or the other. They have their roles clearly defined, and their involvement is ensured. Students are involved in almost all the important committees and they come to know about the new policies and regulations immediately.

6.3.3 List the different committees constituted for the management of different institutional activities? Give details of the meetings held and the decisions taken, regarding academic management, finance, infrastructure, faculty, research, extension and linkages, and examinations held during the last two years.

College Committees		
Name of the committee	Executive Officer	Asst. Ex.Officer
Curricular Aspects	Prof.U.H. Ganesh	Ms.Shilpa
Teaching-Learning-Evaluation	Prof.J.R.Somayaji	Sri.Nagaraj
Student Support and progression	Prof. K.C.Thimmappa Gowda	Sri. Premachandra
Internal Quality Control	Prof.B.C.Ramesh	Dr. Kumaraswamy
Research, Consultancy and Extn.	Prof. D. S. Somashekhar	Ms. Divyamani
Parent-Teacher Interaction	Prof.K.T.Ramesh	Ms. Archana
Women Empowerment	Dr. L.C.Sumithra	Smt. Meenakshi
Alumni Interaction	Dr. B.T.Ramappa	Sri. Yogish
Cultural Activities	Dr. B.Ganapathi	Sri. Prasanna
Welfare	Prof. N.A.Venkatesh	Ms. Akshatha
Grievance Redressal	Prof. A.Chandrashekhar	Smt. Srinidhi
Library	Prof. H.R. Narayana Murhty	Sri. Thippeswamy
Sports	Prof. K.S.Jagadish	Sri. Harish
NSS and Community Service	Prof. K.T.Ramesh	Sri. Harish
Discipline and Anti-Ragging	Prof. B.Malleshi Nayak	Sri. Nagaraj
Career Guidance & Placement	Prof. B.Prakash Rao	Ms. Sushma
Faculty Development	Dr. H.Rajashekhar	Sri. Arokianathan
Support Services Committee	Smt. Meenakshi S	Smt. H.G Revathi

These committees cover almost all the areas of activity of the institution. They have student members and also parent members, wherever possible. The statutory committees - examination, admission, time-table, discipline -do not have student members. The exam committee meets soon after the commencement of the academic year to prepare the internal test calendar and to set the exam machinery in motion and subsequently before the tests.

Details about meetings are available at the college and would be presented at the time of peer committee visit.

6.3.4 Has the institution an MIS in place, to select, collect, align and integrate data and information on the academic and administrative aspects of the institution?

No.

6.3.5 Does the institution use the various data and information obtained from the feedback, in decision-making and performance improvement? If yes, give details.

No.

6.3.6 What are the institution's initiatives for promoting co-operation, sharing of knowledge, innovations and empowerment of the faculty? (Skill sharing across departments, creating/providing conducive environment, etc.)

The meetings of Heads of department, the NAAC committee meetings are occasions for knowledge sharing and empowerment. The institution believes in the principle of cooperation and hence all the staff members, including non-teaching staff, are involved in conducting college functions. When seminars and workshops are organized by particular departments, teachers from other faculties and non-teaching staff also participate actively. Interdisciplinary lectures are held occasionally to enhance this spirit of sharing and cooperation.

Our teachers are encouraged by the college to participate in programs organized by other colleges as resource persons and to work as counsellors for the distance education courses. Thus the faculty members have opportunities to interact with teachers/experts from other institutions/university.

6.4 Human Resource Management

6.4.1 What are the mechanisms for performance assessment (teaching, research, service) of faculty and staff? (Self–appraisal method, comprehensive evaluation by students and peers). Does the institution use the evaluations to improve teaching/ research of the faculty and service of the faculty by other staff? If yes, how?

All the above mentioned methods are used for assessment of the staff. The TLE committee collects the data about performance through self-assessment and students' evaluation, and passes the data to the Internal Quality Audit committee for further action.

The staff members, both teaching and non-teaching, are assessed on the basis of the parameters prepared by the IQ committee. The staff are informed about the assessment and advised by the management about performance enhancement.

6.4.2 What are the welfare measures for the staff and faculty? (mention only those which affect and improve staff well-being, satisfaction and motivation)

There are spacious and comfortable staff-rooms which are allocated faculty- wise. The teachers are also provided with lockers and individual tables and chairs.

The Staff Cooperative Society distributes loans both long-term and short-term, at reasonable rates of interest. This helps them in tiding over financial difficulties.

There is a recreation room, separate reading room in the library with internet facility.

Teachers are felicitated by the institution for their achievements and seed-money is granted for small local research projects.

6.4.3 What are the strategies and implementation plans of the institution, to recruit and retain faculty and other staff who have the desired qualifications, knowledge and skills?

Permanent staffs are recruited according to government norms and procedures. The overall atmosphere in the college is congenial and encouraging, and there is good bonding among staff members. As stated above, the institution recognizes and appreciates the good work done. The faculty members are encouraged to take up new projects, attend seminars and to engage themselves in extension activities. This has been the tradition of our institution and it helps in motivating our staff.

6.4.4 What are the criteria for employing part-time/ad-hoc faculty? How are the recruitment conditions of part-time/ad-hoc faculty different from that of the regular faculty? (Eg. salary structure, workload, specialisations).

Temporary and part-time teachers are appointed by the management as and when there is vacancy. The vacancies are advertised and eligible candidates are called for interview. The candidates are asked to give demonstration lectures, interviewed by subject experts. Selected candidates are offered a decent consolidated salary. They are given annual increments and leave facilities. The workload for temporary teachers is the same as that of permanent teachers.

Non-teaching staff are selected through a written test and interview.

6.4.5 What are the policies, resources and practices of the institution that support and ensure the professional development of the faculty? (Eg. budget allocation for staff development, sponsoring for advanced study, research, participation in seminars, conferences, workshops, etc. and supporting membership and active involvement in local, state, national and international professional associations).

The college has not lagged behind in creating opportunities for faculty improvement. Three teachers have done Ph.D. under the FIP scheme in the last five years. Teachers are sent on deputation to seminars and encouraged to take up research projects. Three of our faculty members have worked as associates in the IIAS, Shimla, in the last five years of this supportive attitude of the institution.

The institution sets Rs.50000 apart for academic activities conducted by the various departments in the annual budget. Extra grants are also sanctioned in special cases.

Our teachers have been working as members of BOS and BOE for some autonomous institutions and the institution grants them special leave for such teachers. State level seminars conducted by us have also helped the teachers in professional development.

6.4.6 How do you assess the needs of the faculty development? Has the institution conducted any staff development programs for skill up-gradation and training of the staff? If yes, give details.

The IQAC discusses these issues and the recommendations are conveyed to the management for further action.

The feedback from students and teachers also helps us in assessing the needs in this area.

We have conducted several staff development programs. The faculty development committee organized a lecture on research methodology last year to motivate our teachers for doing research. We invited some experts to train our faculty members in the use of technology in class rooms.

Our clerical staffs are also given training in latest office management methods. Most of them are computer literate and use the available software for office management.

6.4.7 What are the facilities provided to faculty? (Well-maintained and functional office, infrastructure and other space to carry out their work effectively etc.,)

The present infrastructural facilities are good and adequate. There are separate staff rooms for different faculties. Each staff member has a separate table and chair, a locker and sheltered space for vehicle parking.

The management has provided separate rooms for the NCC, NSS officers and the Physical Director. The office is well-furnished and has enough computers for their jobs. There is a separate reading room for staff members in the library.

6.5 Financial Management and Resource Mobilization

6.5.1 Does the institution get financial support from the Government? If yes, mention the grants received in the last three years under different heads. If no, give details of the sources of revenue and income generated during the last three years?

Ours is a Grant-in -Aid institution and we receive only salary grants from the government. The permanent teaching and non-teaching staff are paid by the government, and the others are paid by the management.

Salary Grants received during the last three years:

2007-08	Rs.1, 21, 82,933
2008-09	Rs. 1, 23, 04,241
2009-10	Rs. 1, 35, 32,866

The details of development fund collected from students are as follows:

2007-08	Rs. 1,61,300
2008-09	Rs. 2,11,500
2009-10	Rs. 2,67,000

6.5.2 What is the quantum of resources mobilized through donations? Give information for the last two years.

We collect donations from students for self-financing courses, that is, BBM and BCA. The details of amount collected are as follows:

2008-09	**Rs. 264075**
2009-10	Rs. 221308

Details of other financial resources :

Grants from M.P. fund	*Rs. 800000*
Grants from M.L.C. fund	*Rs.750000*
Donation from Sri Jagatagaru Gopala Bhat towards the Mid-day meal scheme	*Rs. 40000*
Donation from Management and Staff members for the Mid-day meal scheme	*Rs.172096*

6.5.3 Is there adequate budget to cover the day-to-day expenses? If no, how is the deficit met?

Yes. Budgetary allocations are made to cover these expenses.

6.5.4 What are the budgetary resources to fulfill the institution's mission and offer quality programs? (Budget allocations over the past two years (provide income expenditure statements)

The institution is making all possible attempts to pool the necessary resources. The number of students seeking admission in our college has come down owing to the establishment of the government college. Consequently, our financial resources have suffered a setback. But the management is trying to make up for the losses by mobilizing funds from other sources, as shown above. We have not compromised on our declared mission –objectives. The college is committed to i) expanding the available infrastructure facilities ii) getting more equipment like computers and other teaching tools and iii) providing better facilities for the students.

We are getting grants from the UGC for building , library and equipment. Rs. 2200000 have been sanctioned by UGC in the 11th plan period and about Rs. 850000 have already been spent on books, journals, equipment and seminars. Please see annexure A-07for details on income and expenditure.

6.5.5 Are the accounts audited regularly? If yes, give the details of internal and external audit procedures and the audit reports for last two years.

Yes. There are two types of audits done here. The department of collegiate education conducts an annual audit of the income and expenditure of the college. The management body, Tunga Vidyavardhaka Sangha gets its accounts audited by a private auditor. Reports of audits are enclosed, please see annexure A-08.

6.5.6 Has the institution computerized its finance management systems? If yes, give details.

No

6.6 *Best Practices in Governance and Leadership*

6.6.1 What are the significant best practices in Governance and Leadership carried out by the institution?

Tunga Mahavidyalaya was founded with the avowed mission of helping the rural youth of Malnad and it has kept its promise of providing quality education at affordable costs. The good Samaritans who started the institution have left behind a legacy of clean and transparent governance. We have never believed in making rapid progress by taxing our students/parents and our progress has been slow and steady. Even for self-financing courses we charge the minimum required. The management tries to pool resources from various government agencies, like the Kannada and Culture department (which funded the auditorium renovation project) or organizations like the MAMCOS(which helped us in building the indoor sports complex). Many philanthropists have contributed liberally in developing this institution to this level. So we can proudly declare that austerity and transparency are two guiding principles of our institution.

The administration believes in team work and the policy of decentralization.

There is good rapport between the staff and the management and there is an atmosphere of mutual trust and respect. The management encourages the faculty members in all their sincere efforts of individual and institutional development.

For Re-accreditation:

What were the evaluative observations made under Governance and Leadership in the previous assessment and how have they been acted upon?

The peer committee had noted that there was no mechanism for checking the work efficiency of the non-teaching staff. We prepared a format for self-assessment of the non-teaching staff and we have acted on the feedback. Sufficient number of computers were provided to the office staff for fast and efficient functioning. A grievance redressal cell was started on the suggestion of the peer committee. It had observed that there was no external agency to improve the organization and management. That could not be adhered to and we have focused on internal quality management instead. The internal quality committee does an audit of the performance of the staff.

We have carried on with the good points noted by NAAC, the welfare programs like poor students' fund and free lunch. We wish to extend it to a larger section of students in the coming years by bringing in more funds for these schemes.

What are the other quality sustenance and enhancement measures undertaken by the institution since the previous assessment w.r.t. G&L?

More emphasis on performance evaluation is being placed after the first assessment. The internal quality committee has formulated a method for auditing and evaluating the efficiency of the teaching and non-teaching staff. More importance is also being given to resource management and grievance redressal.

Criterion VII: Innovative Practices

7.1 Internal Quality Assurance System

7.1.1 What mechanisms have been developed by the institution for quality assurance within the existing academic and administrative systems?

Soon after the accreditation in 2005, the IQAC of the college was established. (pl. see annexure A-09 for details of composition and objectives)

The IQAC along with Internal Quality Control committee (comprising faculty members and students, an alumnus and parent member) is responsible for formulating and monitoring quality initiatives. A high power committee is in charge of annual quality audit for both teaching and non-teaching staff.

7.1.2 What are the functions carried out by the above mechanisms in the quality enhancement of the institution?

The Internal Quality Control committee recommended routine assessment and evaluation of teaching and non-teaching staff. The committee also provided adequate and suitable parameters for carrying out the above audit.

The committee also provided basic training in the use of computers in teaching.

Guidelines for the preparation of lesson-plans were prepared and circulated among the staff-members.

The IQAC meets at the beginning and end of every academic year and chalks out an action plan for various wings like examination, co-curricular activities, sports etc.

7.1.3 What role is played by students in assuring quality of education imparted by the institution?

The students are actively involved in the deliberations of the committee and they provide valuable inputs. With the express intention of involving all the students and staff members in the deliberations on quality assurance, various subcommittees have been formed and each committee has about 25 students as members.

Students do evaluation of teachers at the end of every academic year. The Internal Quality committee has prepared a format for this evaluation.Pl. see annexure B-10.

7.1.4 What initiatives have been taken up by the institution to promote best practices in the institution? How does the institution ensure that the Best Practices have been internalized?

Student support programs like mid-day meals, annual counseling camps and students' aid fund are some of our best practices. These programs have become regular features and wide publicity is given to them. Even the college prospectus carries information about these programs. Provision is made in the college budget for these programs.

Students are given representation in many important committees including the IQAC and their views about academic and other programs are given due consideration. Students feel empowered by acting as members of different committees.

Decentralization of governance is internalized by making heads of committees and departments accountable and responsible for implementation of programs.

7.1.5 In which way has the institution added value to the quality enhancement of students?

In order to enhance the communication skills of our students, the college has been conducting courses in spoken English.

Personality development and career guidance workshops are conducted regularly. The women empowerment committee also arranges programs and workshops to motivate girl students. The cultural committee too holds training and orientation in theatre, arts and so on.

We have a wall magazine called ***Sanabhi,*** *which is a forum for the intellectual and artistic expression of our students. The Art and Culture committee brings out monthly special issues of* ***Sanabhi*** *on famous literary personalities. They have already published three volumes on major Kannada writers-- Lankesh, Vaidehi and Devanooru Mahadeva. The NSS and NCC also help our students in learning essential life skills.*

7.2 Inclusive practices

What practices have been taken up by the institution to provide access to students from the following sections of the society:

a) Socially-backward
b) Economically-weaker and
c) Differently-abled

Slow learners are identified and remedial classes are conducted for the benefit of educationally backward students. Apart from regular card issues, students get extra books through book –bank scheme. Free Internet browsing is specially made available to the students of the first two categories mentioned above.

Students' aid funds are available- 1.Managed by the college, 2.Funded exclusively by the staff council. Free lunch is provided for students coming from poor families and far-off places.

There are no differently abled students who have sought admission during the last two years.

7.2.1 What efforts have been made by the institution to recruit 1) Staff from the disadvantaged communities? Specify.

We have to follow the recruitment rules framed by the government while appointing permanent staff. There is good representation for the disadvantaged communities in both teaching and non-teaching staff. However appointments made by the management also have a good number of people from these communities.

7.2.2 What special efforts are made to achieve gender balance amongst students and staff?

There is gender balance among the students, but among staff members, the number of lady lecturers is few. At the time of recruitment preference is given to lady candidates. Fifty percent of the office staffs are ladies.

Among the management staff also, the number of women is more than that of men.

7.2.1 Has the institution done a gender audit and/or any gender-related sensitizing courses for the staff/ students? Give details.

*Normally our institution attracts a good number of girl-students. The last two years' **girls: boys'** ratio was **326:327**(2009-10) and **400:374**(2008-09). There is a Women empowerment Committee for sensitizing the staff and students regarding gender issues. It has conducted many programs, especially talks, for motivating and inspiring the girl students. Last year eminent scientist Smt. Nemichandra of HAL, Bangalore delivered a talk on women empowerment using examples of great women scientists and engineers. Counselling for girl students by experts is done on a regular basis. In sports and cultural activities our girl students have brought many laurels to the institution, which goes to show that they have a good and encouraging environment here.*

7.2.4 What intervention strategies have been adopted by the institution to promote the overall development of students from rural/ tribal backgrounds?

Ours is basically a rural institution although it is situated in a small town. Keeping in view the needs of rural/tribal students, we have welfare schemes like free midday meals, students' aid fund. A number of incentives in the form of scholarships, prizes(annexure B-09-list of awards) are available. These are distributed on grand occasions like Prathibha Puraskara and Sports Day. It has been our policy to offer educational programs at costs within the reach of the weaker sections of society.

7.2.5 Does the institution have a mechanism to record the incremental academic growth of the students admitted from the disadvantaged sections?

All the Departments keep track of the academic growth of the students across all sections. The academic growth of SC/ST/OBC students is not separately recorded. Efforts will be made to keep track of the students belonging to the disadvantaged students. The IQAC has noted this lacuna and a format for recording the incremental academic growth is being prepared to be used by the institution.

7.2.6 What initiatives have been taken by the institution to promote social-justice and good citizenship amongst its students and staff? How have such initiatives reached out to the community?

The Institution has been regularly conducting legal awareness programs, special lectures on Human Rights issues and Communal-Harmony; and as a result the campus is free from communal clashes and student unrest. Two special papers on Indian Constitution and Environmental Science are studied by the students. This helps them in developing Civic and Environmental responsibilities.

The college eco-club ***Nisarga Sanga****(which means* ***Befriending Nature)*** *is another forum which helps them in developing the right attitudes towards the civic society and the environment.*

The college film club has sufficient resource material to promote values of good citizenship and social justice.

7.3 Stakeholder relationships

7.3.1 How does the institution involve all its stakeholders in planning, implementation and evaluation of the academic programs?

All the important subcommittees of the college like Internal Quality Committee, NAAC steering committee, Teaching-learning- evaluation, Research- Consultancy-Extension have representation from students, parents, Alumni and Teaching and non-teaching staff of the college. Feed-back from the Students and Parents is obtained and analyzed for improvement. The PTA meets 2-3 times a year and helps us in framing and implementing policies.

The Alumni association also supports the institution by offering valuable suggestions about improvement.

7.3.2 How does the institution develop new programs to create an overall climate conducive to learning?

Serious attempts are being made to promote computer related learning. Staff and students are moving towards ICT in classrooms. The institution has acquired the equipment needed. The teachers are geared up to make use of CAL, and many teachers have personal computers. So teachers and students are able to interact even after college hours.

7.3.3 What are the key factors that attract students and stakeholders, to the institution and result in stakeholder satisfaction?

The institution has built a reputation over the years with its commitment to quality education and personality development. The establishment of a government college in the town has somewhat affected the students' strength, but the students who join our college express satisfaction about the quality and the facilities. According to them the key factors are

- *Experienced and dedicated faculty*
- *Good infrastructural facilities,*
- *Consistent good results and university ranks in almost all faculties.*
- *Student-support services*
- *The green and serene atmosphere*

7.3.4 How does the institution elicit the cooperation from all stakeholders to ensure overall development of the students, considering the curricular and co-curricular activities, research, community orientation and the personal/ spiritual development of the students?

We have separate committees for carrying out all the important activities mentioned above, and these committees involve students, parents, alumni and prominent personalities of the region. They actively participate in the discussions relating to the curricular and co-curricular activities. Their feedback is obtained in chalking out activities connected with research, community orientation and the personal/ spiritual development of the students. Involving the stakeholders in the activities of the college is a recent trend and the response from the stakeholders is very encouraging.

7.3.5 How do you anticipate public concerns in your current and future program offerings and operations?

The demand is more for professional and semi-professional programs and it is becoming extremely difficult to run these courses at affordable costs. But still the institution is committed to offering such programs as most of our students come from economically weaker sections. The BBM program is totally self-financed and we are trying hard to keep it within their reach. Another program is BA with computer applications as one of the core subjects. There is demand for this combination as our students want to be computer literate. So we would like to continue with such courses in spite of resource crunch.

7.3.6 How does the institution promote social responsibilities and citizenship roles among the students? Does it have any exclusive program for the same?

The different clubs (Science Club, Commerce Club, Humanities Club, Literary Club and Career creation forum) and Service Organizations like N.C.C. and N.S.S. provide sufficient opportunities for our students to cultivate social responsibilities and citizenship values. The institution does not have any exclusive programs for this purpose.

7.3.7 What are the institutional efforts to bring in community-orientation in its activities?

Community Orientation is inculcated in the annual camps held by N.S.S and N.C.C. The students, who are involved in these organizations stay with the village-folk, understand their needs, problems and aspirations. This is a precursor for the students' participation in future community oriented activities.

7.3.8 How does your institution actively support and strengthen the neighborhood communities? How do you identify community needs and determine areas of emphasis for organizational involvement and support?

The institution actively supports and strengthens the neighborhood communities by using the knowledge-base acquired by the student-volunteers. Opportunities are created by the institution for the interaction with the neighborhood communities. The areas of interaction are- Ecological awareness, awareness regarding diseases like H1N1, AIDS and Chikungunya.

7.3.8 How do the faculty and students contribute in these activities?

The students who come from villages have links with local youth associations and NGOs which work for rural development. These students have knowledge about local issues and their help is sought in arranging programs. Medical camps or legal awareness camps are arranged with the cooperation of rural youth/women's associations. The faculty members deliver lectures or conduct programs in NSS camps held in villages. Some faculty members offer expertise and help for some rural cooperative societies in the neighborhood.

7.3.9 Describe how your institution determines student satisfaction, relative to academic benchmarks? Do you update the approach in view of the current and future educational needs and challenges?

Presently we have a system for the evaluation of teachers by students. This year (during 2010-2011) we have collected feedback from the students regarding the relevance and usefulness of the curriculum. We are thinking of obtaining feedback regarding the progress of the students from the parents. As and when the situation calls we will try to update/modify the system.

7.3.10 How do you build relationships?

- to attract and retain students
- to enhance students' performance and
- to meet their expectations of learning

The institution relies on P.T.A and Alumni association for building long-lasting relationships. Mentor system introduced recently aims at enhancing students' performance and meeting their expectations of learning. The parents express frank opinions in the PTA meetings and offer suggestions for improvement. The students have opportunities for expressing their opinion about the college, in the various committee meetings and in the written feedback. This exchange of views reinforces the relationship between the students and the college.

7.3.11 What is your complaint management process? How do you ensure that these complaints are resolved promptly and effectively? How are complaints aggregated and analyzed for use in the improvement of the organization, and for better stakeholder-relationship and satisfaction?

The Grievance-redressal Cell, Students' welfare committee receive complaints from Staff and students and forward it to the administration which in turn appoints ad-hoc committees to look into the complaints. We have kept complaint boxes at many places in the campus, and they are opened frequently to learn about complaints. The administration convenes special meetings on the advice of the grievance cell to settle issues.

for Re-accreditation:

1. How are the Core Values of NAAC reflected in the various functions of the institution?

   Ever since the college went in for accreditation in 2004-05, it has tried to assimilate NAAC's core values and embed them into the academic and administrative functions. The mission statement is in tune with the national vision for higher education. We have tried to live up to the aspirations of students by focusing on social justice, equity and access to quality higher educational programs. Our academic and co-curricular activities help students in growing up in a free, fair and secular atmosphere.

   The various skills like communication skills, interpersonal skills, computer skills are imparted in the institution to all those who are desirous of developing these skills. Our students are finding job opportunities or progressing to higher education which suggests that their competence is quite satisfactory. Most of our students come from surrounding villages and they have a natural ability to appreciate universal values; and this innate ability is further strengthened by the efforts of the institution. The special talks, seminars, cultural and sports events motivate them. We are making efforts to maximize the use of technology by providing the necessary resources. Quality monitoring and value enhancement will definitely put us on the path to excellence and our re-accreditation process is a significant step in that direction.

DECLARATION BY THE HEAD OF THE INSTITUTION

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

This SSR is prepared by the institution after internal discussion and no part thereof has been outsource.

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

PRINCIPAL

Place: Thirthahalli

Date: 10.01.2011



Sri. Kimmane Rathnakar MLA, Thirthahalli, Dr. U.R. Ananthamurthy, Justice N.D. Venkatesh and Sri B.S. Vishwanathan at the Academic Advisory Board Meeting



Dr. U.R. Ananthamurthy Speaking to management & Staff members



Prof. B.S. Sherigar, V.C of Kuvempu University Inaugurating the UGC Sponsored Chemistry Seminar



Ms. Shobha Karandlaje Minister for Rural Development, Karnataka, Inaugurating the UGC Sponsored Sociology Seminar

Sri I.M Vithala Murthy IAS, Inaugurating the Kuvempu University Ladies Sports meet and the renovated auditorium



Dr. Srikantha Kudige, Former Registrar, Kuvempu University, delivering the inaugural address at the UGC Sponsored Kannada Seminar



Parents - Teachers' Association meeting



Sri S.R. Nayak, Chairman, State Human Rights Commission, addressing Staff and Students



Sri Mahesh Joshi, Director, Dooradarshan Bangalore, inaugurating the Humanities club 2007-2008



View of our Physics Laboratory



View of our Chemistry Laboratory



Students at the Computer Lab



View of the Reading room at the Library



Boys work out at the Multi-Gym



The Canteen **Aharya**



Inside View of the Silver Jubilee Auditorium





Sri Kimmane Rathnakar MLA Speaking at the Program 'Legal Literacy-special Lecture'



Justice Santhosh Hegde, Lokayucta of Karnataka, addressing staff and students at a special Lecture Program on 'Eliminating Corruption'



Mr. Sachin Kumar, Rank Holder(B.A.) being Felicitated at **Prathibha Puraskara**



Ms. Krupanidhi, Rank Hoder (B.Com) being Felicitated at **Prathibha Puraskara**



Smt. Nemichandra, Dy. G.M., HAL, and famous writer, at the PD Session Organized by the Women Empowerment Committee



Smt. Poornima Purohith of Prasanna Counselling center, Bangalore, Counselling our Girl students



Dr. Shubhadas Maravanthe, Sahyadry College Shimoga, Unveiling the wall-Magazine **Sanabhi**



Students Listening to the Pre-placement talk at the Campus selection



Our Students Writing a test at the Campous Selection organised by Cambridge Solutions Shimoga.



Prof. Shantha Nagaraj, Prasanna Counselling Center, Bangalore, addressing Students on Problems of Adolescence



Sri B.A. Mahadevappa, President, DCC Bank Shimoga, Inaugurating the PD Seminar organized by ***Yojana Vedike***



Weight-Lifting Champions Of Kuvempu University for 2008-09



University champions of Volley - Ball, Throwball , TT, Kho-Kho,& Badminton, for 2008-09



Our students who represented Kuvempu University at the all India varsity sports meet, 2007-2008



Colourful March-past at the inauguration of Varsity Ladies Games ,2008-2009 organised at Tunga Mahavidyalaya



Our Girls display their talent at the Inter college Cultural festival organised by Humanities club Tunga Mahavidyalaya.



Miss Jayashri Nayak and Miss Srilatha both winners at the Sahayadri Utsava, Varsity level cultural competitions



Blood Donation Camp Organized by the NCC Unit of the College



Our NSS Volunteers doing **Shramadana** at the Annual NSS Camp . they built a Pipe line for the village school



NSS Volunteers at work building a latrine for the Primary school at Kasaravalli